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Media Preferences on Note-Taking among Pre-Service Language Teachers

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Abstract: Utilizing technology in the context of education is a common practice for effective instruction. Yet, advancements in the aspect of digital note-taking are too slow, despite of its necessity in a digital era where most information resources are lengthy and abundant, but also computerized and wireless. This puts pen-and-paper note-taking in an unfavorable circumstance as compared to note-taking that is digitally assisted. Various studies have surfaced to explore and develop digital tools for taking notes, as well as connecting gaps between pen-and-paper and technology-based note-taking. Unfortunately, it is still vague whether digital note-taking will and should replace the traditional note-taking, as there are flaws and shortcomings present in both medium. This study discussed the prevalent media preference of students when taking notes to determine which of the two note-taking methods are favored. Additionally, it also explores the usability of both note-taking methods, in order to investigate the deficiencies of their use and discuss implications for future note-taking applications. Developing effective note-taking software is problematic due to its complexity issues and suitability for productive learning. The study primarily inspected students' perceived usability towards both note-taking methods and there is a total of 75 respondents who participated in the evaluation of their preferred media in taking notes. Based on the findings, traditional note-taking is prevalently utilized and favored compared to digital note-taking, but then, digital note-taking surpassed the overall usability score of pen-and-paper note-taking.

Keywords: notetaking tool, digitalized notes, pen-and-paper notes, teachers, media preference, education, technology.

Introduction

Background of the Study

Notes are materials that hold brief and compressed sources of data, facts, figures or records produced by means of writing, while concurrently engaging in other tasks that are in relation to the receptive skills, such as observing and listening (Susanti, 2018). Moreover, excellent note-taking abilities are associated with positive study-related achievements such as course outcomes, preservation of lectures or content of a course, and study practices. In this respect, the act of note-taking is regarded as a skill that grants several advantages for students in their academic life. In a relevant study conducted by DeZure et al. (2001), wherein the study managed to determine the positive impact of reviewing and note-taking to student learning. Based on their study, note-taking is beneficial towards the students' ability to recall and synthesize the course lectures, which enables them to have progressive outputs or performances.

There are also other studies that are apart from the traditional or so-called old style form of note-taking. One of these is the study of Wyk and Reyneveld (2018), which tackles the prevalence of students to interact with their mobile devices as their means to remain socially connected, therefore, lecturers in the mentioned study made an investigation towards the idea of utilizing

mobile devices as digital tools for educational purposes. Nakayama et al. (2017) conducted a similar study that presented the means of predicting learner's performance by employing the various features of note-taking such as quantity of terms used and coverage of notes. This study mainly explored note-taking as a factor of learner's performance, which also served as an indication of how taking notes can assist students in their academic life. Salame and Thompson (2020) showed a relevant research regarding taking notes strategically. In their study, note-taking is viewed as a necessary equipment to progress in the students' academic career, which would involve certain skills that are needed to collect information about course contents. In addition, their study also pointed the direct relationship that exists between note-taking and students' overall grades.

However, the previously mentioned studies' views are challenged by some researches, which seem to gain contradictory insights regarding note-taking. Gurley (2018) conducted a study that was primarily designed to determine whether there was a significant relationship between note-taking method and grade point average of students. Surprisingly, with most of the students who preferred taking notes on paper, there was no significant relationship between grade point average and taking notes. Another study by Hale and Courtney (1994) found out that taking notes hardly had any positive effect on student marks and compelling them only resulted in lesser marks. Hence, additional contextualized studies could be necessary to supplement information to this subject matter and context. Hughes and Suritsky (1993) also presented in their study that there seems to be an insufficient evaluation regarding struggles or difficulties in taking notes. This study is linked to other researches that acknowledge the difficulty of simultaneous interaction of the note-taker to both productive and receptive aspect of note-taking, whether it is in a digital or traditional form. Furthermore, it was also mentioned in the study that taking notes is not a laidback task as it demands concentration and certain receptive skills. Keeping in mind that any distraction or intervention could bring the note-taker out of track. Note-taking involves time pressure, which affects both the quality and quantity of notes as it is necessary to produce concise records or notes (Piolat et al., 2005).

Despite of the abundance in the investigations or studies presented, seldom researches were conducted that took pre-service teachers as respondents in the study, whether it is traditional or digital form of note-taking. As specified by Yusop and Sumari (2015) it is critical for pre-service teachers to understand their own learning style preferences to not deprive themselves from the variety of existing learning styles and in order to fully comprehend an effective and suitable note-taking tool or method. In addition, the purpose of this paper is also to present a contextualized study about media preference (longhand traditional using pen-and-paper or digital) of students in taking their course to help identify whether note-takers are satisfied with their preferred media in taking notes or not and the need to encourage note-takers to utilize specific digital tools for note-taking. Specifically, the study examined usability that comprises the usefulness, ease of learning, and ease of use of the note-takers' preferred media in taking notes.

Research Questions

The following questions are sought by the study:

1) What is the prevalent media preference of respondents in taking notes?

2) What is the perceived usability of respondents towards their preferred media in taking notes?

3) Does the perceived usability differ across media preference of respondents in taking notes?

Review of Related Literature

Traditional pen-and-paper note-taking

The traditional note-taking is the act of students recording information on paper during a lecturer's presentation or while reading a source of information (Rivard, 1994). The conventional

way of taking notes is by using a tangible medium, such as paper, to record information that may be utilized later. According to Boch and Piolat (2005), note-taking is a technique of capturing information obtained from a temporary source, such as a reading, an oral conversation, or a lecture. This research depicts a note-taker's struggle with an information source that may be transient or fleeting. According to Carrier et al. (1988), note-taking is a process of summarizing information in short sentences, which allows a large amount of information to be quickly shortened on paper, which is why writing information on paper while listening to lectures is universally considered an important skill for academic success. In this regard, note-taking is about condensing and focusing the information obtained for maximum efficiency. The components of note-taking activities were explored by DiVesta and Gray (1972), who discovered two fundamental functions that promote the learning process: encoding and retrieval. In the encoding perspective, simply taking notes improves learner performance, while the retrieval process promotes the evaluation, organization, and reconstruction of information. To put it another way, note-taking is a useful tool for a student who needs to gather and use knowledge from a source. According to Peper and Mayer (1986), taking notes is a creative activity that allows students to make external links between the contents provided and their past knowledge.

As one of the impacts of taking notes during lectures, students who take notes have a good impact on their exam performance (Crawford, 1925). In this case, note-taking is seen as the most important factor in achieving high exam marks. Kiewra (1985) investigated the quantity of words in students' notes, which is used to assess student learning performance, and found that it is positively connected with free recall of both major themes and details after a lecture. According to their findings, note-taking has the advantage of allowing note-takers to correlate information from a source with previous learnings and experiences. In addition, Hartley (2002) had a similar viewpoint, stating that traditional note-taking is an excellent information-processing technique that is still widely employed in everyday life and numerous professions. It's a helpful instrument, and its application isn't confined to the realm of education. Instead, it is a useful talent that may be used to a variety of circumstances and jobs.

The amount of terms identified in the notes was connected to student learning performance, which showed a positive association that indicated information retention during a lecture. It is linked to a research by Benton et al. (1993), who found that the length of lecture notes was highly related to the length and arrangement of essays written by students concerning the lecture material. Palmatier and Bennett (1974) reinforce prior research' claims by highlighting that taking notes is a widespread and useful habit for students in both lectures and reading materials.

Digital note-taking

Although many studies have been presented regarding this task in a digital set-up, note-taking has preserved its traditional aspect (Miura et al., 2005). To put it another way, taking notes hasn't lost its old-fashioned yet common manner of retaining data. According to Grabe and Christopherson (2005), a digital document offers greater benefits than a paper document in terms of storability, transportability, computability, reproducibility, legibility, searchability, printability, and security. In other words, digital notes cannot be retrieved immediately in the physical world. Instead, there has to be a technology that can access digital format. According to Luchini et al. (2002), if an appropriate application for educational tasks and activities is logically built, there is a significant possibility in employing these devices with technology in education and learning. The introduction of technology in the area of note-taking has various advantages, especially when the technology is used in the context of learning and education. Furthermore, according to Cope and Kalantzis (2009), digital note-taking applications are primarily utilized for information annotation, collaboration, indexing, and subsequent retrieval. Digital note-taking tools or applications in this study appear to have comparable capabilities that allow users to successfully highlight and communicate or receive comments in their notes.

However, according to a research conducted by Reimer et al. (2009), students still prefer to take notes using pen and paper rather than relying on modern technology. The study found that digital

note-taking tools lack adaptability in order to meet the demands and preferences of its users. Ward and Tatsukawa (2003) on the other hand say that most existing note-taking systems utilize the keyboard to type notes, which is encouraged because text entry via the keyboard is faster than handwriting. One of the benefits of digital note-taking is that it allows note-takers to save time and effort while gathering information from a source. Education experts reported in a relevant study by Makany et al. (2008) that employing technology to facilitate learning has an impact on learning habits, styles, and results.

While technology has its benefits in the note-taking situation, it also has drawbacks that have been documented in various research in the field of education. According to Bauer and Koedinger (2006), a feature worth highlighting is the copy-paste option, which affects note-takers' retention by allowing individuals to write notes without reading them or focusing on what they have written. As technology makes digital note-taking easier, the note-thinking taker's processes to input information deteriorate more. Instead, they rely on the digital tool's aid. As a result, tools are produced without being tested in the field and design decisions are primarily made by software engineers or developers who aren't familiar with educational ideas (Vega et al., 2007). It does not give enough thought to the digital note-taking tool's influence on learning in the academic environment, because its primary focus is on its general function as a note-taking tool. According to Berque (2006), if a note-taking application is created for educational reasons, it should be developed to preserve the learning gains obtained through conventional note-taking, and each tool should be evaluated to assure its long-term viability for educational purposes. Furthermore, digital note-taking tools for educational purposes should be utilized to complement traditional note-taking rather than to introduce additional obstacles or concerns.

Methodology

Research Design

Descriptive-quantitative design was implemented in this study to acquire necessary familiarity and insights regargding the preferences of students and usability of their preferred note-taking method. Additionally, this study is cross-sectional and made use of survey questionnaires to thoroughly examine the usability features of the students' preferred media in taking notes. The respondents of this study were contacted by the researcher and asked to complete the survey using the google forms link, which was expected to be accomplished in no more than 10 minutes. Before they could proceed with the items involving usability features of their preferred note-taking tool or method, they are also required to impart their demographic profile and media preference that would help the researcher characterize the respondents who participated for this study.

Respondents

This study managed to gather a total of 75 students from the College of Teacher Education in Western Mindanao State University. In terms of gender, the majority are females (59 or 78.7%) and is also dominated by English major students (61 or 81.3%). The respondents' age ranged from 18-23, with mean age of 20.27, and standard deviation of 1.143. With respect to respondents' year level, the sample size of the study is composed of: 1st year students (15 or 20%), 2nd year students (17 or 22.7%), 3rd year students (31 or 41.3%), and 4th year students (12 or 16%).

Research Tool

In order to quantify the usability of the respondents' preferred media in taking notes, a modified questionnaire was adapted and utilized from the study of Fruhling and Lee (2005), which contains the usefulness, satisfaction, and ease of learning approach. The U.S.E. questionnaire approach involves a short questionnaire survey that is used to inspect the main features of usability. It is proven to be a valuable instrument due to it being reliable in examining usability that includes usefulness, satisfaction, and ease of learning of a certain note-taking tool or method.

The research instrument employed consists of 10 items and is allocated into three sections, which are formed according to the U.S.E. approach. This particular research instrument was also modified by eradicating several items from the original instrument to prevent some items from overlapping each other and to make it more comprehensive according to the context of the respondents in this study.

Usability	Items	SCALE			
Usefulness	My preferred media helped me to become more effective in taking notes.	1	2	3	4
Usefulness	My preferred media makes note taking easier to get done.	1	2	3	4
Usefulness	My preferred media helped me to save time.	1	2	3	4
Usefulness	My preferred media meets my needs in taking notes.	1	2	3	4
Ease of learning	I easily learned how to use my preferred media in taking notes.	1	2	3	4
Ease of learning	I can easily remember how to use my preferred media in taking notes.	1	2	3	4
Ease of learning	I quickly became skillful with it.	1	2	3	4
Ease of use	I can effortlessly use my preferred media in taking notes.	1	2	3	4
Ease of use	My preferred media give me more control over my note-taking activity.	1	2	3	4
Ease of use	I can make use of my preferred media in taking notes without guidance or assistance from others.	1	2	3	4

1 [Strongly Disagree], 2 [Disagree], 3 [Agree], and 4 [Strongly Agree].

Pilot Testing and Reliability

This study's pilot testing surveyed 30 pre-service language teachers from the College of Teacher Education in Western Mindanao State University. Majority of the respondents are female (21 or 70%). Among the 30 students, 19 (63.3%) were taking English as their chosen area of specialization. The respondents' age ranged from 20 to 22 years old, with a mean age of 20.70 and standard deviation of 0.596. The reliability of the instrument is inspected and analyzed using the IBM SPSS Statistics 20, which is a computer software used to help analyze and interpret the data gathered from the pilot testing. It was reported that the modified instrument utilized in this study attained a reliability score of 0.962, which is higher compared to the reliability score of the original instrument that is 0.93.

Data Gathering Procedure

The research tools after pilot testing were completed via google form. This is a necessary tool for collecting the students' responses, considering that distributing and acquiring hard copies of the instrument are discouraged because of the pandemic. Respondents were contacted individually via messenger. They were provided with a link that will automatically redirect them to the google form to complete the survey. In total, 91 pre-service language teachers were identified and communicated to receive the google form link. However, only 75 responses were recorded as some of the respondents either failed to submit a response or disagreed with the consent that was provided in the google form.

Coding Procedure and Statistical Treatment

For the analysis of the data gathered from the research instrument, the responses were initially coded. For the demographics, gender (1 for male, 2 for female), area of specialization (1 for English, 2 for Filipino), year level (1 for first year, 2 for second year, 3 for third year, 4 for

fourth year), media preference (1 for pen-and-paper or traditional note-taking, 2 for digital note-taking). Afterwards, the responses in the U.S.E. survey questionnaire (1 for strongly disagree, 2 for disagree, 3 for agree, 4 for strongly agree), and the assigned code for every item in the research instrument (U1 for first item, U2 for second item, U3 for third item, U4 for fourth item, U5 for fifth item, U6 for sixth item, U7 for seventh item, U8 for eighth item, U9 for ninth item, and U10 for tenth item). The instrument used in this study did not contain negative statements. Thus, no reverse coding was done. Furthermore, to determine media preference and perceived usability, descriptive statistics was used, particularly the mean and standard deviation. To determine the significant difference of perceived usability across media preference, the data were treated using the inferential parametric statistical tool known as independent sample t-test.

Results and Discussion

Students' preferred media in taking notes

To uncover the dominant media preference of students in taking notes, the responses in the utilized research tool were exported and transferred to IBM SPSS Statistics 20, where the data are analyzed using descriptive statistics, particularly valid percentage and frequency. The analysis is presented in the table that follows:

Table 1.0. Prevalent Media Preference of students in taking notes

Variables	Frequency	Percent
1	57	76.0%
2	18	24.0%
Total	75	

According to the data presented in Table 1.0, with students who heavily prefer the use of traditional note taking (57 or 76%), it could be inferred that despite in an online learning set-up, most of the students favor the use of traditional means in order to construct or form notes. The results can be insightful as it may oppose studies that are convinced to the idea of developing certain digital tools for a specific environment or population to digitally assist students in note-taking, such as the study of Wyk and Reyneveld (2018), which tackles the prevalence of students to interact with their mobile devices as their means to remain socially connected. Additionally, lecturers in the mentioned study also made an investigation towards the idea of utilizing mobile devices as digital tools for educational purposes. On a positive note, this could help support claims that note-taking has preserved its traditional aspect. One of which is the study of Miura et al. (2005), which acknowledges the fact that note-taking hasn't lost its old-fashioned and common manner of retaining data. Also, the data reflects the viewpoint of the study of Hartley (2002), which inferred that traditional note-taking is an excellent information-processing technique that is still widely employed.

Perceived usability of students towards their preferred note-taking tool

To clearly determine the perceived usability of the students' preferred media in taking notes, the media preference was taken into consideration in order to isolate the responses of students who chose the traditional over digital note-taking and vice versa. The collected data was subjected to analysis by utilizing descriptive statistics, specifically the frequency, valid percentage, mean, and standard deviation.

Table 2.0. Perceived Usability of students towards their traditional or pen-and-paper note-taking

#	Statements	Responses								M	Inte p.	St. Dev.
		SD		D		A		SA				
		N	%	N	%	N	%	N	%			
1	My preferred media makes note-taking process easier to get done.	7	12.3	2	3.5	31	54.4	17	29.8	3.02	HU	0.91
2	My preferred media helped me to save time.	6	10.5	15	26.3	28	49.1	8	14.0	2.67	HU	0.85
3	My preferred media helped me to become more effective in taking notes.	6	10.5	3	5.3	24	42.1	24	42.1	3.16	HU	0.94
4	My preferred media meets my needs in taking notes.	7	12.3	6	10.5	22	38.6	22	38.6	3.04	HU	0.99
5	I easily learned how to use my preferred media in taking notes.	6	10.5	2	3.5	28	49.1	21	38.6	3.12	HU	0.91
6	I can easily remember how to use my preferred media in taking notes.	6	10.5	3	5.3	25	43.9	23	40.4	3.14	HU	0.93
7	I quickly became skillful with it.	5	8.8	5	8.8	34	59.6	13	22.8	2.96	HU	0.82
8	I can make use of my preferred media in taking notes without guidance or assistance from others.	7	12.3	2	3.5	21	36.8	27	47.4	3.19	HU	0.99
9	I can effortlessly use my preferred media in taking notes.	5	8.8	4	7..0	23	40.4	25	43.9	3.19	HU	0.92
10	My preferred media gives me more control over my note taking activity.	6	10.5	5	8.8	21	36.8	25	43.9	3.14	HU	0.97
Overall Perceived Usability										3.06	HU	0.80

Scale: 1.0 to 1.74 [Very Low Usability], 1.75 to 2.4 [Low Usability], 2.5 to 3.24 [High Usability], and 3.25 to 4.0 [Very High Usability].

Table 3.0. Perceived Usability of students towards their digital note-taking

#	Statements	Responses								M	Inter p.	St. Dev.
		SD		D		A		SA				
		N	%	N	%	N	%	N	%			
1	My preferred media makes note-taking process easier to get done.	0	0	1	5.6	11	61.1	6	33.3	3.28	VHU	0.58
2	My preferred media helped me to save time.	1	5.6	0	0	6	33.3	11	61.1	3.50	VHU	0.79
3	My preferred media helped me to become more effective in taking notes.	0	0	1	5.6	10	55.6	7	38.9	3.33	VHU	0.59

4	My preferred media meets my needs in taking notes.	0	0	1	5.6	10	55.6	7	38.9	3.33	VHU	0.59
5	I easily learned how to use my preferred media in taking notes.	1	5.6	0	0	8	44.4	9	50.0	3.39	VHU	0.79
6	I can easily remember how to use my preferred media in taking notes.	0	0	1	5.6	9	50.0	8	44.4	3.39	VHU	0.61
7	I quickly became skillful with it.	0	0	3	44.4	8	44.4	7	38.9	3.22	HU	0.73
8	I can make use of my preferred media in taking notes without guidance or assistance from others.	0	0	3	44.4	8	44.4	7	38.9	3.22	HU	0.73
9	I can effortlessly use my preferred media in taking notes.	0	0	1	5.6	11	61.1	6	33.3	3.28	VHU	0.56
10	My preferred media gives me more control over my note taking activity.	1	5.6	0	0	9	50.0	8	44.4	3.33	VHU	0.78
Overall Perceived Usability									3.33	VHU	0.56

Scale: 1.0 to 1.74 [Very Low Usability], 1.75 to 2.4 [Low Usability], 2.5 to 3.24 [High Usability], and 3.25 to 4.0 [Very High Usability].

As gathered from the results of Table 2.0 and Table 3.0, findings reveal that pre-service language teachers perceive their preferred media to have at least high usability. One of the implications of this is that traditional method of note-taking, though claimed by certain studies that it retained its old-fashioned way of collecting notes, is still a viable means of being able to record information. Also, it gives further clarity to certain features of traditional note-taking in relation to the reception of notes. Such as the study of Hughes and Suritsky (1993) that suggested the insufficient evaluation regarding struggles or difficulties in taking notes. However, the outcomes of the study do not display such difficulties as most of the respondents have control over their note-taking ($\bar{x}$=3.14) and can effortlessly utilize pen-and-paper note-taking ($\bar{x}$=3.19), and do so without much assistance from others ($\bar{x}$=3.19). Yet, it is worth noting some potential flaws of taking down notes in a traditional manner as manifested in Table 2.0, such as being able to become skillful with it ($\bar{x}$=2.96), and being able to save time ($\bar{x}$=2.67). In addition, it can be conjectured that access to digital tools as a pre-requisite to attempt digital note-taking might be inaccessible for certain respondents. Hence, hindering opportunities of utilizing the digital method.

Regarding perceived usability towards digital tools, the data in Table 3.0 mirrors the findings of numerous studies conducted that are aimed in exploring the advantages of digital tool in taking notes (Christopherson and Grabe, 2005; Cope and Kalantzis, 2009; Luchini et al., 2002).

Differences of students' perceived usability across preferred media in taking notes

To determine the existence of a significant difference between the respondents' media preference and perceived usability, the data set was treated with the inferential and parametric statistics known as Independent-samples T Test, which is presented in Table 4.0.

Table 4.0. Students' Perceived Usability across preferred media in taking notes

Variables		Categories	M	SD	Description	Sig.
Dependent	Independent					
Perceived Usability	Media Preference	Traditional/ pen-and-paper note-taking	3.06	0.80	High Usability	0.194
		Digital note-taking	3.32	0.54	High Usability	

Scale: 1.0 to 1.74 [Very Low Usability], 1.75 to 2.4 [Low Usability], 2.5 to 3.24 [High Usability], and 3.25 to 4.0 [Very High Usability].

As garnered from the data set, it was resolved that there is no significant difference on the respondents' perceived usability towards their preferred media in taking notes when data are grouped according to media preference (p-value ≥ 0.05, instead of $p < 0.05$), the traditional note-taking [M=3.06, SD=0.80] and digital note-taking [M=3.32, SD=0.54] which shows high usability. It could be settled, though unreliable, the results provided in Table 4.0 could have minor speculations. Specifically, with digital note-taking surpassing the traditional note-taking's mean score by 0.26. Which supports the claims of numerous researchers (Christopherson, Kalantzis, Ward & Tatsukawa) with regards to digital note-taking having an upper hand to record and store information for later use.

Conclusion

The chief focus of this study is to acknowledge and address the possible factors for the resistance of utilizing both traditional and digital note-taking that affects its usability, recognize the duty for creating note-taking devices, and construct a model for usable and valuable note-taking applications. Furthermore, it also primarily pushes forward the current endeavors of exchanging note taking movement into an advanced shape, and to contribute with other individuals works in managing advanced note-taking method or even application. Hence, the findings of the study are listed below:

➢ Production of note-taking tools to digitally assist note-takers is risky and ill-advised, since the pen-and-paper note-taking is dominantly favored by most of the respondents in this study.

➢ Traditional and digital note-taking tools have high usability that enables note-takers to accomplish note-taking activities in an effective and efficient way.

➢ Pen-and-paper note-taking dominantly perceived as time consuming both in practice and attaining proficiency at it.

➢ Digital note-taking has its flaws with regards to being a unwieldy and tedious note-taking tool compromises the satisfaction of note-takers.

➢ There is no significant difference between media preference and overall perceived usability of the respondents' preferred note-taking tool.

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Pelvic Organ Prolapse

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Abstract: In recent years, more and more attention has been paid to the issues of prolapse of the genital organs. This is largely due to increase in women's life expectancy and the need to provide them with a decent quality of life, since quite often; prolapse is accompanied by dysfunction of the pelvic organs. In the literature of recent years, there are many the body of information relating to this problem. However, most of these researches considers therapeutic or vertebral neurological problems, while the widespread. This pathology causes the need for additional studies, which will make it possible to determine the choice of subsequent treatment.

Keywords: anatomical and functional failure, cystorectocele, genital organs, gynecology, pelvic floor, prolapse.

Introduction

Pelvic organ prolapse is a disease that combines a group of disorders of the ligamentous apparatus of the uterus and vagina, leading to prolapse and prolapse of the internal genital organs, manifested by displacement of the genitals to the vaginal inlet or prolapse beyond its redistribution.

This pathology has the greatest practical significance among the anomalies in the position of the genital organs [1, 2]. This is a polyetiological disease, in the development of which physical, genetic and psychological factors play a role. Due to the anatomical proximity and commonality of supporting structures, this disease often causes anatomical and functional failure of adjacent organs and systems (urinary incontinence, anal sphincter failure). Genital prolapse (PG) should be considered as a type of pelvic floor hernia that develops in the area of the vaginal entrance. In the terminology of prolapse and prolapse of the internal genital organs, such synonyms as "genital prolapse", "cystorectocele" are widely used; use the following definitions: "omission", incomplete or complete "prolapse of the uterus and vaginal walls" [4]

Etiology and pathogenesis of pelvic organ prolapse

Despite the efforts of many generations of gynecologists, surgeons, anatomists and doctors of other specialties, there is still no consensus on the etiology and pathogenesis of this condition. A number of authors believe that pelvic organ prolapse develops due to insufficiency of the pelvic floor muscles and should be considered as a type of pelvic hernia. Insufficiency of the pelvic floor muscles is due to a decrease in the tone of the muscular-fascial structures or their defects, which can be traumatic and non-traumatic (functional). [3]

The producing factor in the development of this pathology is an increase in intra-abdominal pressure of an exogenous or endogenous nature, and the predisposing factor is the insolvency of

the pelvic floor, in the occurrence of which 4 main reasons can be distinguished (their combination is possible):

1. Post-traumatic damage to the pelvic floor;

2. Failure of connective tissue structures in the form of "systemic" insufficiency;

3. Violation of the synthesis of sex hormones;

4. Chronic diseases, accompanied by a violation of metabolic processes, microcirculation, a sudden frequent increase in intra-abdominal pressure. [6]

Under the influence of one or more of these factors, functional failure of the ligamentous apparatus of the pelvic floor occurs. With an increase in intra-abdominal pressure, the pelvic organs begin to be squeezed out of its limits. Close anatomical connections between the bladder and the vaginal wall contribute to the fact that against the background of pathological changes in the pelvic diaphragm, there is a combined omission of the anterior wall of the vagina and the bladder, which becomes the contents of the hernial sac, forming a cystocele. The cystocele also increases under the influence of its own internal pressure in the bladder, resulting in a vicious circle. These changes are accompanied by stress incontinence in every second patient with pelvic prolapse.

Similarly, a rectocele is formed. There is a combined prolapse of the posterior wall of the vagina and rectum, which becomes the contents of the hernial sac, forming a rectocele. Proctological complications develop in every third patient with the above pathology. [8,9]

Classification

There are several classifications of GHGs (Figure-1). POP-Q (Pelvic Organ Prolapse Quantification) is the most up-to-date classification of GHGs. It has been adopted by many urogynecological societies around the world (International Continence Society, American Urogynecologic Society, Society or Gynecologic Surgeons, etc.) and is used to describe most studies on this topic. This classification is difficult to learn, but has a number of advantages: 1) reproducibility of results (first level of evidence); 2) the position of the patient has practically no effect on determining the stage of prolapse; 3) accurate quantification of many defined anatomical landmarks (and not just the definition of the outlier point itself) [4,5].
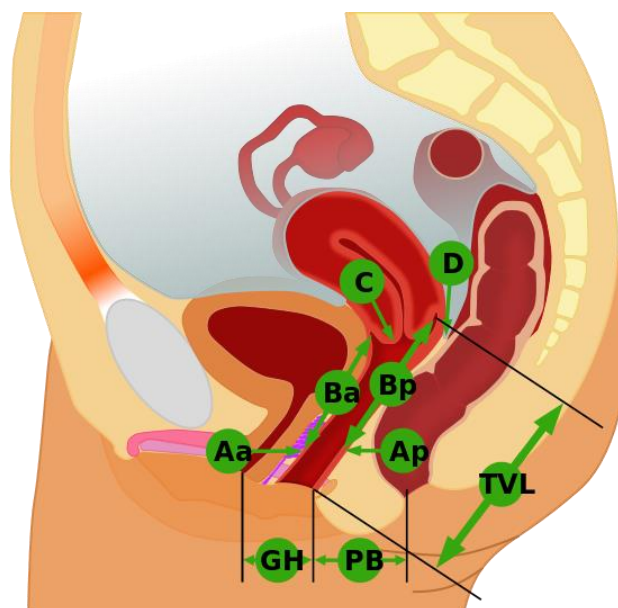
Figure 1. Staging of Prolabs

Once all measurements have been made the stage of the prolapse can be identified in relation to hymen;

➢ **Stage 0**: No prolapse is observed (points Aa, Ba, C, D, Ap and Bp are all $</= -3cm$).

➢ **Stage 1**: The most proximal portion of prolapse is greater than 1 cm above the level of the hymen (points Aa, Ba, C, D, Ap and Bp are all < -1cm).

➢ **Stage 2**: The most proximal portion of prolapse is found between 1 cm higher than hymen and 1cm beneath hymen (points Aa, Ba, C, D, Ap and Bp can set at -1cm and +1cm).

➢ **Stage 3**: The most distal part of the prolapse extends more than 1cm beneath the hymen but no further than 2 cm, resulting in no measurement larger than TVL (points Aa, Ba, C, D, Ap and Bp can be >/= +2cm and </= TVL -3cm).

➢ **Stage 4**: vaginal eversion has taken place or eversion to with 2cm of TVL (points Aa, Ba, C, D, Ap and Bp can be >/= to TVL -2cm) [4,5]

Clinical manifestations of pelvic organ prolapse

Patients suffering from prolapse or prolapse of the genital organs may feel a "foreign body" in the area of the vulvar ring, they may be disturbed by a feeling of discomfort and "heaviness" in the perineum and lower abdomen. The feeling of discomfort usually increases in the evening and decreases or disappears after rest or after the reduction of the lowered organs.

Pain is not typical for this contingent of patients; only with a large enterocele, severe pain in the abdomen can occasionally occur due to traction of the mesentery. Pain in the lower abdomen appear in case of acute urinary retention. A significant number of patients have manifestations of sexual dysfunction and (or) dyspareunia.

The gaping of the genital slit increases the likelihood of infection of the genital tract, therefore, patients with prolapses are characterized by recurrent colpitis and (or) non-inflammatory leucorrhea. Contact of the prolapsed cervix (vaginal walls) with linen, coupled with circulatory disorders, infection and maceration lead (more often in elderly patients) to the formation of decubital ulcers on the mucous membranes. [11]

Omission of the anterior wall of the vagina, urethrocele and cystocele can cause urinary disorders. For paravaginal, central, distal defects of the pubocervical fascia, stress urinary incontinence is characteristic. The transverse defect is not accompanied by incontinence; it is more typical for it to increase the amount of residual urine.

Clinical practice shows that with small degrees of prolapse of the walls of the vagina, urinary incontinence or pollakiuria can be observed more often. For incomplete and complete prolapse of the genital organs, an obstructive type of urination is more characteristic, up to episodes of acute urinary retention. In this case, most often the condition of the urinary tract itself in patients with genital prolapse corresponds to that in patients with urinary incontinence, but the prolapsed tissues compress and sometimes bend the urethra, which leads to diametrically opposite symptoms of stranguria. If during the operation (for example, vaginal extirpation) in such patients the vesicourethral segment is not set in the correct position, the hypermobility of the urethra is not eliminated, etc., then after the operation, urinary incontinence may occur, which was not observed before. Preoperative detection of this so-called occult urinary incontinence in a patient with genital prolapse or prolapse can be facilitated by a cough test with a barrier (i.e., while holding the posterior fornix in the correct position with the inserted Simps posterior speculum).

Urodynamic disorders, especially urinary stasis and vesicoureteral reflux, lead to infection of the genital tract, the formation of hydro ureteral nephrosis, hydro nephrosis, and the frequent development of urolithiasis with corresponding clinical manifestations.

Patients with severe rectocele usually suffer from rectal dysfunction such as colitis, stool and gas incontinence, and stool and gas retention. Frequent stool retention leads to tension, increased intra-abdominal pressure and, as a result, to further progression of prolapse and rectocele.

The omission and prolapse of the genital organs refers to diseases that disrupt the social activity of women, worsening the quality of life.

Diagnosis of genital prolapse

Diagnosis of the degree of prolapse and prolapse of the uterus and vagina is carried out in the position of the patient lying on her back at its maximum severity (usually this is achieved during the Valsalva test). Measurements of parameters are carried out with a centimeter ruler, a uterine probe or a forceps with a centimeter scale. Additionally, it is necessary to perform ultrasound of the pelvic organs, urodynamic examination (if indicated) and proctography (if indicated).

Methods of surgical treatment of genital prolapse

Surgical correction as the only adequate treatment for this disease is no longer the subject of discussion. Currently, significant experience has been accumulated in this area, namely: there are more than two hundred methods of surgical treatment of genital prolapse, including using new technologies [6]. The most complete and convenient is the classification of methods for the surgical treatment of pelvic floor insufficiency, pelvic organ prolapses and their functional disorders, systematized according to the anatomical principle in seven groups of surgical technologies proposed by V.I. Krasnopolsky (1997) [14]:

Group 1: Plastic surgery aimed at strengthening the pelvic floor.

Group 2: Operations using various modifications to strengthen and shorten the round ligaments of the uterus and fix the body of the uterus.

Group 3: Operations to strengthen the fixing apparatus of the uterus and change its position.

Group 4: Operations with rigid fixation of the internal genital organs (vaginal fornix) to the walls of the pelvis.

Group 5: Operations with the use of alloplastic materials to strengthen the ligamentous apparatus of the uterus and pelvic fascia.

Group 6: Operations to create a complete or partial obliteration of the vagina.

Group 7: Radical operations performed by various surgical approaches in combination with operations from groups 4 and 5

Conclusion. Thus, the problem of genital prolapse is multifactorial and polyetiological. When solving it, significant technical difficulties often arise, associated not only with the surgical reconstruction of the pelvic floor, but also with the problem of choosing the least traumatic and effective method of surgical intervention. The long-term, progressive nature of the disease, leading to aggravation of functional disorders, necessitates a reasonable choice (on the one hand, standardized, and on the other hand, individual) method of surgical correction for each patient. Such an integrated approach will improve the results of surgical treatment of patients with genital prolapse, reduce the frequency of recurrence of this disease and the risk of immediate and long-term adverse results of surgical intervention.

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Principals Distributed Leadership Practices and its' Impact on Teaching and Learning in Type 1AB and Type 1C Schools in the Colombo District Sri Lanka

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Abstract: Distributed leadership has been identified as one of the most important leadership practices in terms of enhancing quality of teaching and learning since it involves many members of the school. The main purpose of distributed leadership is to create secondary level leaders within the school and thus give more opportunities for teachers to improve their leadership skills. This study focused on investigating the distributed leadership practices and its impact on teaching and learning in type 1AB and type 1C schools in Sri Lanka. The objectives of this study were to identify how principals and teachers understand the concept of distributed leadership; how distributed leadership practices enhance teaching and learning; and what challenges principals and teachers face when devolving and practicing leadership responsibilities in their schools. Altogether 10 schools, 10 principals, 10 sectional heads and 200 teachers were selected for the study. Both questionnaires and semi-structured interviews were used to gather necessary data. The findings revealed that all the principals and a significant number of teachers in the type 1AB and type 1C schools fully understood the concept of distributed leadership and have linked with teaching and learning. The study further revealed that the distributed leadership practices contributed to enhance quality of teaching and learning in both types schools to some extent. However, it was revealed from this study that a significant number of teachers reluctant to undertake leadership responsibilities and hence principals in both types schools face challenges when devolving leadership responsibilities among the staff.

Keywords: Distributed Leadership, Type 1AB Schools, Type 1C Schools.

Introduction

The term distributed leadership was used by Gibb (1954) for the first time. According to Gibb leadership should be regarded as shared functions among individuals in organizations but not as the authority of the individual. However, the idea of distributed leadership was widely theorized by Gronn (2000). Two common explanations have been found in the literature on distributed leadership by Spillane and Gronn. Distributed leadership has become very popular in the current educational dialogue as it supports in enhancing the quality of teaching and learning. The main purpose of distributed leadership is to give more opportunities for teachers to improve their leadership skills and thereby create secondary level leaders within the school.

The Distributed form of leadership has been identified as one of the most important factors in terms of development of teacher leaders within the school. Spillane and Duignan (2001), recognized as two prominent researchers who worked much on distributed leadership. They observed distributed leadership as being central to the teaching and learning process in the school. Also they agree that leadership involves all members of the school community, not just

the principal and deputy principal. Spillane et al., (2004) argues that leadership occurs in a variety of ways all over the school. Also leadership is centered in the interaction between people. According to Spillane leadership roles are played by various individuals. The leadership roles played by various individuals can be formal or informal. Hence, all individuals take responsibility for leading and managing the school. Therefore, his perspective of distributed leadership is neither a top-down nor a bottom-up approach. However, Spillane identifies that leadership roles are played by different people at different times. Also leadership is not limited to those who are at the top of the organizational hierarchy or to those who have been assigned formal leadership tasks. According to Spillane et al., (2007) in this context leadership practice is a collective activity.

Gronn (2002) believes that the notion of distributed leadership presents a dynamic understanding of leadership. Also he identified distribution of organizational activities and tasks as a new form of the division of labor in organizations. Similar to this view Sergiovanni et al; (1999) recognized distributed leadership as a kind of social capital. He mentioned that distributed leadership encourages the notion of multiple leadership and it supports organizations to identify and address its shortcomings effectively. Hence, distributed leadership has been recognized as one of the most important leadership practice that can be used in developing teacher leaders within the school. They further emphasized that there is a positive relationship between distributed leadership practices and quality of instructional process.

As mentioned by Harris et al., (2007) team work, collaborative work practices and the trust are very important elements of distributed leadership. Leithwood et al (2008) see distributed leadership as one of the seven strong claims of successful school leadership. Accordingly, it is clear that the researchers identify distributed leadership as one of the most important leadership styles which can be used to improve quality of teaching and learning and student educational outcome through the motivation of team work and collaborative work culture in schools. Principals as effective leaders of the twenty first centuries schools need to develop teacher leaders within the school as school leadership has become a complex concept. In this connection school principals can use distributed leadership practices as an effective leadership style in terms of enhancing leadership skills of teachers and thereby quality of teaching learning and student outcome. Therefore, this study focused on investigating the distributed leadership practices and its impact on teaching and learning in Type 1AB and Type 1C Schools in Sri Lanka. This study looks at the distributed leadership practices by school principals on the instructional process and leadership development of teachers in Type 1AB and Type 1C schools in Sri Lanka.

Statement of the Problem

It has been found that there is a positive relationship between distributed leadership practices and quality of pedagogical process in schools. The main purpose of distributed leadership is to provide more opportunities for teachers to develop various skills related to leadership, team work and collaborative work practices which directly benefit students' high level of educational performance. Based on the study findings of Rutherford (2002) concluded that a collaborative working environment enhances quality of teaching learning and students' educational achievements. The Report of the National Education Commission (NEC 2003) in Sri Lanka also states the importance of team work and collaborative work practices among teachers in the school sector highlighting that collaborative work practices help improve teaching learning and also professional development of teachers. It has further emphasized that "collaborative work practices are essential to ensure effective performance in the schools. Accordingly, it is clear from the evidence that team work and collaborative work practices are at the center of school improvement and development. All these findings in relation to collaborative work practices and team work of school teachers provide a relevant and valuable indication for the current study as it focuses on how principals working Type 1AB and Type 1C schools distribute leadership responsibility among staff and its impact on teaching learning and student educational achievement. Further, to date, research into this field in the country has focused

more on the other types of school leadership practices rather than on how the principals engage in distributed leadership practices as school leaders in the school. Also there is a growing concern about the little attention to distributes leadership practices by principals working in different categories of schools in Sri Lanka and hence there is a dearth of research into the field. Therefore, this study focused on examining the distributed leadership practices of principals' working in Type 1AB and Type 1C schools in Sri Lanka.

Purpose and objectives of the Study

The main purpose of this study was to examine how principals engage in distributed leadership practices in Type 1AB and Type 1C schools in Sri Lanka. Therefore, the specific objectives of the study were to:

1. To find out how principals and teachers of Type 1AB and Type 1C schools understand the concept of distributed leadership

2. To identify how distributed leadership practices, enhance quality of pedagogical practices and student educational achievement

3. To find out problems and challenges principals and teachers of Type 1AB and Type 1C schools face when devolving and practicing leadership responsibilities in their schools

Methodology

The study employed a mixed methodology. Creswell and Plano Clark (2007) stated that the combination of both quantitative and qualitative approaches in a single study provides a better understanding of research problems than either approach alone can provide. .As explained by Newby (2010) mixed methods research is becoming an increasingly popular approach in the fields of sociology, psychology, education and health sciences. Supporting this Tashakkori & Teddlie, (1998) mentioned that combining quantitative and qualitative approaches within different stages of the research process is possible. Accordingly, two phases of the study, a quantitative phase, followed by a qualitative phase was included in to the research design. The following diagram shows the research design of the current study.
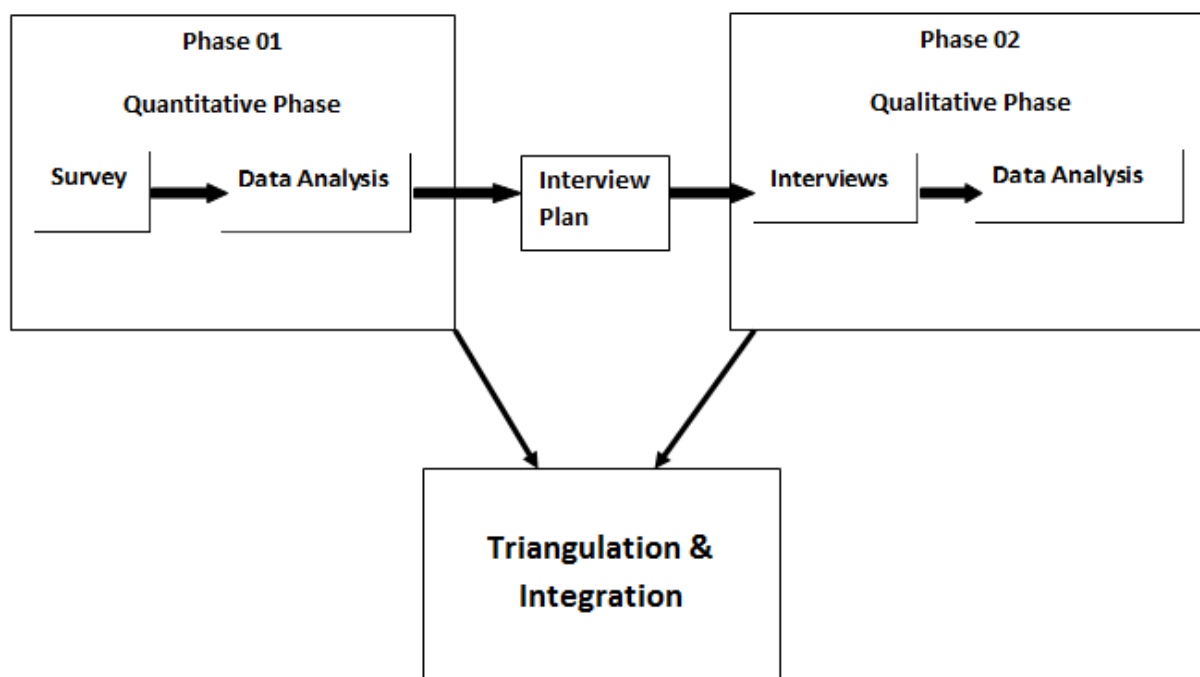

Figure: 1. Mixed Method Research Design approach – Adopted from Creswell 2012

Study Sample

The following table shows the total number of study sample of the current study

Table No. 1: Study Sample

School Type	School Sample	Principal Sample	Teacher Sample	Sample of Sectional Heads
Type 1AB	05	05	120	05
Type 1C	05	05	80	05
Total	**10**	**10**	**200**	**10**

Accordingly, the study sample included 200 teachers randomly selected from 10 governments Type 1AB and Type 1C schools, 10 school principals, and 10 sectional heads.

Data Collection Instruments

Both questionnaire and semi-structured interviews were used to collect the necessary data and information so that achieve the main purpose of the study. Accordingly, researchers-developed questionnaire for teachers and semi structured interview schedule for principals, selected teachers and sectional heads were used. The items selected for the questionnaire and interview in the current study were focused on main elements related to distributed leadership practices. The teacher questionnaire had two sections. Section A contained items regarding the respondent's profile while section B had two sub-sections designed to identify principals' distributed leadership practices. The teacher questionnaire consisted of 15 items which covers the areas of principals' distributed leadership practices as perceived by the teachers. A four- point scale with a response mode of V = very satisfied (4 points), S = satisfied (3 points), N= neutral (2 points) and NS = not satisfied (1 point) was used to measure the item responses. The respondents to teacher questionnaire were requested to indicate by ticking (√) in the appropriate boxes, the response applicable to the items. In addition to the questionnaire survey with teachers' interview is also used in order to collect qualitative data. Semi-structured interview was selected as a data collection technique to obtain data and information from individual principals and sectional heads about principals distributed leadership practices and its impact on teaching and learning in Type 1AB and Type 1C schools in Sri Lanka. Hence semi structured interview was held with principals, and sectional heads. Altogether 10 questions were included into each interview schedule of principals and sectional heads. The instruments were pilot tested in order to make sure about the validity and reliability. Two research assistants were trained in administering the questionnaire. The consent of the principals of selected 10 schools of Type 1AB and Type 1C was given and questionnaire was administered to the teachers in the schools. The principals and sectional heads were interviewed by the researcher herself. Respondents were properly guided to avoid misunderstanding of the purpose of the study. The exercise was completed within a month.

Data Analysis

In order to analyse the data both quantitative and qualitative methods were used. Gorard (2004) stated that mixed methods research entails a combination of 'quantitative' and 'qualitative' approaches to generate a more accurate and adequate understanding of social phenomena than using only one of these approaches. According to Trochim (2006), one of the common ways to describe a single variable is with a frequency distribution. Therefore, in the current study frequency distributions were shown as tables. Distributions are displayed using percentages of teachers' responses in Type 1AB and Type C of 10 schools. Accordingly, the quantitative aspects of the questionnaire were analyzed using descriptive statistics. Kvale et, al. (1996) identified thematic analysis as a search for themes that emerge as being important to the description of the data that have been collected. Supporting to this, Daly et, al. (1997) identified thematic analysis as a search for themes that emerge as being important to the description of the data that have been collected. Accordingly, interview data were analyzed thematically.

Findings

In this section, findings of the study are presented in Tables 1-2. Data presentation, analysis interpretations and discussion of findings are presented. In terms of responses obtained to the

question "What do you mean by distributed leadership practices"? all the principals of both types of schools responded that distributed leadership is sharing leadership responsibilities among the staff members with a view to improve educational achievement of students. In terms of the responses obtained to the question "To what extent are you satisfied about principals distributed leadership practices" irrespective of school type more than 80% of teachers from the entire sample responded 'Satisfied'. Compared to this, the percentages of teachers who had responded 'Not Satisfied' were less amounting 5%. This situation has been shown in Table 2 below.

Table 2: Teacher Response to the Statement of to what extent are you satisfied about principals distributed leadership practices

School Type	Teacher Responses								Total	
	Very Satisfied		Satisfied		Neutral		Not Satisfied		No	%
	No	%	No	%	No	%	No	%		
Type 1AB	12	3.33	94	75.00	10	8.33	04	3.33	120	100.00
Type 1C	05	3.75	70	87.50	3	3.75	02	2.50	80	100.00
Total	17	8.50	164	**82.00**	13	6.50	06	**3.00**	200	100.00

This position has been further depicted in figure 2 below
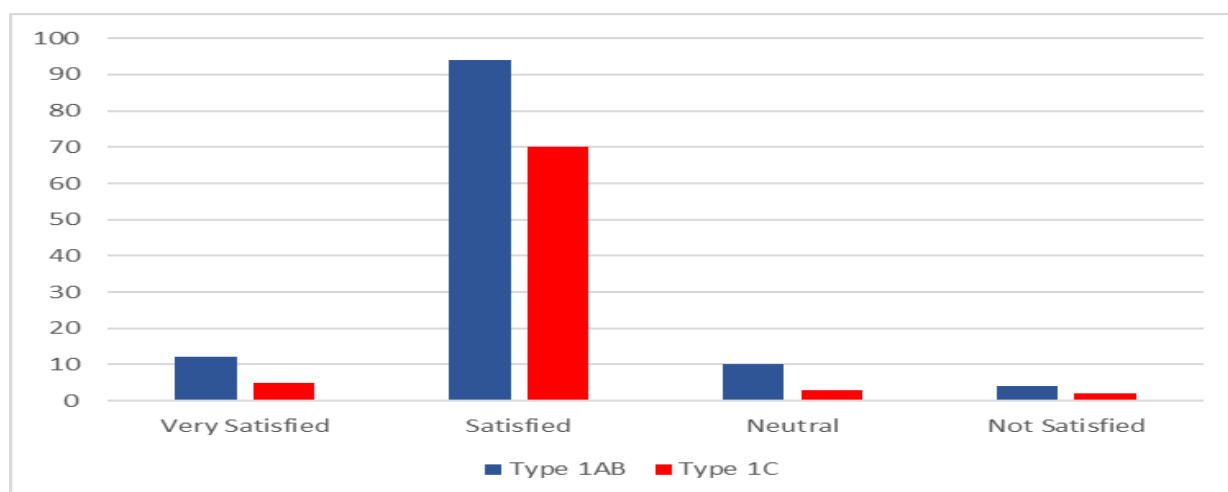
Figure 2. Teacher Response to the Statement of to what extent are you satisfied about principals distributed leadership practices

This was supported by interviews with sectional heads of 1AB and Type 1C schools. Sectional heads' interview in 10 schools of Type 1AB and Type 1C also gave strong evidence that principals are trying to implement distributed leadership practices in their schools. Sectional head 2 from Type 1AB School highlighted that distributed leadership practices supports to enhance educational achievements of students. However, the existing unsatisfactory collaborative working environment obstruct the successful implementation of distributed leadership practices in their school. According Sectional head 2,

Principals in my school have devolved various leadership roles among staff members. When principals devolve leadership responsibilities particularly with regard to teaching and learning students get more benefits. However, the prevailing unsatisfactory collaborative working environment is a big challenge in implementing distributed leadership practices in…"

(Sectional head 2 from Type 1AB School)

Expressing a similar view to the above response, principal 2 from Type 1C School said,

I have devolved various leadership responsibilities among our staff members as distributed leadership has been recognized as an effective leadership style which support in enhancing quality of teaching learning and thus educational outcome of the students. However, the negative attitude of some teachers in terms of holding leadership responsibilities has become a big challenge in our school and ..."

(Principal 2 from Type 1C school)

With regard to the responses obtained to the question " What type of distributed leadership practices enhance quality of teaching learning and student achievement'' irrespective of school type a significant number of teachers (88%) from the entire teacher sample responded "coordination of instructional programmes, classroom observation, regular instructional supervision, planning and implementation of series of seminars relevant to instructions and maintain of parent teacher interactions were highlighted. This was further supported by the interviews held with the principals of both types of schools. According to the principal 4 from the Type 1AB School mentioned that,

"Distributed leadership practices in schools directly linked with the instructional process. Therefore, leadership responsibilities have been devolved in my school focusing on different aspects such as coordination of instructional progeammes, planning and implementation of series of seminars , classroom observation, instructional supervision and coordination of parent teacher interaction (PTI) so that teachers get more opportunities to improve leadership skills ..."

(Principal 4 from Type 1AB schools

Expressing a similar view to the above response, principal 2 from Type 1C School stated that,

I think through the delegation of leadership responsibilities the concept of "teacher leaders" needs to be motivated. Distributed leadership provides more opportunities for teachers to improve leadership skills. Therefore, this can be done considering various aspects when delegating leadership responsibilities among teachers ......".

(Principal 2 from Type 1C School)

With regard to the responses obtained to the statement **'I** am satisfied about the team work and collaborative work culture in my school' 70% of teachers from the entire sample replied 'Disagree' while another considerable percentage (14.5 %) of teachers from the entire sample replied 'Strongly Disagree'. The highest percentage responded to 'Disagree' by type of school at 76.25% was from Type 1C schools. Results of this analysis are given in the Table 3 below.

Table 3: Teachers Response to the Statement of "I am satisfied about the team work and collaborative work practices in my school"

School Type and Statement No. 5	Responses												Total Number of Respondent	%
	Fully Agree		Somewhat Agree		No Opinion		Disagree		Strongly Disagree		No Reply			
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%		
Type 1AB	00	00	2	1.66	4	3.33	83	69.16	18	15.00	13	10.83	120	100
Type 1C	00	00	1	1.25	5	6.25	61	76.25	11	13.75	2	2.50	80	100
Total	00	00	3	1.50	09	4.50	144	**72.00**	29	**14.50**	15	7.50	200	100

This position has been further depicted in figure 2 below
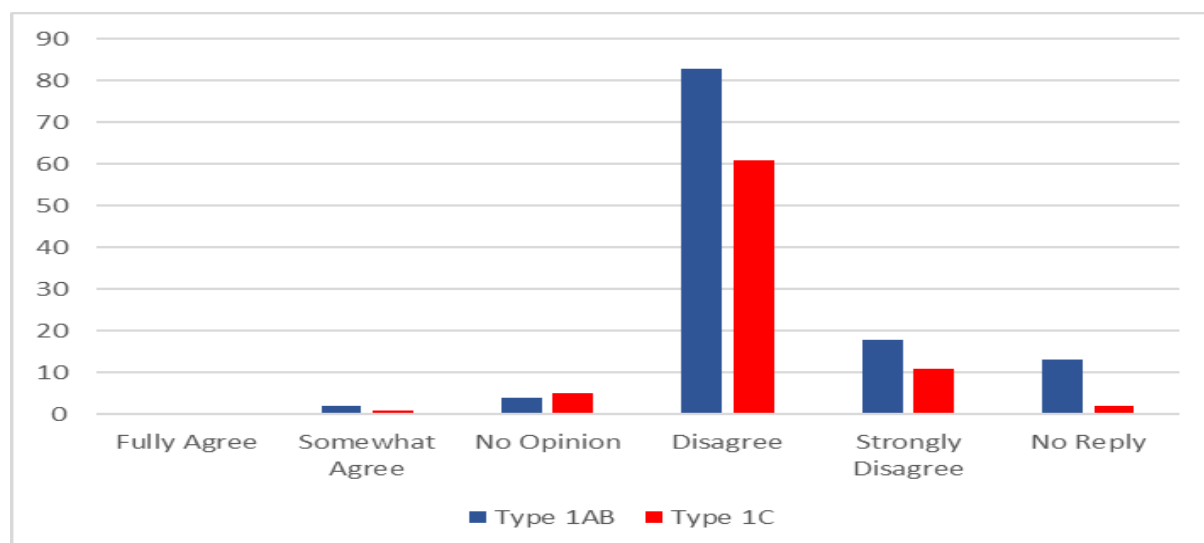
Figure 3: Teachers Response to the Statement of "I am satisfied about the team work and collaborative work practices in my school"

It was further revealed from this study that a significant number of teachers (87%) and principals (100%) in both types schools face number of challenges when practicing distributed leadership roles in their schools due to the major challenge of not having a collaborative working environment, lack of trust and structural and cultural barriers operate within schools.

Teachers' interview in Type 1AB and Type 1C schools also gave strong evidence that implementation of distributed leadership practices has become a challenge due to the fact that unsatisfied team work and collaborative work milieu in their schools and this situation de-motivate teachers to undertake leadership responsibilities. Teacher 3 from Type 1C School stated that,

Principals and sectional heads motivate teacher leadership concept through the delegation of variety of leadership responsibilities in our schools. However, many teachers have negative attitudes in terms of teacher leadership concept and hence reluctant to undertake leadership responsibilities"

(Teacher 3 from Type 1C school)

Expressing a similar view to the above response, Sectional head 2 from Type 1AB School said,

"Generally, teachers in our schools engage only in instructional process as they have negative attitudes towards leadership responsibilities. Therefore, the implementation of distributed leadership practices has become a big challenge due to lack of trust and cultural barriers in our school."

(Sectional head 2 from Type 1AB school)

According to the above extracts of the responses of principals and sectional heads of Type 1AB and Type 1C schools, it is clear that the principals and teachers working in both categories of schools have understand the importance of distributed leadership practices, teacher leaders in enhancing quality of teaching learning and student educational achievements. However, it is clear that they find it very difficult to practice distributed leadership roles due to prevailing unsatisfactory team work and collaborative work environment and lack of trust and cultural barriers in their schools.

Discussion of Findings

Findings of the study discovered that all the principals, sectional heads and a significant number of teachers in the Type 1AB and Type 1C schools have understand the concept of distributed

leadership practices and teacher leadership and importance of those to a satisfactory level. It was further revealed that the leadership responsibilities were devolved among the staff members in both types of school to a satisfactory level. However, it found from this study that the teachers working in these particular type schools face number of challenges in fulfillment of assigned leadership tasks as there was no satisfactory collaborative working environment. This situation could have a negative effect on the quality of pedagogical practices. This finding is not different from that of Hargreaves et al., (1991) and Harris et.al: (2007) who identified collaboration among teachers as an important contributory factor of school improvement and change. As mentioned by Spillane et al., (2006, 2008) and the National Collages of School Leadership (NCSL 2003) the distributed leadership practices and the teacher leadership is vital in terms of improving the quality of instruction and student educational achievement. As stated by Hopkins et al., (1996) successful schools promote a collaborative work milieu that encourages mutual support, assistance, and professional development.

Conclusion and Recommendations

According to the findings of this study, all the principals, sectional heads and a significant number of teachers working in the Type 1AB and Type 1C schools have understand the concept of distributed leadership and teacher leadership. Further distributed leadership was recognized as one of the most important leadership styles in improving quality of instruction and student educational achievements. Hence, various types of leadership responsibilities were devolved among the staff members in both types of school. However, it found from this study that teachers and principals face a number of challenges and problems in assigning and fulfilling leadership responsibilities due to unsatisfactory team work and collaborative work environment in both types schools. Therefore, it is recommended that principals working in both types schools should plan and implement School Based Professional Teacher Development Progrmmes so that teachers can develop a collaborative working culture and thereby improve various skills related to school leadership. Further it is recommended that, more opportunities should be given for teachers to participate for the seminars, workshops and all the other programmes related to leadership development organize by the Ministry of Education, Faculties of Education of the Universities. Finally, it is recommended for future researchers to consider about the distributed leadership practices by principals working in other types of government schools, private school and international schools covering other educational zones as this study is limited only to the Type 1AB and Type 1C government Schools in the Colombo District in the Western Province, Sri Lanka

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Language Features of the Epic "BULBUL VA GUL"(Nightingale and Flower)

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Abstract: In this article the linguistic features of the epic "Bulbul va Gul" (Nightingale and Flower) written by Salahiddin Salahi, who lived in the 18th century, are discussed, in particular, the image tools used in the work, monologue, dialogue, proverb, antonym, synonym, repetition, and the language of the author and character. This shows the poet's ability to use the lexical layers of the language. In addition, with the help of this article, we can get information about the state of the literary language of the 18th century.

Keywords: Salahi, epic, Uzbek language, simple, folk, Persian-Tajik words, author's language, character's language, image tools, literary language of the 18th century.

Introduction

Language is the main tool of literature (M. Gorky). With this tool, the artist describes life artistically, chooses words and phrases depending on the theme of the work, the essence of the events and the character of the images. In addition, he uses the methods of sentence construction, lexical tools of artistic images such as dialectism, archaism, neologism, and slang. In this, of course, the main thing is to strive for simplicity, and the language of the work should be fluent, popular, and figurative. We know that Zahiriddin Muhammad Babur, the great exponent of our classic literature, had a simple and popular style of narration. In particular, one of the western historians Monstuart Elphinstone (1779-1859) who gave a high evaluation to his work "Boburnoma" noted the following thoughts about this work: "These memoirs describe in detail the life of the great Turkish king, his personal feelings they are free from any exaggeration, veil. His style is simple and brave, lively and imaginative. He describes the faces, customs, aspirations, actions of his contemporaries as clearly as a mirror. In this respect, this work is the only example of a truly historical image in Asia".

Main Part

From this point of view, it can be said that the language of the epic "Bulbul va Gul" (Nightingale and Flower) written by Salahiddin Salohi, who created a poem in the Kashkadarya oasis in the 18th century, is also written in a simple, understandable way. While writing this epic, Salakhi narrates the work in the Uzbek language in a metaphorical way so that all Uzbeks can get spiritual nourishment from it.

The creator, who considers it an honor to write a work in the Uzbek language, wants the Uzbek people to enjoy "Bulbul va Gul" (Nightingale and Flower). In order to increase the nationalism of the work, it expresses the expressiveness and attractiveness of the language of the work in the language of the author and characters. The creator assumes that the author's language should be clear and understandable. In the epic, the level of speech of the author and the characters cannot be said to be the same. Because a large part of the work is made up of events related to the grief and thoughts of the heroes. That's why the poet chooses the words that match the character of each character (dialect, barbarism and positive or negative words) and gives them in the language of the characters. After all, as noted by literary scholar T. Boboyev: "The writer

chooses words and phrases depending on the theme of the work, the nature of the events and the character of the characters, uses sentence construction methods, dialects, inversion, archaism, neologism, slang and other lexical resources". [3:158] We can observe this situation in many places of the work, especially in the descriptions given by the characters to each other. For example, in the following stanza, Bulbul says sarcastically to the kabk (the author calls the kabk in this work the kabk) who praises him:

> Said the Bulbul, "O red eye,
>
> If a person talks a lot, the word becomes a lie. [9:1]
>
> Are you crazy about you, soul?
>
> Na suvratdin patch for so many days.
>
> Don't talk too much, you budding hillbilly,
>
> It's a woolly patch on your knees.
>
> Red pocha erursan to Gul tail,
>
> Who are you doing so much glory?
>
> Fall is always a trap for your lust,
>
> Burn fat and never die
>
> You always crawl for a long time,
>
> Your lust is always sighing.
>
> Praise the words of bravery,
>
> Your untruthful words are a liar. [9:29]

In the first stanza of this stanza, the Bulbul addresses the boastful partridge as "O red-eyed". From this call of the Bulbul, of course, a negative thought, that is, contempt, disrespect, is understood. While expressing her thoughts, the Bulbul adds negativity in the last stanza and calls the cuckoo a "lying rascal".

The author's language plays an important role in the epic. The events in the work, the description of the place and conditions where the event took place, the disclosure and assessment of the good and bad qualities of the characters are presented in a simple and understandable way in the author's language. The specific aspects of the author's language can be clearly seen in the descriptions given to the characters. For example, the story of the Bulbul growing into the Red Gul is noteworthy. Salahi, embodying this story, pays special attention to the appearance and situation of the characters, as well as their mental state:

> Chu Bulbul went to the land of Guls,
>
> Tan-u's life was set on fire.
>
> The Bulbul came and saw the Gul bed,
>
> Looking at the Bulbul, the Gul blossomed.
>
> Bulbul said at that moment: "Thank God,
>
> "I'm with you."

I thought I was saved.

Sadness and oppression are also painful.

Don't you know, I have a hundred problems at the moment

Guldur is also a coward,

Bulbul suddenly entered Gulistan,

A Gul with a thorn.

Poor Bulbul, the thorn hurts,

He took his head and was busy.

How many days has from Gul been a stranger,

Such love has become a legend.

He made another corner,

He felt sad.

Gulistan, Gul, flower opened, thorn, and Bulbul refer to events related to Gul, they set fire to his head, poor man, victim words like grief are used to express the mental state of the heroine (Bulbul).

It can be said that Salahi pays special attention to the norms of the literary language of the 18th century in the author's speech. Such descriptions are also observed in the language of the characters. Each character in Salohi's work expresses his worldview and mentality through the language of the characters, effectively using visual aids, monologues and dialogues. Through this, the poet tries to shed more light on the mental state and suffering of the hero. In this regard, the dialogues and monologues of Bulbul-Humo, Bulbul-Peacock, Bulbul-Parrot, Bulbul-Kaklik, Bulbul-Qumri, Bulbul-Foxta, Bulbul-Sufi, Bulbul-Hudhud are worthy of attention. In particular, the same situation can be observed in the discussion between the Bulbul and the birds in the chapter of the saga called "How many days have passed, Bulbul went to a boat":

Said the birds: "Don't worry,

Make a statement, do it and stay".

The birds said:

You complain and complain.

I sympathize with you in this valley.

Tell us your secret".

Said the birds: "Nadine, how are you?"

Bulbul said: "I have a stain on my soul".

Said the birds: "Nadine, how are you?"

Bulbul said: "My stomach is kebab".

Said the birds: "Are you a wanderer, Nadine?"

Bulbul said: "I am sick".

The birds said: "Nadine, are you injured?"

Said Bulbul: "Am I a soulless soul?"

The birds said: "Nadine, are you crying?"

He said: "The Gul was separated by one side".

The birds said: "Which Gul are you in love with?"

Bulbul said: "I am in love with Red Gul."

Said the birds: "When will wish this Gul?"

"Beforehand is fate", said Bulbul. [9:19]

Several important aspects of the character's speech are omitted from this passage. All this helps to understand the spiritual world and psyche of the hero.

Monologues are also important in understanding the hero's mental experiences and opinions. In monologues, the poet was able to justify his thoughts, combine his experiences with the hero's experiences, reveal mysterious and hidden feelings for the reader, and most importantly, effectively express the gradual state of the hero's psyche. Below, we can witness the above situation described more clearly in the excerpt from the language of the Bulbul:

"Take your leave, O Gul, this soul has burned,

I'm so surprised that why happened.

Always with the pain of your passion,

There is no patience in the heart, straw in your hand.

Your memory is one evening and one morning,

I'm going to cry and say oh-u afghan.

Crying in your love day and night

Instead of my age, blood is always flowing.

I'm sorry to see you,

I wish I could give you my life. [9:14]

Salakhi is faithful to his style in giving a monologue, and gives Bulbul's interrogative words in the context of a rhetorical question (Nechuk hol erdi bo'ldim zori hayron). Makes extensive use of the way characters describe themselves and each other:

A feast for the bird's limbs,

They always call it a parrot, O nekunoma.

They give shahd-u sugar for Giza,

My body is yellow and my tongue is a ruby gem.

Wear a blue dress for decoration,

When are these birds inside?

Good luck with the religion of Jesus.

There is a gem scattered on my tongue.

If my presence is found, the fool is ignorant

Be wise in every moment.

A thief is a prince and a king to me,

Love will always be a companion.

You are my dead self,

The world jan eltadur sweet words." [9:26]

In the above stanza, spoken from the parrot's language, the poet used such compounds as my body is yellow, my tongue lali gem, Isa dini sukhanvar, wise and clever, slave is all me, sweet word. Just as it is known what kind of person he is from his speech, through such words of the parrot, in our eyes, he is embodied as arrogant, arrogant, high self-esteem.

Such assessment is clearly felt in other monologues included in the system of events by Salahi. For example, when Sabo goes to Bulbul and hears her inviting him to Gul, he happily recites this ghazal:

"Bhamdillah, if I was hard,

I have become a friend in love.

My poor soul is poor,

I was in a state of grief and pain". [9:6]

In this monologue, the poet's own situation is also described. With this, the poet transfers the thoughts expressed from the language of the author to the language of the characters and closely connects them to the events of the work:

In order to increase the imagery of the language of the work, Salakhi creates excellent examples of nature images. In the work, the description of the field and the image of the valley are often found:

Banogah seven Bulbuls to one bundle,

Come and fall, let's think.

The Bulbul is suddenly seen,

A Gul garden bursting with laughter.

A beautiful flowered is tulip field,

A colorful Gul is blooming now.

Tenderness Guls and ivy of love,

Beautiful Guls and colorful smallpox.

The Guls are saffron and basil, together with basil.

Guli rano and abbas sing together,

Gulistoni is like a Bulbul like Eram,

Degysan garden is a paradise of turf and Guls. [9:8]

While expressing the image of the valley in a highly artistic manner, Salakhi uses such adjectives as "beautiful, green" in relation to this valley.

> That valley was a garden of Guls,
>
> A wonderful Gul garden is a Gul garden.
>
> This valley was beautiful, sabz, hurram,
>
> There are many different colors of Guls.
>
> A colorful Gul opens in this valley,
>
> Guli savsan, suman, nasrin, sunbul.
>
> Wearing green talat ki wadi,
>
> The valley is full of beautiful Guls.
>
> Blooming tulips and Guls,
>
> Every Gul is beautiful and charming.
>
> The smallpox has opened,
>
> Reconciliation tulips are beautiful.
>
> Leaning on like a Gul
>
> It's like a wonderful valley.

From the above passage, it can be seen that the author is well aware of the art of illustration. The melodiousness and sonority of the artistic-poetic language in the epic, special attention is also paid to repetitions, which perform a specific task. Such stanzas are often found in the work. In particular, we can see this situation when Sabo advises the Bulbul:

> From thorn don't lose your heart.
>
> Don't take risks.
>
> Take risks and be brave.
>
> If you take a risk, it will be a desert.
>
> If you go down this road at risk,
>
> God's grace, enter this path.
>
> Land with risk-taking effort,
>
> The fate of Murodi's fruit is a mystery.
>
> Take a risk and take the risk,
>
> There is a lot of fun on the plane.
>
> Risk is the lion's share, and it's fashionable,
>
> It's okay if you don't want to take risks.
>
> Always take risks
>
> Do it at your own risk.

> Take a risk, take a risk, take a risk,
>
> A Gul with thorns. [9:15]

In addition, the poet made good use of mukarrir, which is close to takrir:

> Said Gul: "O Sabo, go for God,
>
> You *absolutely not- absolutely not*
>
> Said Gul: "O Sabo, *alas-alas*
>
> Find the Bulbul and bring it to me.
>
> God has a way of doing things,
>
> I am sorry for this.

This motivated the doubling of the meaning of the word forming mukarrir. What is the meaning of using the above words absolutely not, alas and pora once, and what is the meaning of using them twice. Anyone can understand this. Such verses prove that Salahi showed a high level of skill in working with the language of artistic works, and also prove that melody is an integral part of the poet's artistic skills.

He used proverbs, sayings, irony, and wise words, which are considered masterpieces of the living folk language, to reveal the inner world of the characters, to ensure the artistic and folk language of the epic. This helped to express more vividly the verses in the spirit of admonition in the work, and to show the imagination of the heroes about life. Here are some of them:

> You are an incomparable Gul without a thorn,
>
> *It's not spring, you're always welcome*. [9:15]
>
> *There is a bod hazon behind the spring,*
>
> When Khazon comes, neither I nor you are there. [9:15]

Or:

> If I see you again, I hope you'll do it,
>
> *Remorse does not judge.* [9:15]

In the epic, folk proverbs are sometimes found unchanged, sometimes slightly modified according to the requirements of the text of the work. In the first and second stanzas above, the proverb "There is no spring without a spring", "There is a spring behind the spring" is used in the third stanza. "Repentance does not judge, but regret" was created in accordance with the meaning of the proverb "The last regret is your enemy", which is popular among our people. This did not damage the content of the work, on the contrary, it increased the scope and relevance of the content of the work. The above alone shows that proverbs play an important role in enriching the ideological content of the work, increasing its educational value, and ensuring the artistry of the epic. In particular, Salakhi uses some simple, sarcastic, sarcastic words and phrases characteristic of the colloquial language of the people, and ensures that the language of the work is popular and figurative. For example, when Kumri brags about his qualities to Bulbul, he uses sentences from the language of Bulbul, such as "your words are lies", "ignorant bird", "unconscious", "greedy", " domi tazvir", "you slander". The significance of the negative words in this passage is that through them it is possible to know what kind of bird Kumri is, and the attitude of the characters to him.

One of the main features of the epic language is simplicity and impressiveness. For example, in the work, the cure is pain, pir-u barno (old-young), good-bad, head-to -feet, body-and-soul, high-

low, tururda-borurda, inside and outside, evening-morning, faithful-torment spring-hazan such as antonyms, gharib-bekas-afgor, gham-dard-calamity, Gulistoni Eram-boghi jannat, noz-ishva, farhanok oldi-khurram bolda, miskin navoyn-benavoyn, fig'on-nola-oh, nola-oh-afghan synonyms such as janim ortar, kuydi bu jan, buldi digargun are used for various ideological and artistic purposes. Also, Guls such as suman, violet, sunbul, feminine Guls, ivy, guli zebo, small pox, rana Gul, savsan, basil, Guli savsan, nasrin ; Names of birds such as hudhud, peacock, qumri, humo, sofi, parrot, kabk, phhota are often found.

There are Persian-Tajik words and isophatic compounds like in poem. Thay are following to: resh (injury), hayil (obstacle), ghamnok (sad), asru (finally), siryat (to become familiar), khun (blood), dahr (world), murgzhazi (place of birds)), guzar (street), Gulobi (pink), charkhi gardon (inverted world), sad hazori (hundred thousand), farahnok (happy), hoy (verb), pargola (sadness), betahammul (impatient), giryon (cry), khandan(cheerful), selfish (self-centered), hagovir (flying), shabgir (evening walker), manqush (decorated), dilkush (attractive), bisyar (many), zeb (beautiful), khushalhan (lovely), oshshok (lovers), xushnud (joyful), ostho'ani (bone), tinat (character), zabardast (strong). The main reason for this, in our opinion, is that at that time, the traditions of zullisonainism were strong in the literary environment of Bukhara, in particular, Kashkadarya. Because most of the people living in these places knew the Persian-Tajik language well and easily understood the meaning of the above words, more precisely, such words were embedded in their speech. Therefore, Salahi must have used these words freely.

Conclusion

In conclusion, the reader familiar with the language of the epic will see that special attention is paid to maintaining a consistent balance between content and form. The language of the work is simple, sincere, figurative, impressive, imbued with the spirit of nationalism, and special lexical layers, including synonyms, antonyms, phraseological combinations, repetitions enrich the language of the author and characters. The epic was written in the Turkish (Uzbek) language, and it shows the high level of the image and capabilities of the Uzbek language of the 18th century, as well as the level of the author's arrogance. The epic "Bulbul va Gul" (Bulbul and Gul) can be said to be an important literary source that defines the poet's skill as a high example of Salahi's work.

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The Journey of the On-The-Job Trainees on their Knowledge, Attitudes, and Skills Development under the New Normal

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Abstract: The study stood all about the journey of the on-the-job trainee under the new normal in relation to the model and module-based training program of the school. It describes the experiences encountered by the trainees in the development of knowledge, skills, and attitudes (KSA) as the course of internship. Structured and semi-structured questionnaires were utilized through interviews, focused-group discussions, and in-depth interviews to allow themes to flow organically rather than merely asking questions from a prepared question list in a precise order. Qualitative-narrative case study methods were used, utilizing inductive coding, in-vivo, categorizing, and theme analysis of the data that was transcribed from the respondents' responses. Results revealed that, the COVID-19 pandemic has had an impact on the trainees' learning skills, knowledge, and attitudes as well as on their performance, which contradict to high-quality customer service. Yet, individual enhanced performance immediately leads to profit, and a systematic strategy for measuring and evaluating training programs is essential for achieving consistent performance. It is, therefore, a structured program in place of on-the-job training, better strategies to address individual learning impairments to the development of the trainees that contrast with the goal and objectives of the on-the-job training course.

Keywords: On-the-Job Training, Pandemic, KSA (Knowledge, Skills, Attitude), New Norman, On-site training, Dual Training.

Introduction

On-the-job training is an excellent model of "investment in human capital."(Barron, Berger, Black, 1997). Like other investments, on-the-job training has an initial cost, which includes the time spent by the worker and coworkers studying productivity-enhancing skills, as well as the cost of gear besides the materials needed to instill these services. According to Alipour, Shanavaz (2009), a company that wants to thrive and continue to succeed must have a staff that is eager to learn and improve on a continual basis. Human capital development and training are critical to the efficient management and maintenance of a competent workforce. Further stated that training, like other human resource operations of recruiting, choosing, and paying employees are examples of human resource development.

The primary agenda of academic institutions in the Philippines throughout history has been to educate students based on notions of divinity, loveliness, and goodness. Its prime goal is to develop students' intellectual curiosity, sacred desires, and mystical fears through the provision of theories that are equally useful in real life and employment Campbell (2006), as cited by Plaza, Sual (2017). Academic training and industrial expectations must be well-matched as essential for nation building because schools ensure a nation's well-being on social, cultural, and economic levels (Watson, 2000). However, the institution needs to associate the disparity between what is imparted in school and what business requires. The institution produces

qualified graduates who are sought after by businesses. This situation results in a misalignment between academic education and the demand for skilled labor, which is often the dilemma of a job-skill mismatch (The On-the-Job Training Manual, 2015). Universities must also create graduates who can make a positive contribution to society (Watson, 2007).

In the present circumstances, education has taken on a new normal, with OJT and internship programs (both international and domestic) being stopped until the Enhanced Community Quarantine (ECQ), Modified Enhanced Community Quarantine (MECQ, General Community Quarantine (GCQ), and Modified General Community Quarantine (MGCQ) have been removed. Higher Education Institution in MGCQ regions can be approved for in-campus OJT and internship programs as long as proper physical distance and other health regulations are followed (CHED COVID Advisory No. 7, 2020). However, institutions must adapt to these developments in order to improve graduate employability (Velez, 2012). Workers must have 21st-century competencies in order to take part, contribute, and develop critical thinking, innovation, and communication skills in order to compete in the global market today (Velez, 2012). Thus, one of the issues faced by the SIPP (Student Internship Program in the Philippines), whose goal is to allow students to supplement or enhance their classroom experience or limited exposure with practical knowledge, skills, and desired attitudes, as well as get hands-on experience in a certified host training establishment.

Statement of the Problem

This research study attempts to find out the journey of the on-the-job trainees on their knowledge, attitudes, and skills development under the new normal.

Specifically, it seeks to answer the following questions:

1. What are the attributes of the on-the-job-trainees under new normal?

2. What are the experiences of the on-the-job trainees during their OJT program?

3. What are the key consideration made by College of Trades and Industries in managing the OJT programs in the new normal in terms of,

   3.1. Onsite training

   3.2. Module-based?

4. How does the impact of COVID-19 pandemic on on-the-job training of College of Trades and Industries affects the knowledge, attitudes, and skills (KAS)?

Literature Review

Effectiveness of on-the-job training

Effective training improves people's knowledge, skills, attitudes, and behavior, as well as their performance. Individually improved performance directly results in profit. A systematic strategy for measuring and evaluating training programs is essential for achieving consistent performance (Alipour and Shahnavaz, 2009).

The effectiveness of on-the-job training will be determined by TVET institutions' placing a better focus on choosing OJT locations that could have the services specified in the curriculum and competency criteria. This might be because numerous OJT curricula, even those that do not cover in other ways the curriculum in complexity, although additional study is necessary to back up these claims. Techniques for job teaching, as well as work rotation, mentoring, and apprenticeship training are all examples of OJT methodologies. On the other hand, OJT has now become a popular training method (Eranda, Kumarasinghe, 2021). Added to this, on-the-job training (OJT) gives the employee the skills he or she needs to be more readily qualified for a certain job. OJT will prepare the government to deal with the problems that low-skilled and unskilled workers might cause. The majority of trainees work in a shop or workshop for six months to a year to strengthen their practical skills.

Furthermore, the university will organize and promote academically motivated internships for private student businesses and other organizations to encourage job experience and equip students with the necessary skills to augment their theoretical learning. Internships may help students develop a core set of global market skills that are now considered requirements, including communication and time management skills, increased self-confidence, and increased self-motivation while they are still in university. (Gill and Lashine, 2003). Working experience gained through cooperative programs is a genuine approach to easing the reality shock of shifting from academia to the workforce. (Collin and Tynjalla, 2003; Garavan and Murphy, 2001). Internships help students enhance their employment prospects by allowing them to develop their job skills and beliefs, focus on their career choices, have direct access to job sources, and even impress future employers.

Student Internship Program of the Philippines (SIPP)

On the study of (Plaza, Sual, 2017) Colleges in the twenty-first century must deal with fast modernization, globalization, and demographic changes, which have an influence on job availability, employability, and new skills needed in the workplace, all of which are factors to consider. Cultural sensitivity and knowledge of other beliefs, cultures, and personalities are the top three most frequently applied competencies, followed by personal character. The outcome implies that there is a need to strengthen the element of offering incentives for intern training. The People Management Association of the Philippines (PMAP) underlined the value of on-the-job training as a mechanism for producing high-performing graduates. The Commission on Higher Education (CHED) designated on-the-job training (OJT) as the Philippines' Student Internship Program (SIP) (SIPP) to ensure that the learning and exposure are of high quality. The Memorandum requires the school to provide a system for evaluating student intern performance to the Host Training Institution (HTI). The Dean of the School additionally signs a training contract in addition to the MOA with the HTI. (CMO No. 23, 2009).

Employers emphasize communication skills in addition to technical proficiency in industrial training and experience. Universities must prepare graduates with appropriate communication skills to deal with a challenging and changing business environment (Idrus et al. 2010).The study looks at the verbal and transcribed communication abilities of trainees at a private engineering and technology university in Malaysia. Overall, the data shows that the interns have strong oral and written communication skills. Despite the fact that trainees rated their communication abilities higher than their industrial supervisors, the results indicated that the institution may have effectively trained and groomed its students to meet the demands of modern industry (DOLE On-the-Job Training Manual).Those are presented and explained in connection to the university's admissions standards, course syllabus, and university-industry cooperation activities (Idrus, et. al. 2010).

On the other hand, the educational establishment must link the knowledge, skills, and approaches provided in colleges to industrial requirements. Fast modernization, globalization, and demographic transitions all have an impact on the availability of jobs and employability and the development of new skills in the workplace. Furthermore, as a component of the courses, they provide an on-the-job training program to provide students with vital employment qualifications and competency. According to Verecio (2014), education must prepare graduates for the obligations that await them after graduation, citing Barnard et al. Internships also provide students with the chance to enhance their learning.

On-the-job training bridges the educational and practical experience gaps. It gives students the opportunity to learn about a profession while being supervised and supported, as well as to develop real-life values and skills. This is why Kim et al. (2012) believe that internship courses should be required at universities. Students are assigned to different institutions over the summer before beginning their fourth year, which includes corporate and government agencies as well as non-governmental groups. Throughout history, the primary goal of academic institutions has been to teach students. The concepts of God, beauty, and morality have all been addressed. The

major goal was to stimulate students' intellectual appetites, religious needs, and spiritual concerns via the presentation of concepts that were useful in actual life and work (Campbell, 2006). Academic institutions, on the other hand, must bridge the gap between what students learn in school and what employers require today.Industries are looking for technical school graduates.

As a consequence of these circumstances, the demand for skilled jobs and the need for proficient workforces are not aligned, which is sometimes referred to as the job-skill mismatch issue (DOLE On-the-Job-Training Manual). Organizations can effectively reduce the unproductive break-in time of newcomers by improving on-the-job training and establishing and managing a comprehensive on-the-job training program. Novices need to develop and be fully productive in order to take their place as fully functional members of a team. This is sometimes the case in smaller firms when workers are asked to create more than initially planned, burdening others who may be stressed.

As a consequence, on-the-job training (OJT) is seen as a competitive weapon for rapidly preparing employees to be "performance-ready," helping them to keep up with dynamic changes in their fields. According to Rothwell and Kazanas (2004), the rising employment of this necessity is compounded by short-term, contingent, flexi-time, and flexi-place employees who must be productive as quickly as feasible. With planned OJT, employee worry may be decreased and turnover avoided. Employees who are permitted to learn by "sink or swim" (unplanned) ways may be concerned about not knowing what is expected of them. Managers strive to reduce turnover because it increases training costs and lowers productivity (Kovach & Cohen, 1992). OJT is not the sole method for identifying and correcting basic skill shortcomings. To link it with fundamental skills training, employ the functional job introduction context approach. As a consequence of OJT, employers may be more likely to develop better techniques for dealing with particular learning issues. According to the OJT program, internships are an academically motivated program that arranges and promotes the placement of students in private enterprises and other organizations to get work experience in order for students to receive the necessary skills to supplement their theoretical training (Mihail, 2006). A planned OJT may result in good customer service impressions since these are typically established during critical times when people contact corporate personnel (Rothwell and Kazana 2004).

Webinar

One prevalent technique for instruction and learning is through webinars and virtual conferencing in general. Webinars are web-based seminars in which participants and facilitators intermingle in actual period applying vocal sound while speaking live over the Internet from multiple geographical locations utilizing shared virtual platforms leveraging IP technology and web camera equipment (Gegenfurtner, Ebner, 2019). While Gegenfurtner et al., (2020).

Webinars are digital methods for delivering training and education via simultaneous video contact between training instructors and participants who are located away. A webinar is a type of web conferencing that is used for educational purposes such as learning and teaching. It is a technology that allows participants and lecturers to interact directly without having to be at the same physical area; the geographical flexibility and ubiquity of webinars are benefits.

Methodology

Research Design

The researcher employed descriptive-qualitative methodologies, notably the case study, in which a person or unit is studied over a long period of time. It was found and identified all of the factors that have influenced the history and development of the subject or subjects under investigation (Sevilla et al., 1992).

Sample and Data Collection

The study's respondents were the fourth-year BTVTEd (Bachelor of Technical-Vocational

Teacher Education with a subject in TTE 331) (Supervised Industrial Training I) and fourth-year BSIT (Bachelor of Science in Industrial Technology with a subject in ITM 231) (Supervised Industrial Training I). Furthermore, a non-probability sampling strategy in which the items chosen for the sample were selected at the discretion of the researcher (Black, 2010). Researchers ponder that by engaging sound judgment, they were able to produce a representative sample, saving time and money.

Data Analysis

The researcher transcribed all the acquired data before coding and categorizing it (Dey, 1993). According to Campbell (2006), the code is frequently a word or brief phrase that symbolically assigns a summative, conspicuous, essence-capturing, and/or emotive attribute to a portion of language-based or visual data. Furthermore, it is a method of organizing data that involves bracketing chunks (of text or image segments) and inserting a category-representing word in the margins (Rossman, Rallis, 2012). It also requires gathering text data, categorizing sentences (or paragraphs), and labeling those categories with terminology, often based on the participants' native language, as well as using descriptive coding. Furthermore, the researcher employed an inductive coding strategy, in which the coding, on the other hand, works in reverse, creating based on the data itself. Following that, the resulting coding was subjected to a category or theme analysis before being included in the qualitative narrative.

Results and Discussion

The purpose of the study was to learn about on-the-job trainees' experiences during their OJT and the impact of the COVID-19 pandemic on those on-the-job trainees' knowledge, attitudes, and skills. It was conducted in the second semester of 2021–2022 at the University of Southern Mindanao's College of Trades and Industries. Face-to-face interviews, focus group talks, and in-depth interviews with fifteen (15) respondents utilizing open-ended questionnaires such as structured and semi-structured questionnaires were used to collect data and information. The data was analyzed using inductive coding, in vivo coding, categorization, and theme analysis.

Seven (7) of the respondents were from Electrical Technology major, four (4) from Automotive Technology, and four (4) in Drafting Technology major. Despite the enormous number of potential participants, it appears that the replies were essentially comparable, indicating that they were have the same experiences encountered while on-the-job training during the pandemic, notably during the first semester of 2021–2022.

Experiences of OJT Trainees

The evidence shows that the students had experience of attending the webinar and becoming aware of the schedule to become proactive during the OJT training, yet no activity was given after the webinar. *Staying proactive during the OJT activity by attending all the webinars every Friday; attending online classes besides having other jobs; and being aware of the schedules, specifically during the webinar to prepare for a good* '. While commenting that "*If possible, there should be an activity given to the student trainees to become active besides the OJT held in webinar, and make a program that can help students enhance their study habits for skills like making a project that students can do.*"

Besides, trainees experience the development of knowledge by learning additional information, learning other majors, modern technology applications used and critical thinking. Although, a number of trainees couldn't understand the topics, hence resource person of the day is not there expertise and they were not talking in the same language. "Join with webinar session to gain additional information; I need to understand the basic information about thus majors; I learned about the cause of brownout and how power is distributed to the house; with this knowledge, it is considered no problem, thus we are in modern," they commented.

Moreover, the majority of them notice that there are "no actual jobs" and "no skills" experienced during OJT because it was held on a webinar. Indeed, an adjustment occurred to their attitude

besides destruction and being bored during the OJT program. They also experience the usual practice of "waking *up early in the morning", even though sometimes it results in a conflict of schedule, hard time coping, or hardship managing the time*. "*My OJT* we have a *very conflicted time management* because of *many reasons*," they said, and "*I have a hard time coping, especially since it is on-line and webinar*."

The worst that they have experienced was the internet connection, such as losing connection, weak signal, and audio problems that will result in stress for the OJT trainee. They commented that, "*ineffective due to internet access, sometimes you lose connection*," "*Internet connection was the first problem that I encountered*," "*when the signal was weak*."

Although the OJT was held in a webinar, it was just compliance with CHED COVID Advisory No. 7 of May 24, 2020, which stated that "OJT and internship programs (international and local) remain suspended until ECQ, MECQ, GCQ, and MGCQ have been removed." In-campus OJT and internship programs can be permitted for HEIs in MGCQ zones, as long as stringent physical distance and other health norms are followed. The findings were consistent with the mission of the academic institution Campbell (2006), as described by Plaza, Sual, (2017), which was to educate students about God, beauty, and morality. The major goal was to improve the students' intellectual appetite, religious needs, and spiritual concerns by providing theories that were useful in actual life and work. Academic institutions, on the other hand, must bridge the gap between the information, skills, and attitudes taught in schools and the demands of today's industry.

Key Consideration in Managing the OJT Program in the New Normal

OJT program when it will be on-site training, participants commented that the trainee can acquire more knowledge, actual work experience, and the availability of the expert that guides the student-trainee in performing jobs and tasks. They said that "*we acquire more knowledge and skills; actual* are *more effective learning because of* its experiences *that can gain skills* which *can be used for* those *future work;* and *expert is available in the area that you might be going to ask*."

Those activity may not happen due to CHED COVID Advisory No. 7, (2020) and it contrast to Mihail (2006) which states that internships are an academically driven program that organizes and promotes placement of students in private firms and other organizations to develop work experience in order for students to obtain the required skills to augment their theoretical instruction.

On the other hand, there are numerous keys that would be considered when it comes to module-based training. The instructional videos, the design of activities, no opportunity, knowledge and skills were not enough, rely on internet access, self-motivation, social media utilization, self-improvement, and sometimes a one-day seminar may be applied. They said that "*it give instructional videos of specific specialization; teachers or instructors must make some effort to assess their students by designing some activities that are well explained; there is no training at all; no opportunity that I will perceive; the learning that we have is not* enough; *makes me rely on the internet and not make an effort; they need to study* with *themselves to enhance their skills and knowledge; address the challenges is/are coping mechanisms such as watching, searching on the web in line with the specialization course; make time for OJT and encouragement*."

As a result, the student's trainees can engage in on-site training under the new normal and attend webinars at the program's stipulated times. Although CMOs and directives prohibit face-to-face training, it is only relevant to trainees with the barangay in order to prevent mobility from one location to another, which is in violation of IATF regulations. Furthermore, when OJT has been properly prepared, companies may effectively decrease the wasteful COVID-19 epidemic break-in period (Rothwell, Kazanas, 2004). Employee anxiety is reported to be relieved by planned OJT, as well as preventable turnover. Employees may be worried about not understanding what

they are required to do, how they are expected to do it, or why they need to do it if they are left to learn occupations by "sink or swim" (unplanned) means.

In connection, the college set up some monitoring schemes in order to check the trainee's participation in on-the-job-training under the new normal. It is in the form of attendance, compilation, documents like screen shots, evaluation through Google form, and portfolio that were submitted after the webinar and others were at the end of the training, and the majority of those chose on-site training as their preference, though a number said that a combination may apply.

In this regard, the SIPP coordinator devised a technique for achieving the OJT program's purpose and objective. One of the ideas was to provide a webinar, a virtual or online event with several speakers and their areas of expertise. The topic was connected to industrial activities and their unique practices that students may encounter when working in the sector. Those augmentation activity keys were designed to supply useful thoughts that helped the trainee's knowledge improvement. A structured OJT may offer early warning about employee basic skills challenges, better strategies to address individual learning impairments, and lead to high-quality customer service, according to Rothwell and Kazanas (2004).

The Impact of the COVID-19 Pandemic on On-the-Job Training on Trainee Knowledge, Attitudes, and Skills (KAS)

The curriculum design of the OJT program was offered during the summer as approved by the BOR under resolution No. 118 in accordance with the CHED CMO's. Due to the outbreak of COVID-19, the president of the Philippines proclaimed a state of public health emergency in the Philippines in March 2020 under Proclamation No. 922. This is a national security emergency that necessitates a whole-of-government response in accordance with the Department of Health's Four-Door Framework for COVID-19. With that, the curriculum committee of the university formulated or revised a curriculum that would align with the proclamation and AITF protocols but still complies with all the necessary requirements of the program affected by the pandemic. In addition to this, the CHED COVID Advisory No. 7 of May 24, 2020 states that "Programs for on-the-job training and internships" (international and local) remain suspended until the ECQ, MECQ, GCQ, and MGCQ are eliminated." OFF-campus OJT and internship programs may be approved for HEIs in MGCQ zones, as long as stringent physical distance and other health norms are followed. "

In lieu of the CHED advisory, the curriculum committee opted to integrate the OJT program into a semester in order to comply with all course requirements before the student graduated. It seems that the CHED advisory was not lifted. The SIPP coordinator of the college is looking for a methodology to augment the objectives of the OJT program. Hence, the Faculty Practicum Coordinator is responsible for conducting an initial site inspection to verify that the training facility is safe and suitable for the student/trainee; reviewing, orienting, interpreting, and clarifying the objectives of the on-the-job training program for the student/trainee. (The On-the-Job Training Manual, 2015).

With the university memoranda declaring that all students that undergo OJT/Internship will not be allowed to have in-placed/face-to-face modality except those on medical courses that were approved by the CHED in accordance with the necessity of the course. The SIPP coordinator designs an online or virtual webinar allowing all students to participate as their OJT program modality. The methodology used was made in relation to the university policy and guidelines in order to avoid spreading viruses of COVID-19.

Indications revealed that the trainee under the new normal using a webinar as their mode of instruction in compliance with the CHED's COVID-19 advisory had numerous negative impacts. Towards the knowledge, they said that a less learning geared, limited and little knowledge, (*less learning geared towards knowledge; little knowledge and information were gained due to the pandemic; limited knowledge; it's just because of time duration that affected the discussion*);

while on the skills, they didn't improve much as to manipulative skills are concerned, lack of experience, hand-on, actual activity, as well as actual job in relation to their major of specialization, and lack of gadgets that will be used during training (*I didn't improve much because we couldn't do actual work or didn't deploy in our field of specialization; it is a lack of hands-on activities; we don't have much experience* of an actual job*; and a lack of gadgets and materials to be used to practice the skills as to CAD*). Also, it contributed to their attitude of becoming bored, decreasing interest in participating, and being lazy about undertaking activities. Those comments were as follows: "*contributed to my attitude of being lazy in attending; I became lazy because the OJT is a webinar and decreased the interest in listening or attending.*"

Furthermore, with the preference made by the trainee (on-site training), a contradiction resulted, such as critical thinking and knowledge enhancement. A dual training, (*I do some ways to help myself, like going to an electrician and joining them; we can still do training that is related to our field of specialization in different shops in our locality or barangays; allow the students to work* on *a shop* by *barangay*'s), accept jobs to have a possible income (On *the other hand, even though there is a pandemic, the skills I have already practiced outside of school as part of my job*).

The results showed that there were effects on the trainees in terms of knowledge enhancement, such as critical thinking and absorbing ideas from other majors of specialization, which could not be understood by some, hence they were told "not the same language." Respondent comments contradicted Kim et al. (2012) belief that universities should require an internship course. During the summer before entering the fourth year, students are allocated to various institutions that include business and government departments as well as non-governmental organizations.

On the outset, a positive impact that could be learned and more improvement (*provide more improvement in both skills and knowledge, more specifically in installing building wiring*), proper techniques (*you can acquire more skills and techniques based on what* you *already performed; we learn good techniques to increase our income; improve my skills in different aspects of my specialization, which I hope will make me a better person*), perform the reality object (*it really helps the students cope with the reality of their field of specialization*), perform several tasks (*there are several tasks in which it helps a lot for you*), that measures skills development and capabilities when the training will be done in the workplace. It is said that in the on-line/virtual world through the webinar modality, there are positive effects on attitude development when providing some intervention and monitoring schemes to trainees when attending the webinar. The SIPP coordinator requires students to have an attendance record, evidence that shows they attended (screen shot), and an evaluation for every speaker at the end of the webinar using a Google form and assignment to answer. Those techniques were supported by Gegenfurtner and Ebner's (2019) that one common technique of teaching and learning is via webinars and online conferencing in general. Webinars are web-based seminars in which participants and facilitators interact in real time through the use of voice over IP technology and web camera equipment while speaking live over the Internet from multiple geographical locations via shared virtual platforms. Added to this is Gegenfurtner et al. (2020). Webinars are digital methods for delivering training and education via simultaneous video contact between training instructors and participants who are located far away. A webinar is a type of web conference that is used for educational purposes, such as learning and teaching. It is a technology that allows participants and lecturers to interact directly without being in the same physical location, geographical flexibility and ubiquity of webinars are advantages.

Further, they commented that the on-the-job training held in webinars will have an impact on the attitudes to have collaboration, confidence, control temper, eagerness to learn, explore and practice, interaction with the expert, scheduling and strategy to be employed. Those comments were;

"*I go to an electrician and ask for knowledge and skills; there will be hands-on activities that will be guided properly by the professor/supervisors; improve my confidence and accept job*

offers. It also helps me control my temper and be calm during stressful days; My mind, on the other hand, is eager to learn more and to have such an experience; you can hold, touch, and test it in reality; *It is said that experience is the best teacher; more suitable for every trainee than module-based training because onsite training lets trainees experience the actual work, methods, and usage; learned in the real world or in life through various experiences; We don't have to imagine the problem or solution, but we can really experience it in its actuality; there are several tasks in which it helps a lot for u; more* learning *with their studies* and *not only differ from what a teacher teaches in* school"

On the other hand, the primary goal and objectives of the OJT program are to give students real-world working experience, exposure to diverse management styles, industrial and procedural procedures of various vocations related to their particular fields of study (program (The On-the-Job Training Manual, 2015) and, in the same way, it is a course requirement that allows students to not only apply the theories, principles, and ideas gained in the classroom but also to improve their skills and talents. As a result, the COVID-19 pandemic has occurred. It had an impact on the trainees' learning skills, and they have stated that an OJT employing on-line/virtual through webinar modality resulted in a lack of teamwork, experience, and training, as well as inadequate manipulative skills. On-site training, they added, offers greater information and abilities with the appropriate correct manner of managing the shop, hands-on, actual practice; and acquires suitable procedures with the help of specialists.

The trainees learn technical skills such as accepting related jobs along with their specialization, and have the economic potential to conduct multi-tasking to supplement financial constraints as a result of the OJT held through webinar. Effective training improves people's knowledge, skills, attitudes, and behavior, as well as their performance. Individually improved performance directly results in profit. A systematic strategy for measuring and evaluating training programs is essential for achieving consistent performance (Alipour and Shahnavaz 2009)

Conclusions

Based on the findings and results, it is was concluded that experience in on-the-job training under the new normal impedes development by providing lesser opportunity to apply the theories, principles, and ideas learned in academe to enhance students' skills and abilities. Further, utilizing digital methods for delivering training constitutes a proactive attitude but in contrast to the primary goal of the on-the-job training.

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Advantage of Increasing Movement Speed in Young Volleyball Players Based on Exercises with Determined Pulsometric Value

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Abstract: On the basis of the analysis of the results of the study, justification of the priority and necessity of the development of the velocity of volleyball players through exercises, the effectiveness of which should be determined by their pulse rate. It is noted that such exercises can prevent premature fatigue and preserve the quality of game actions.

Keywords: volleyball, speed, technique, control and experimental groups, running "Tree", pulsometrija cost.

Relevance of the topic. The ability to quickly and accurately execute technical-tactical actions typical of modern volleyball in accordance with the requirements of rapidly changing situations is of decisive importance. According to some experts, when teaching game skills, attention should be paid first to their technique, then to their speed, and only then to the accuracy of these actions (Yu.D. Zheleznyak, 2002, 2005; A.V. Belyayev, M.V. Savin, 2009; A .A. Pulatov, 2017). A number of other scientists say that in the formation of sports movements, it is necessary to improve them in such a way that these movements are naturally performed during the competition (V.I.Lyakh, 2001, 2006; O.B. Nemtsov, 2003). But, it is appropriate to base on the pulsometric value of the special exercises used in training regardless of the formation of movement technique, speed and accuracy using the two approaches mentioned.

The purpose of the study. It is aimed to study the possibility of formation of movement speed-technique on the basis of exercises developed and pulsometric value determined on the example of volleyball players practicing in the SPMO group.

A set of exercises with a pulsometric value:

1. After running at maximum speed to zones 1-6-5 and passing the ball from above with two hands to 2 zones in each zone, run to 4-6-3-6-2 zones from 6 zones and receive the ball from below with two hands from each zone to perform an imitation of doing.

2. Children alternately settle in 6 zones (start), run to 6-2-6-3-4-6-5-6-1-6 zones (from right to left) and from left to right (left to right) in the position of a volleyball player competition - 3 times.

3. Running in diagonal directions from the corner of the zone 1 to the corner of the zone 4 from the corner of the zone 5 to the corner of the zone 2 - imitation of receiving the ball is performed in each zone - repeated 3 times.

4. 9-3-6-3-9 m. 3 times to perform the test of running on the ground.

5. Lateral running along the back line to 6x9 m.

6. Positioning in a column in 6 zones, performing an imitation of blocking at maximum speed in 3-2-3-4-3 zones in turn - repeated 3 times.

Research results and discussion. All the mentioned exercises are held in the form of a competition.

The effectiveness of these exercises was studied on the basis of 6 months of pedagogical experience. Control and experimental groups each consisting of 8 people were involved in the experiment.

The mentioned exercises were used only in the experimental group, and their pulsometric value is presented in Table 1. Traditional exercises were used in the control group.

The following methods and tests were used in the study: pulsometry - determination of heart contraction rhythm on a universal tonometer type "TU-25-18001-87", determination of movement speed and technique.

Movement technique was evaluated based on a 10-point expert system.

The results of pedagogical experience are shown in 2 tables.

Table 1. Used in the experimental group exercises and their pulsometric value

t/r	Exercises used	Pulse	
		Before the workout	**After the workout**
1	Running to 1-6-5 zones, simulating a pass, running from 6 zones to 4-6-3-6-2 zones, simulating receiving a ball.	64,4	121,6
2	2x6-2-6-3-6-6-5-6-1-6 zone running competition	68.2	134.4
3	Diagonal running competition to zones 1-4 and 5-2	67.6	118.2
4	9-3-6-3-9 run 3 times per m	66.4	120.8
5	Lateral running along the back line to 6x9 m	65.8	124.4
6	3-2-3-4-3 quick movement to the zones to perform an imitation of blocking	68.2	126.2

It can be seen from the table that in NG, who continued to engage in traditional meaningful activities during the experiment, "Archasimon" running averaged 34.4 seconds before the experiment and 32.6 seconds after the experiment. The rate of increase in speed is 1.8 sec. expressed with

In TG, these indicators decreased to 34.6 sec. before the experiment and 30.2 sec. after the experiment. The rate of increase in speed was 4.4 sec. It can be seen that for 5 months, TG, who regularly followed the exercises proposed by us and whose pulsometric value was determined, recorded a significant increase in speed.

Running technique was also evaluated while taking this test. The point is that while running (moving) to volleyball, it is required to maintain a volleyball position (legs partially bent, torso bent forward).

Tables 2. Formation of speed of movement in volleyball players in the SPMO group under the influence of traditional and pulsometric value determined exercises

(X ±)

Test exercises	Group	Before the experiment	After the experiment	Growth rate
Running speed in the "arch" direction (sec.)	NG	28,4±2.08	27.6±1.96	0.8
	TG	29.6±2.52	26.2±1.14	4.4
Technique of running in the "tree" direction (points)	NG	3.2±0.08	3.8±0.09	0.6
	TG	3.0±0.06	5.9±1.02	3.9

Note: NG- control group

TG - experimental group

The technique of running (movement) is evaluated by 3 experienced volleyball trainers involved in taking the test on an expert basis;

The evaluation is carried out according to the 10-point system; for example - the first expert announced the grade for technique as 4 points; the second announced 3.5 points, the third - 4.5 points; the announced total is divided by 3; so - 4+3.5+4.5=12:3=4 points.

In the 14-year-old children participating in our study, the running technique typical of volleyball players was demonstrated with poor results, despite the fact that they had been playing volleyball for 2-3 years. In particular, running technique did not exceed 3.0-3.2 points in both groups before the experiment. So, it can be said that in the training conducted in the traditional context, special attention is not paid to the formation of the movement technique.

Summary. At the end of the experiment, this poor technique in NG remained almost unchanged or increased by only 0.6 points. However, for 6 months, TG, who regularly used the exercises with emphasis on speed and technique proposed by us and whose pulsometric value was determined in his regular training, improved his running technique from 3.0 points to 5.9 points. The 5-month growth rate of the technique was a little less than 3 points. Therefore, it can be concluded that the set of specialized exercises used in TG has the power to rapidly shape both speed and technique.

It was found that the pulsometric value of the exercises intended for use in the experimental group differed depending on the intensity, content and technical complexity of these exercises. These exercises used during the experiment proved that it is possible to rapidly form the speed and technique of movement specific to volleyball.

restorative exercises, including calming the heart, were used. Such positive changes were not noted in NG, who continued to engage in activities with traditional content.

It is of practical importance to introduce the test exercises used during the experiment and speed exercises with pulsometric value into SPMO training.

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Culture and Art in the Process of New and Historical Reforms

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Abstract: In this article, many decisions and reforms are analyzed regarding the further development and improvement of the culture and art sphere.

Keywords: Decision, our great future, our great literature, art, creators, folk art, spirituality, culture, mass media, problems, propagandists.

We have an enviable history. We have great ancestors who are worthy of envy. We have immeasurable riches to covet. And I believe that if we are lucky, we will have a great enviable future, great literature and art.[1:56]

SH. Mirziyoyev

The many regulatory documents adopted by the President of the Republic of Uzbekistan Shavkat Mirziyoyev on the further development and improvement of the sphere of culture and art and the reforms being implemented are pleasing to all culture and art workers, and at the same time they make them perfect in their field. Encourages becoming a staff and improving his qualifications.

It would not be wrong to say that many problems related to culture and art have been solved at the meeting held by the head of state on August 3, 2017 with representatives of creative intellectuals of Uzbekistan. Today, the activities of creative intellectuals, mainly as active propagators of cultural reforms in society, are increasing incomparably. The service of artists in the spiritual development of the people is incomparable, which is held throughout the republic "El aziz, inson aziz!" in New Uzbekistan. we can clearly see in the spiritual and educational events held under the slogan. At the current stage of development, along with representatives of all fields, people of culture and art are also required to be more active, to live with new creative ideas and initiatives, and the spirit of search.

The head of our state will work in the social, spiritual and educational spheres on the basis of a new system, widely involve the young generation in culture, art, physical education and sports, form their skills in the correct use of information technologies, train young people It is clear to everyone that he has put forward 5 important initiatives to promote reading and at the same time to organize meaningful leisure time for young people, and the work done in this regard during 2019-2022.

Decree of the President of the Republic of Uzbekistan No. PF-6000 dated May 26, 2020 "On measures to further increase the role and influence of the sphere of culture and art in the life of society" and "Uzbekistan In the context of Resolution PQ-4730 "On measures to improve the activities of the Ministry of Culture of the Republic of Uzbekistan", creating wide opportunities for the development of culture and art, valuing the work of passionate and selfless people working in the field, culture and art The goal of providing horse institutions with sufficient conditions is set, and the weight of tasks is very wide and important. For this reason, these decrees and decisions are of great importance in our cultural life and will serve to increase the place of culture and art in the daily life of our people in the future.

All reforms and initiatives carried out by our head of state serve as the main factor not only in the development of culture and art, but also in the development of our spirituality and enlightenment, as well as in the formation of the future generation as a cultured and perfect human being. The changes taking place in the history of new Uzbekistan showed that the society can be achieved not only economically, but also when all sectors and systems are developed equally. It is not for nothing that the phrase "culture and art is in the process of new and historical reforms" is said today. The time demands that we specialists be inquisitive, proactive, creative and selfless in ensuring the acceptance of the national cultural concept and its local implementation, as well as organizing and managing the activities of culture and art institutions.

The above reforms defined the main tasks of cultural centers along with all directions. In particular, the tasks of cultural centers are not only to provide cultural services to the population, to hold cultural and educational events, to ensure that the population, especially young people, organize their free time in a meaningful and effective way. In addition, in addition to the tasks mentioned above, attracting the population to clubs, promoting all genres and directions of folk art, especially amateur art that glorifies our national values and intangible cultural heritage, studios, courses, clubs of enthusiasts. , is to organize artistic amateur groups and to satisfy the cultural needs of the population and provide cultural entertainment. Ensuring that a person spends his free time meaningfully, pleasantly and at a high level, serves as the main factor for the manifestation of moral and spiritual perfection and positive qualities. First of all, it is necessary to understand the meaning of the word perfection. In the state policy, this means very important and very broad meanings, such as a healthy, mature generation, creative and intellectual potential, a comprehensively developed person, legally literate, a healthy mother - a healthy child. Achieving perfection is a complex process. This can be achieved only through science, enlightenment and culture. A clear example of this is the fact that our president attaches great importance to the formation of spirituality and moral education among the population, especially among the youth, and the use of the nation's rich, national, cultural-historical traditions, customs, and universal values. Raising the youth of our country to be physically healthy, intelligent, cultured and suitable for the 21st century is a priority task of the state policy.

Today, the national mentality, human qualities and spirituality of young people, and the work being done on the spiritual upliftment of the society, can certainly be the basis for their development as well-rounded people. It cannot be denied that the use of the unique ideas of our great thinkers in the field of science and education is important for today's development. Any society can achieve its goals only if it pays attention to the processes of national identity awareness, restoration of national pride and its development. In order for each person to understand his identity, he must know the history, culture, and spirituality of his ancestors perfectly.

As we all know, the policy of our national culture is the promotion of our unique, national culture, which has not lost its value from our ancestors for centuries, but continues to surprise everyone with its new and fresh aspects over the years. and the works being carried out in the future generation instill interest in the history of our ancestors, learning, awareness of our identity, as well as respect for our material and spiritual, national customs and traditions.

Nevertheless, in recent years, the interest of young people in national traditions is decreasing. This is manifested through attitudes towards spiritual heritage, indifference to national culture, lack of knowledge of the elementary foundations of national music, imitation of foreign culture and music. Here, it is necessary for cultural centers to become a place of spirituality with their activities.

Therefore, the attention aimed at attracting the general public to cultural centers, creating favorable conditions for providing services to the population, and the wide use of modern technologies in the activities is not only the cultural entertainment of the population, but also the quality service of the representatives of this field, and self-confidence in their professional activities. leads to full manifestation.

In order to effectively organize the free time of young people, it is necessary to carry out the following activities. In particular, improving the performance of culture and art institutions; development of knowledge and experience of personnel on the effective use of the material and technical opportunities created and being created in the centers; improvement of methodological and practical service for club leaders and participants on prevention of negative information flows and ideological threats coming from foreign countries, based on the principle of enlightenment against ignorance in order to meaningfully spend free time of young people, it is necessary to organize spiritual and educational events at a higher level.

In this regard, it is necessary to establish measures for the coordination of relevant inter-organizational tasks, as well as defining specific goals and tasks.

In order to meaningfully organize the free time of schoolchildren, it is necessary to analyze the interests, number and social origin of young people involved in clubs, to expand cooperation with the developing neighborhood and youth organization institutions. Improving the focus on studying the free time of young people in places; it is necessary to make effective use of the existing conditions for useful leisure time and to spread information about the activities of the centers to the population. It is also necessary to organize open libraries under the cultural centers to attract the population and young people to reading, to improve the work on improving spirituality. In this case, it would be appropriate to use modern information technologies and provide libraries with scientific and popular books and books on the life of young people.

Based on the above considerations, it is necessary to use the opportunities of cultural centers. After all, visual and applied art, dance and music, especially in national music, effectively contribute to the formation of ideological concepts in listeners, including young people, by "explaining" information such as great personalities, ideological, historical content, specific feelings, and attitudes. it's a secret. It is in the activities carried out in cultural institutions that the population and especially the youth have facilities for forming the concepts of the national idea.

Since the 21st century is defined as the age of high technologies, the age of thinking and general information, the era of globalization, the progress of any country during the globalization period, taking a strong place among the developed countries, first of all, the intellectual potential of the state, the education of the next generation depends on education and modern personnel training system. Therefore, trainings in cultural centers are directed to innovative electronic didactic forms - design in accordance with the purpose of the course, taking into account the abilities and interests of the participants of the center, and the implementation of pedagogical, informational and communication methods, forms and teaching methods. It will be appropriate. Interest and the number of participants will be constant in interesting and unconventional trainings.

It is necessary to pay attention to improving the pedagogical skills of artistic amateur collectives and studio leaders, who have established cultural centers. In this regard, the normative documents of the center include "Procedural Room" and "Procedural Council". However, the methodological room is not fully performing its task. Team and studio managers who are new to the field, there are no methodical manuals or literature for experts, the relevant organization organizes meetings with experts once a month, seminars, introduces them to regulatory documents related to the field, and other necessary work for them. should eat.

It is necessary to improve and popularize "skills and open lessons" involving experienced specialists-teachers of children's music and art schools.

It is necessary to popularize the work of experienced center employees.

It is necessary to organize the activity of permanent training or experience exchange sections once a month in the direction of clubs operating under 34 cultural centers of Tashkent city.

"Culture and art day" can be organized weekly at the centers in order to satisfy the spiritual needs of high school students of district schools, to form their aesthetic taste and to direct them to the profession.

In addition, in order to work with unorganized youth in neighborhoods, qualified psychologists can be allocated rooms at cultural centers and attached to clubs.

At cultural centers, it is possible to organize circles that teach the correct and effective use of information technology and global networks.

Based on the contract with the city "Hunarmandlar" association, it is planned to organize master-apprentice traditions using the center's room, which includes the organization of practical arts, ganj, and sewing courses.

In addition to the reforms being carried out in the field of tourism, paid concert programs of folk amateur folklore, national dance, national musical ensembles, and classical singing groups will be held at cultural heritage sites and "Visit Objects" based on the contract with "Tour Agents". It is possible to organize and demonstrate the national customs and traditions of amateur theater studio teams through stage performances. For paid services, it is appropriate to introduce permission to provide services without a license to artistic groups that have received the title of public amateur.

Equalizing the status of all centers without dividing them into 1-2 types. For cultural centers in the district, it is necessary to provide a car for traveling to various events held at the district and city level.

Expansion of staff for spiritual and educational work in cultural centers; In cultural centers, it is possible to organize training courses for special specialists not only for young people, but also for middle-aged and elderly people to spend their free time productively.

If we discover new talents by attracting artistic amateur groups and studios to the clubs organized in schools within the framework of "5 initiatives", we will provide financial support to employees and create a basis for creating new jobs.

The work carried out in the direction of the development of culture and art in our country is extremely consistent with the priority measures aimed at ensuring spiritual development and bringing the industry to a new level, reflected in the development strategy of New Uzbekistan. We can say that these reforms will contribute to the practical realization of the idea "From the strategy of actions to the strategy of development" based on the principle of goodness and humanity, to the realization of the concept of "New Uzbekistan - an enlightened society". Each nation occupies a strong place in world civilization with the power of its culture and art. The development of this sector is one of the important factors that show the strength and potential of the country, the value of the people, its reputation and status in the world. [2:4]

Currently, in the newly developed "Strategy of Development", a separate section is allocated to the spiritual and educational sphere, and the inclusion of a work plan in the field of culture and art during 2022-2026 is a high priority for the sphere. is a pattern of attention.

For us, spirituality is a complex of exemplary qualities, mutual trust, respect and attention between people, noble aspirations to jointly build the future of the nation and the state. In other words, spirituality is the foundation that determines the content and quality of all political and social relations in society. [3:267]

Above, we have given a number of examples of the high level of attention and care paid to the industry today. Extensive work is being carried out within the framework of measures for the development of such a field, as well as high attention and ensuring the execution of signed decrees and decisions. It would not be wrong to say that the care and opportunities given to the industry by the head of our state will lead to radical changes in the near future and will bear fruit. Feeling such high attention and trust, young experts and industry workers like us should work more enthusiastically and mobilize all their strength and potential for the development of culture and art. Therefore, as the Honorable President noted, "New Uzbekistan will become a strong, potential, well-respected, prosperous and prosperous country in the world".

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Implicit Expression of Information Components in the Elliptical Constructions

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Abstract: The study of the problems associated with the formation of information expression in speech structures is equally relevant both theoretical and practical, and thus it is possible to identify factors that ensure the effect of communicative processes. This article analyzes the implicit expression of information components in elliptic constructions.

Keywords: knowledge, cognitive activity, attitude of the discourse, linguistic signs, verbalization of information.

INTRODUCTION:

Information is a form of knowledge that is transmitted in a communication environment and is the realization of a person's cognitive activity in the form of ideas. In other words, information is the experience of a person through certain linguistic signs, reflecting his knowledge that he has mastered in the process of cognition of the universe. At this time, it should not be forgotten that each person can perceive the universe in his own way and have his own set of goals, means of organizing cognitive activities. Further content dictates the attitude of the person and discourse. The role of the information structure in which it is expressed is important when determining the discourse or conversational structure. Many believe that the information structure divides the structure of speech into two parts. While the first of them reflects the interdependence of the components of discourse, the second includes the task, to enrich the information known before the introduction of completely new information, expanding the discourse from the update account. But there are also cases of previously known data transfer. Verbalization of information in the discourse occurs differently, and it is also important what typological group the language belongs to. For example, in the languages with the free word order (Turkish, Uzbek, Russian, Hungarian, and so on.) the composition of words in the structure of speech construction affects the expression of information. And in English, the main tool for the actualization of information is intonation. In Japanese-written texts, this task is often performed by morphological elements. However, the mentioned tools are available in all languages so far.

LITERATURE REVIEW:

It is customary to study the dialogue that goes between the characters of works of art as a separate manifestation of oral speech[1]. Because in the written formation of the text of oral speech, its main linguistic and methodological features are preserved. But it is also observed that in a literary text some elements characteristic of verbal communication are omitted. Due to the fact that the dialogue is constantly associated with a certain reality, situation, the elements saved by the form are logically restored through the analysis of the same situation. In order to achieve a

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[1] Колокольцева Т.Н. Специфические коммуникативные единицы диалогической речи. -Волгоград: Изд-во Волгоградского гос. унив-та, 2001. -260с.; Шпильная Н.Н. Деривационные основания русского диалогического текста. -Барнаул: АлтГПУ, 2015. -239с.; Гастева Н.Н. Диалогическое единство в разговорной речи. Автореф. дисс. ... канд.филол.наук. -Саратов, 1990. -20с.

complete restoration of missing components, one sometimes has to resort to the full text of a work of art.

First of all, it is necessary to consider cases of transparent expression of information components in the analyzed speech structures. The observations made testify to the fact that in the syntactic structure of structures, information carrier units of meaning do not exist uniformly. The number of informational components found by the expression of the expression is different: sometimes it can also be one.

To facilitate the description of the collected material, we use the following gestures: **e** – information about existence; **m** – modal fragment; **t** – Time Indicator; **s** - space indicator; **b** – property; **a** – a subject with these signs. It is worth mentioning that the modal component of the speech structure is characterized from the point of view of the content of the objective and subjective modality. I.R.Galperin believes that "the inclusion of the subjective modality in the general modality category is an important stage in expanding the scale of the grammatical analysis of the sentence, and in this way a bridge is thrown from the sentence to the analysis of the text." [2] Uzbek scientist S.Boymirzaeva, reflecting on the possibilities of expression of the text modality, notes that any type of modality, including the subjective modality, is associated with the relativity of knowledge about the universe. "Event in the universe in the process of studying phenomena by analogy, we come to approximate, probable conclusions. Accordingly, at the center of the field of subjective modality, which is the result of gnoseological activity, is probably the meaning of Assumption."[3]

Based on the above points, we found that in order to study the information scale of the speech structures of the objective modality, it is necessary to first take into account the expression of the objective modality. The subjective modality, on the other hand, signals additional information expression.

We will analyze the following example, taken from D.Salinger's "A Perfect Day for Banana Fish":

*...but the brother said: "I'd better test your eyes again while **you're here**, just to make seem"* (D.Salinger. A Perfect Day for Banana Fish).

In this passage, the part *you're here* is being allocated as a structure with a separate informational content. Because in its composition anaphoric exchange (*you* instead of *I*) occurs, the word goes about another person. Also, the morphological form of the modality is changing: instead of the ontative, declarative mood is activated.

In this speech structure, all informational components are expressed explicitly: the subject performing the action – *you* (used in place of the name *Joan*); Sema of existence (**e**) *to be* expressed in the means of the verb; modality (**m**) – realized in the means of the verb form; meaning of the tense (**t**) –took the form of Present Indefinite.

In the speech structure, which is highlighted in the following fragment of the dialogue, all the information fragments are linguistically realised:

"He was remarkable kind".

"Kind?"

*"Oh, yes, in the circumstances. Because **she started up a lot of gossip in the neighborhood".*** (D.Salinger. A Perfect Day for Banana Fish).

ANALYSIS:

This colloquial structure is part of an adverb, and the reason why it is considered as a separate

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[2] Гальперин И.Р. Текст как объект лингвистического исследования. -М.:КомКнига, 2006. –С.115.

[3] Боймирзаева С.У. Ўзбек тилида матннинг коммуникатив-прагматик мазмунини шакллантирувчи категориялар. Филол.фан.докт. ... дисс. -Т.,2010. –Б.84.

colloquial unit is explained by the presence in it of more than one predicate phrase. Also in its composition, instead of the element *he* in the previous sentence, the pronoun *she* appears. This pronoun serves as the seat of the name *Miss Simonds*. The content of the element *in the neighborhood* is understood from the context and realities the sema of space. When the verb form *Started* informs about the participation of two subjects, the mood form of this verb expresses the meaning of the modality. The tense index finds expression in the medium of the form of Past Indefinite.

In most speech structures, the component pointing to space goes under the principle of economy. In general, the presence of a locative fragment from a syntactic structure is not a regular indicator for dialogical speech. After all, dialogical communication occurs mainly at the address of the situation being described, or this address is known to the participants in the dialogue. The taking of a linguistic form of a locative element is due to the fact that the statement goes beyond the speech situation or is associated with the goal of a rhematic interpretation.

In the following dialogue, we also witness that the space in which the event takes place is not shown:

"Oh, do me favour ", said Hopper.

"I'm going swimming now", *said Jimmy.* (Spark M. The dark glasses).

The meaning of the locative fragment saved here is known in the context of the story, that is, the conversation is going on the seashore.

There are also cases when two of the pieces of Information fall out in the text:

"What's his name?"

"I don't know. Rieser or something".

"Never heard of him" (Spark M. The dark glasses).

Since we are familiar with the text of this story, we will find that the form in this structure is an element of the non-expressed mother. From the context it is known that the conversation is going between mother and daughter. Likewise, it is also possible to draw conclusions about the space in which the event takes place, relying on the context of the text.

We will analyze the text of the next dialogue:

He took his trousers off and hung them neatly over the back of hut's two chairs.

"Swimming trunks on already", *said Hopper.* (D.Salinger. A Perfect Day for Banana Fish).

In this case, we will see only the linguistic realities of three informational pieces. Here, fragments with Meanings of subject (*swimming trunks*), predicate (*on*) and tense (*already*) are manifested. The missing parts of the information found a implicit expression.

If in the author's statement standing on the first line *He took his trousers off* gives information about the subject of the action being performed, the meanings of modality and predicativity are restored by means of grammatical knowledge.

Speech structures, in the composition of which three components of meaning take on a linguistic form, can also be expressed in the form of an isolated adjective phrase:

"And with the mother bedridden upstairs", *- my grandmother said.*

"She must be a saint", said my aunt. (Wain A. The Life Guard).

Here the fragments of subject and space and the characteristic of the subject are expressed partially (*bedridden*). There is an opportunity to recreate pieces of meaning saved by transforming the allocated adjectival structure into an independent predicative expression.

The specified fragments of information also take a syntactic look in a sentence that has been parsellized:

*"He drove very nicely, **Under fifty the whole way, as a matter of fact**". (Wain A. The Life Guard).*

In this parsellate sentence, the following pieces of information are expressed: a) the meaning that determines the property of the verb in the previous sentence - *under fifty*; b) locato - *the whole way*; c) subjective modality - *as a matter of fact*.

In some cases, only two pieces of information are also observed in the form realities in speech structures:

*But then she spoke. **"It will take time"**, she said. **"A very difficult patient, of course"**. (Spark M. The dark glasses).*

In the addresse's replica in this case, there are two speech structures: complete and elliptical sentences. When interpreting the structure of *It will take time* as a complete sentence, we do not pay attention to the absence of a locative fragment, since this fragment is rarely activated in dialogical speech.

The elliptical structure has a predicative-modal structure, and the property description exists in the determinant Group (*a very difficult patient*), while the subjective modality is expressed through the modal phraseologism *of course*. The missing parts of information are perceived based on the context and the content of the speech structure. In some elliptical structures, other types of information fragments manifest themselves explicitly:

"How are the clothes this year?"

*"Terrible. **But out of this world**" (Spark M. The dark glasses).*

The fact that the elliptic sentence *But out of this world* is considered as a separate speech structure is due to the appearance in its composition of the unit of *this world*, the name of the new subject. In addition, there is also a predicative element in this structure.

In dialogical speech, one-component sentences are widely used. In this case, only one piece of information takes a linguistic look in the sentences, while others find expression implicitly. The piece in which the form is being viewed is usually seen as a rhema of the information being transmitted, that is, as a new, important part. O.A.Krylova believes[4] that hematopoietic fragments have the property of reflecting proposition. This feature is determined by the fact that in their response they have the ability to independently deny thought, as well as take the place of the separated fragment, independently obtaining the content of the subject modality. Compare:

"When did you get there?"

*"I don't know". **"Wednesday morning. Early"**. (D.Salinger. A Perfect Day for Banana Fish).*

The two elliptic clauses that are being distinguished are forming a single speech structure. In this structure, only time-specific information is activated. Because this attitude is gaining importance for the speaker at this stage of the communication process. Here, a hint of pieces of information, the form of which has not received a view, exists in part in the question of the interlocutor.

And in the following structure, only the name of the subject in which the word is going is mentioned, and the rest of the information is restored on the basis of logical actions:

"Must you wear those glasses?"

*"**Well, yes. The glare**" (Spark M. The dark glasses).*

In structures in which only one piece of information has received a syntactic appearance in the composition, the subject name can receive the content of the determinant of the subject, which is mentioned in the previous replica as a property, a quality name:

*"She may be in any of a thousand places. **At a hairdresser's**". (Spark M. The dark glasses).*

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[4] Крылова О.А. Коммуникативный синтаксис русского языка. -М.: URSS, 2009. –С. 117.

Here the elliptical sentence acts as a separate speech structure. After all, a new name (*the hairdresser's*) appears in its composition, which is considered familiar to the interlocutor. This unit is functioning to place the action along with the clarification of the *a thousand places* fragment in the previous sentence.

An elliptical sentence, in addition, can consist of an element that characterizes a subject phenomenon:

Then she continued her story ... **an optician**. *His sister was blind.* (Spark M. The dark glasses).

Here *an optician* the name of the person being described becomes known from the context – *Mr. Simmonds*.

The economical expression of information fragments in this way is one of the most common:

"How did he behave in the car and all?"

"All right";

"He said I should have bought a translation or something. Or learned the language, if you please."

"Awful, awful"*;*

"How are the clothes this year?"

"Terrible".

"What kind of regulation is that?"

"One of Mr. Brendergust's". (D.Salinger. A Perfect Day for Banana Fish).

Of all the examples presented, the missing informational fragments are restored based on previous interrogative replicas.

In dialogical speech structures, a fragment that finds a single expression may have a locative meaning:

"Where is Jimmy?"

"Here"*, Ramon.*

"On the bench" (Wain A. The Life Guard).

Elements such as *yes, no*, which form one-component sentences, when expressing consent or protest, affirmation or denial and other meanings of this type, justify the speaker's subjective attitude towards the situation being described:

"Did it ever occur to you that the sister's story might be true?" I said.

"Yes"*, I considered the possibility* (Wain A. The Life Guard).

It seems that in this example "*Yes*" is a speech structure in which only a modal information fragment is formed. There is an opportunity to understand other information parts of it that have been saved from the question.

CONCLUSION:

Nowadays the study of problems related to the formation of informational expression in the speech structures is equally vital as theoretical and practical, and in this way it is possible to identify factors that ensure the effect of communication processes. One of the practical requirements for communication is to express information in a condensed, compressed form, without reducing the scale that is important for the addressee. Already condensed information is perceived and remembered more easily, faster, and most importantly, firmly. Relatively little linguistic material is required to account for such information. But the value of information depends on who it is intended for, the amount of which is determined in accordance with the

intended purpose. So, in order to increase the value of the unit of communication, sometimes the information being transmitted must be at the maximum or highest level. Psychologist scientist A.V.Antonov explained that "a message with a high level of informativeness value is understood with reference to the cognitive reserve of the recipient, and the existing thesaurus is sufficiently enriched by its means."[5]

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Pedagogical Support and Skills Development for Novice Teachers of Public Secondary School of Garoua Town (Cameroon)

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Abstract: Teacher at the beginning of their professional careers are usually confronted with new demands that are different from those of the training. They are in general obliged to develop throughout their careers in order to adapt to contextual changes such as school reforms and social change. This professional development is essential for the development of a professional identity and better integration of young teachers. The objective of this study is to show that the development of the skills of novice teachers of public secondary school of Garoua town is determined by the quality of pedagogical support. Thus, the hypothesis that serves as guideline for this work stipulates that pedagogical support improves the development of novice teachers' skills. This hypothesis was verified on the basis of data collected through a questionnaire administered to 148 novice teachers of public secondary school of Garoua town. The results obtained are in favour of a validation of the initial hypothesis. There is therefore a significant and positive correlation between pedagogical support and the development of the skills of novice teachers of public secondary school of Garoua town. In order to better understand the skills deficit observed among novice teachers, semi-directive interviews were conducted with 13 teachers and pedagogical inspectors.

Keywords: Pedagogical support, skills, training, novice teachers.

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1. Introduction

The development of the skills of teachers in general and those of novice teachers in particular remains an important concern in the 21st century. After an initial training, the teachers integrate the professional environment to implement their skills. As Bernal Gonzalez et al (2018) and Degraef et al (2012) point out, the development of the skills required in the workplace remains incomplete after initial training. For this purpose, the public authorities are responsible for setting up support to perfect the training initially acquired in schools and training centres. Several studies on the development of the skills of novice teachers have been carried out around the world, particularly in France (Jorro, and Pana-Martin, 2012) and Germany (Keller-Schneider, 2016).

In Cameroon, several authors such as Kutche and Essome (2019), Assoah and Babikoussana (2018) have examined the issue of teacher skills development. On the other hand, to our knowledge, studies on the development of the skills of novice teachers are not abundant. In this context, it is quite difficult to specifically grasp the factors that negatively influence the

development of the skills of novice teachers in order to take measures to deal with them.

This study conducted among teachers of Garoua town in the North Cameroon region makes it possible, through qualitative and quantitative analyses, to understand the factors that influence the development of the skills of novice teachers. The objective of this work is to show that the quality of pedagogical support improves the development of the skills of novice teachers in public secondary schools of Garoua town. Thus, we rely on a theoretical framework for analyzing the development of the skills of novice teachers, a methodological approach, to conclude with the salient results of the study and a discussion.

2. Theoretical framework and problematic of the study

According to Baillauquès and Breuse (1993), teachers newly graduated from the training school have difficulty familiarizing them with the professional environment and implementing in a satisfactory manner certain skills relating to the professional activities for which they have been trained. They point out that the list is long: there is the management of discipline, attempts to motivate students, assessment of students, organization and planning of class work, identification of student levels, use of teaching methods and manuals. education, awareness of school policy, relationships with colleagues, directors or leaders, the heterogeneity of classes, the number of students in classes, to name a few.

In the same logic Hélou and Lantheaume (2008), reveal that the profession of teacher is an "métier impossible"(impossible profession) for a good number of teachers who still do not manage to live up to the requirements of the profession. Studies by the OECD (2012) reveal that in many countries, novice teachers express a lower feeling of effectiveness in relation to professional activities than their more experienced colleagues. As Voz (2020) notes, these novice teachers very often experience problems with professional integration. It is for this reason that several countries such as Canada, the United States, Japan, Scotland and New Zealand have adopted support programs for new teachers (Morin, 2010).

In Cameroon, these programs specifically designed for novice teachers do not exist. The supervision of novice teachers is done through continuous training that involves all teachers in general. In this logic, many provisions are made to support teachers; for example, the granting of bonuses for performance, evaluation, research and documentation; online training via information and communication technologies (ICT); continuing education seminars instituted by Circular No. 32/09/MINESEC/IG of September 7, 2009 which specifies, among other things, that the school board organizes pedagogical days, pedagogical crossroads and internal inspections. These continuous trainings are also organized at the inspection level with reference to Decree No. 2012/267 of June 11, 2012 on the organization of the Ministry of Secondary Education in Cameroon.

Despite the efforts made by the government and the decentralized territorial communities (CTDs) to guarantee quality training for young teachers, the insufficient development of the skills of novice teachers observed in secondary schools in Cameroon in general and of Garoua town remains a major problem that could compromise the expected performance of this category of professionals. The results of an exploratory survey of four secondary schools of Garoua town show that 33.3% of novice teachers do not have mastery of classroom discipline, 45% do not master the use of methods and techniques 28% are unable to develop assessment topics using the competency-based method (APC). The lack of professional skills observed among novice teachers has many consequences on the professional career of teachers and the quality of teaching that learners will receive.

The social learning theory of Bandura (1976) and that of Vigotsky (1985) are used to understand this phenomenon. According to Albert Bandura, observation followed by imitation gives rise to a rapid learning process: if the novice teacher observes a competent person well in the exercise of his functions and reproduces his behavior, he can avoid a series of trials and mistakes to achieve the right behaviors or skills. However, it is advisable to observe an inspector or an educational

facilitator to whom you feel close before claiming to reproduce his behavior. For Bandura, the novice teacher can develop his skills by being in contact with other more experienced teachers by copying or simply imitating their teaching methods.

In the same perspective, the socioconstructivist approach developed by Vygotsky (1985) also emphasizes social interactions, exchanges, and the work of verbalization, construction and collaboration. Learning is seen as the result of social-cognitive activities related to didactic exchanges between teacher-student and teacher-teacher. This author insists on the role of mediation in learning, which he explains by the zone of proximal development (ZPD). For Vygotsky, the novice teacher will develop their skills by interacting with more experienced teachers or with other resource people.

In view of this analysis, to achieve our objective, the general hypothesis of this study is entitled: pedagogical support improves the development of the skills of novice teachers in public secondary schools of Garoua town. This hypothesis is operational through three specific hypotheses:

✓ The quality of continuous training improves the development of the skills of novice teachers in public secondary schools of Garoua town.

✓ Pedagogical supervision promotes the development of the skills of novice teachers in public secondary schools of Garoua town.

✓ The organization of working sessions within establishments increases the development of the skills of novice teachers in public secondary establishments of Garoua town.

3. Methodology

This mixed study combines both qualitative and quantitative data. The collection of quantitative data was done from an individual questionnaire addressed to novice teachers of publics secondary schools in the subdivision of Garoua 2nd. The qualitative aspect made it possible to carry out a cross-analysis of the quantitative data. To this end, an interview guide administered to certain pedagogical guides. Thus, our study population is made up of novice teachers from Garoua town as well as educational guides.

The sample of novice teachers allowing the quantitative analysis to be carried out was obtained from the probability sampling technique, namely simple random sampling. It is made up of 148 novice teachers in 7 public secondary schools, namely 97 men and 51 women. With regard to the qualitative analysis sample, we have chosen a non-probabilistic technique which is that of reasoned choice. This allowed us to send an interview guide to 13 pedagogical guides: 10 distributed in the 7 establishments of our study site and 03 regional pedagogical inspectors.

The questionnaire made up of Likert attitude scales has three components, namely: the quality of continuing education, pedagogical supervision and the organization of work sessions within the establishment. It was administered in offices, teachers' rooms and classrooms at off-peak times. Before administering this questionnaire to respondents, a reminder of the rules of anonymity and the confidentiality of the data collected was explained to them. An interview guide was also administered to 13 teaching assistants.

The data obtained through the questionnaire were processed using SPSS version 20.0 software, thus making it possible to perform simple regression analyzes with the calculation of standardized Beta and the F of snédécor. The data from the interview guide were processed by an analysis of the verbatim statements in order to complete the results obtained from the data collected from the questionnaire. From a codification, the opinions of all the coaches were grouped and exploited in order to better explain the phenomenon of developing the skills of novice teachers. For reasons of confidentiality, the names of persons with whom we conducted interviews have been changed during the presentation of the data.

4. Results

4.1. General characteristics of participants

It emerges from this survey which known the participation of 148 novice teachers via the questionnaire, that 65.5% are men and 34.5% women. As for the number of years of service of the teachers questioned, 31.7% of the teachers questioned have between 01 and 02 years of service; 51.4% of teachers surveyed have between 03 and 04 years of service and finally 16.9% of teachers have 05 years of service. The different levels of education are represented: technical education with a percentage of 52%; French-speaking general education with a percentage of 21.6% and bilingual education with a percentage of 26.4%. Almost all of the respondents are officials: 98.6% person surveyed. This category of personnel has previously received initial training and despite this training, they still experience difficulties in the efficient implementation of the skills expected of them. Among these respondents, 1.4% are contract workers who were recruited without initial training but who, like all the other teachers, benefit from continuous training.

Also our respondents are separated between the different grades, it appears that 29.7% are teachers of technical education secondary schools and teachers of technical education colleges ; 68% are teachers of general education secondary schools and teachers of general education colleges; 1.7% are technical education teachers and only 0.7% contract teachers. Another very important characteristic of the respondents is that almost all of them live in Garoua town, which means that they can easily go to their places of service and also to meetings organized by educational guides.

4.2 Results of the tests of the various research hypotheses

4.2.1 The quality of continuous training and the development of skills for novice teachers

Table 1: model Summary

Model	R	R-square	Adjusted R-square	Standard error of the estimate	Change in statistics				
					Variation of R-square	Variation of F	df 1	df 2	Sig.
1	,452[a]	,133	,231	,2423	,133	6,983	1	146	,036
a. Predicted values: (constant), the quality of continuous training									

It appears from the previous table that the correlation coefficient (R) is of the order of 0.452 demonstrating a positive and significant correlation because it moves away from the number 0 and gets closer the number 1. The coefficient of determination R^2 is of the order of 0.133=13.3%, this shows that the quality of continuous training explains the development of the skills of novice teachers at 13.3% and the rest is predicted by the factors outside the model, so the relationship between the two variables is significant. The variation of calculated F which is of the order of 6.983; it is greater than the degree of freedom 1.146. We also observe that Fcal>Fred and that the significance (P) of the variation of F is of the order of 0.036 less than alpha (0.05). So the alternative hypothesis is accepted.

These results corroborate the comments of our respondents. Regarding the quality of continuing education, Fadimatou says that "*I find the style of supervision during continuing education not at all appealing; we sometimes have to deal with more than 100 teachers in a small space for a single supervisor*". In the same perspective, Jean Paul considers that "*the quality of the interventions of the inspectors during the continuous training does not satisfy me as an educational facilitator, imagine what a novice teacher would think*". As Hamidou confirms, "*novice teachers sometimes have huge expectations that can come from pedagogical days, but once the exchanges are made they are sometimes disappointed*". We can easily understand that the indicators of continuous training such as the style of supervision during continuous training,

the exchanges between teachers and inspectors during training seminars and the quality of the interventions of inspectors would increase the development of novice teachers' skills.

4.2.2 Pedagogical supervision and skills development for novice teachers

<div align="center">Table 2: model Summary</div>

Model	R	R-square	Adjusted R-square	Standard error of the estimate	Change in statistics				
					Variation of R-square	Variation of F	df 1	df 2	Sig.
1	,212[a]	,197	,160	,8233	,197	3,385	1	119	,020
a. Predicted values: (constant), Pedagogical supervision									

The correlation coefficient (R) in the table above is of the order of 0.212, shows a positive and significant correlation link because it moves away from the number 0 and gets closer the number 1. The coefficient of determination R^2 is order of 0.197=19.7% and shows that pedagogical supervision promotes the development of novice teachers' skills at 18.9% and the rest is predicted by factors outside the model. There is a significant relationship between these two variables. The variation of F is order of 3.385; it is greater than the degree of freedom 1.146. We also observe that Fcal>Fred and that the significance (P) of the variation of F is order of 0.020 less than alpha (0.05). Therefore, the alternative hypothesis is confirmed.

The comments collected from our respondents further explain the previous observations. To express her dissatisfaction, Florence declares: "*we have enormous expectations regard to teaching councils and pedagogical crossroads, but once the discussions are over, we are sometimes disappointed because novice teachers always complain about their pedagogical difficulties*". For some pedagogical facilitators, the verification of the adequacy between the programs and the contents of the lessons is not always done by the inspection service. To this end Paul underlines that "*for 03 years that I have been a pedagogical facilitator, my inspector never tried to find out if what we teach in the classrooms matches the curricula*". Similarly, monitoring of teaching methods and techniques in classrooms by supervisors (inspectors and pedagogical facilitators) is either insufficient or absent. This is why Mohamadou affirms that "*as a pedagogical inspector, how do you expect us to follow each teacher in order to check the methods and techniques that they deploy every day in class when we are only 02 inspectors? for about 300 teachers*". Thus, we can say that the behavior displayed by some supervisors, namely the poor verification of the adequacy between the content and the teaching programs in the classroom, the insufficient monitoring of teaching methods and techniques and finally the lack correction of pedagogical deficiencies would negatively influence the development of the skills of novice teachers.

4.2.3 The organization of work sessions within the establishment and the development of the skills of novice teachers

<div align="center">Table 3: model Summary</div>

Model	R	R-square	Adjusted R-square	Standard error of the estimate	Change in statistics				
					Variation of R-square	Variation of F	df 1	df 2	Sig.
1	,442[a]	,195	,192	,70895	,195	53,360	1	146	,000
a. Predicted values: (constant), The organization of work sessions within the establishment									

On reading the table above, it emerges that the correlation coefficient (R) is order of 0.442, reflecting a positive and significant correlation link because it moves away from the number 0

and gets closer the number 1. The coefficient of determination R^2 is order of 0.195=19.5% and shows that the organization of work sessions inside the establishment (pedagogical crossroads, internal inspections, teaching councils) increases the development of the skills of novice teachers to 19.5% and the rest is predicted by the determinants outside the model. The variation of F is order of 53.360%; it is greater than the degree of freedom 1.146. We also observe that Fcal>Fred and that the significance (P) of the variation of F is order of 0.000 less than alpha (0.05). So, the alternative hypothesis is confirmed.

The statements of several respondents confirm the previous observations. Jacques believes that "*the administration of the establishment does not give us enough means to organize the various meetings with novice teachers in order to support them*". Similarly, the teaching councils which must be held each quarter are not respected, as Aminatou points out, "*the reports from the teaching councils that we receive show us that these are held in a fictitious manner in certain establishments. As a result, the annual quota of teaching councils to be organized is therefore not respected*". According to some interviewees on the subject of internal inspections, they are very often included in the plan for carrying out activities at the beginning of the year but are not always carried out. To this end, Laurent affirms that "*we have never organized internal inspections in our establishment for 04 years that I have been there as an educational facilitator because the teachers are reluctant and still does not adhere to such activities* ". These different statements by teachers show us how the rate of organization of work inside the establishment is low and would influence the development of the skills of novice teachers.

5. Discussion

The aim of this work was to show the influence of pedagogical support on the development of the skills of novice teachers. The results of this study reveal a significant relationship between skills development and pedagogical support, namely the quality of continuing education, pedagogical supervision and the organization of work sessions within institutions.

However, the quantitative data we collected revealed that the proportion of novice teachers who are satisfied with the coaching style is 20% compared to 64.9% of teachers who are not. This situation clearly shows that the style of supervision deployed by inspectors during contiuous training would not be appropriate. This study joins that of Sou (quoted in Djibo, 2010) whose investigations carried out with teacher's show that 38% preferred not to go to pedagogical days because they found that the debates were superficial and that the participants did not criticize objectives. In addition, the inspectors who are pedagogical guides have not received initial training in inspection and therefore their skills are below the expectations of teachers. It is in this logic that the words of Assoah and Babikoussana (2018) are in line, who thinks that in Cameroon, continuing education refers to an image well known to all, that of the blind who lead other blind people. The exchanges between teachers and pedagogical inspectors during the various seminars and pedagogical days are unsatisfactory because the facilitators do not always master the methods and techniques necessary for the acquisition of teacher skills. These results are in line with those of Assoah and Babikoussana (2018), who show that in a study carried out in Cameroon, 68% of respondents think that the facilitators are incompetent or followers of the form, which above all does not motivate teachers to take the pedagogical days seriously: these respondents criticize the quality of the pedagogical days and consider the logistics and documentation insufficient. The majority of these same respondents also remark that they cannot even use the knowledge acquired from previous training sessions because the acts are non-existent and unavailable.

Pedagogical supervision shows that the verification of teaching methods and techniques, the adequacy between programs and teaching content are skills development tools. As Nolan and Hoover (2011, p.7) note, the purpose of supervision is to promote the individual professional development of teachers beyond their current level of performance. The results from our survey show us what degree supervision impacts the development of the skills of novice teachers. It appears that 33.2% of respondents said that supervisors rarely check compliance with teaching

methods and techniques and only 18.9% said that supervisors very often check teaching methods and techniques. However, any educational project should ensure a certain consistency between the general educational aims, the teaching content, their implementation and their evaluation (Annie Feyfant, 2013). With regard to the verification between the programs and the content of the lessons, only 4.7% of respondents affirm this verification by the inspectors and 37.8% say that the inspectors have never checked the adequacy between the programs and the contents. This situation contradicts the ideas of Brunelle et al (1988), who believe that supervisors should help teachers to apply the program as it should.

A good organization of work inside the establishments also allows the development of the skills of novice teachers. Regarding this link, this study shows that 33.1% of respondents say that internal inspections are never organized, 60.1% say that teaching councils have never been held. These clearly show that the work inside the establishments is poorly organized. These results go in the same direction as those of Derouet and Dutercq (1977), who show that the mobilization of a strong pedagogical team constitutes one of the strategies for the development of teachers' skills.

On the other hand, the fact that the work is diversified in the establishments is an advantage for the development of the skills of novice teachers. In the Garoua town, the work carried out within the establishments is not diversified enough and even those which are organized are not fully carried out. As shown by the work of Murray (2014), even if the teachers participate weakly in the activities, the diversification of the activities contributes to the development of their skills. Tardif and Lessard (1999) go further by recommending that teachers work together. However, the fact that the teaching councils; internal inspections and pedagogical crossroads are weakly organized shows that teachers do not work together. Thus our survey reveals a low percentage of work organization within establishments.

6. Conclusion

Our work is mainly based on the theories of Bandura (1976) and that of Vigotsky (1985). It shows how certain indicators can explain the development of the skills of novice teachers in the Garoua town. Indeed, the results of this study clearly show us that the quality of continuous training, pedagogical supervision and the organization of work sessions within schools contribute significantly to developing the skills of novice teachers. We do not lose sight of the fact that the previous indicators are essentially pedagogical and that other indicators such as motivation can also explain the development of the skills of novice teachers (Keller-Schneider, 2016). In Cameroon, since 1993 with the reduction in the salaries of civil servants, teachers of public sector have felt this drastic reduction hard and found themselves demotivated at the same time (Daouda, 1997). This demotivation particularly affects novice teachers whose partial or total pay is often often express their dissatisfaction through teachers' unions.

However, the ability of novice teachers to get involved in their own skills development should be questioned. Indeed, their lack of will sometimes pushes them not to get closer to the guides who can be more experienced teachers or inspectors in order to discuss in case of professional needs. On the other hand, the various means granted by the State as well as by school's establishment; the ratio of inspectors to teachers, which is also low; the scarcity of work organized at the establishment such as teaching councils and pedagogical crossroads as well as the working conditions in general during continuing training do not allow effective and efficient learning of novice teachers, which hinders the development of their skills. It therefore seems essential that the training reserved for teachers be diversified and that they directly meet the needs of teachers at the start of their career.

It would be interesting to carry out similar research on private establishments which often employ teachers who have not received any initial training. It would also be interesting to question the willingness of novice teachers to make efforts to develop their own skills in order to be self-determined in their teaching profession. Studies on the working conditions of new teachers would shed light on the ergonomic constraints to be taken into consideration to ensure their best professional integration and support.

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A Review of Problems Facing Science Education in Basic Education in Nigeria and Way Forward

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Abstract: Science education at the basic education is key to the development of science education in the future. The foundation of science education matters a lot in the development of science programme. Science education at the basic education in Nigeria is plagued with many problems. This paper intends to discuss the problems militating against effective teaching and learning of science education at the basic schools in Nigeria. Primary and Secondary data were used to provide empirical support for the points raised in the paper. The secondary data were sourced from print materials and online resources. The paper concluded that inadequate funding, shortage of science teachers, shortage of infrastructural facilities, corruption, lack of instructional materials and poor capacity building and insecurity problems were identified the problems militating against effective teaching and learning of science education at the basic schools in Nigeria. To address this problems, the paper among other things, recommended that the government at every level should increase the funding of science programme in the primary school education in Nigeria. This will help to provide all the materials and human resources needed for the implementation of the programme at the school level.

Keywords: Basic School, Education, Science Programme, School.

Introduction

The Universal Basic Education (UBE) programme is a nine year basic educational programme, which was launched and executed by the government and people of the Federal Republic of Nigeria to eradicate illiteracy, ignorance, poverty as well as stimulate and accelerate national development, political consciousness and national integration. Former president Olusegun Obasanjo flagged off the UBE programme on the 30th of September 1999 in Sokoto, Sokoto State. The UBE programme in Nigeria is a strategy for the achievement of Education for all (EFA) and the education related Millennium Development Goals (MDGs). The implementation process of the programme has been ongoing since 1999 but progress was hampered by lack of an enabling law to execute certain aspects of the programme. What a big relief it was when the president signed the UBE Bill into law on the 26th of May 2004 following its passage by the National Assembly. The UBE Act 2004 makes provision for basic education comprising of Early Childhood Care Education (ECCE) Primary and Junior Secondary Education (Christine & Joseph, 2014).

The UBE programme has laudable and specific objectives. These according to the Federal Republic of Nigeria (FRN, 1999) are to:

1. Develop in the entire citizenry a strong consciousness for education and a strong commitment to its vigorous promotion;

2. Provide free, compulsory Universal Basic Education for every Nigerian child of school-going age;

3. Reduce drastically, dropout rate from the formal school system through improved relevance and efficiency;

4. Cater for dropouts and out-of-school children/adolescents the provision and promotion of basic education;

5. Ensure the acquisition of the appropriate levels of literacy, numeracy, manipulative and life skills (as well as the ethical, moral and civic values) needed for laying the foundation for life-long learning;

6. Ensure unfettered access to nine years of formal basic education;

7. The provision of free, universal Basic Education (FUBE) for every Nigerian child of school going age;

8. Reducing drastically the incidence of drop-out from the formal school system through improved, relevant, quality and efficient educational system.

9. Ensuring the acquisition of appropriate levels of literacy numeracy, manipulative, communicative and life skills as well as the ethical, moral and civic values needed for laying a solid foundation for life-long learning (Christine & Joseph, 2014). The science subjects include; Mathematics, Basic Science and Technology, Basic Science, Basic Technology, Information Technology and Physical and Health Education. Ahmed, Ajemba & Ogunode (2021) observed that the primary school education is the foundation education designed to prepare the learners holistic education that covers science education. It is unfortunate that the teaching of science education in Nigerian primary schools is faced with many problems. This paper will discuss the problems facing the teaching of science education in the Nigerian primary schools.

Concept of Science Education

Science education is one of the basic education offered in the Nigerian basic schools. It is a major subjects for the children. It is meant to stimulate their interest in science education. Ahmed, Ajemba & Ogunode (2021) observed that the science subject offered in the Nigerian primary schools include; Mathematics, Basic Science and Technology, Basic Science, Basic Technology, Information Technology and Physical and Health Education. They are referred as science subject because they are scientifically inclined and they are designed to help instill on the young children science knowledge and skills to able to contribute positively to the social, economic and technological development of the country. Ezechi & Ogbu (2017), and Akpan, (2012), submitted that Science was first introduced in Nigerian schools in 1859 and from that time to the present time, emphasis has shifted from science as a mere subject in the school curriculum to its use as the vehicle towards national economic development. It is to this effect that we need to educate all young people to be scientifically literate citizens.

The main aims of teaching science to the youths according Ezechi & Ogbu (2017), and Eze and Oluba (2010) include training the youths; to be able to observe, measure, record, collect, analyze data, hypothesize and predict data and events in an accurate and honest manner, these are the scientific skills necessary for further work in science later in life, to acquire the ethics of science which include honesty, skepticism, perseverance, objectivity, rationality etc, to give the youths sufficient doses of scientific literacy capable of preparing them for some worthwhile vocations in the fields of science and technology, to groom a preponderant number of youths for future adult roles by equipping them with skills and competence to identify societal issues and problems and possible resolutions of such socio-scientific and technological problem, to produce a scientifically literate populace, some will become professional scientists and technologists while others will be well informed, attentive citizens whose daily activities are guided by the products, ethics and processes they have acquired.

Ogunode (2020) and Agbowuro & Joseph (2014), observed that Science education promotes intellectual respect for Mother Nature. This action can inform choices with regard to how technology is used to enhance the current living conditions for humans and other living things

Ahmed, Ajemba & Ogunode (2021) opined that the science subjects or programme are unique programme that are meant to develop the scientific skills and knowledge of the students. The teaching of sciences is vital to the social, economic and technological advancement of the country. Science programme are offer in the all the phases of educational institutions in Nigeria from the basic education to the higher institutions.

Harry, (2011), noted that Science education encourages learners to reason critically so as to make decisions that are well informed. Agbowuro & Joseph (2014), observed that the search, collaboration, reporting and communication skills provided by science education can yield a whole generation of people who are more prepared for their careers, such people can make better contributions to the society. Furthermore, learners who have an in-depth knowledge in science education are more willing to use new ideas and technologies that can enhance and strengthen the economy. Through explaining and emphasizing the reliance of living organisms on one another and also on the environment, science education promotes intellectual respect for Mother Nature, This action can inform choice with regards to how technology is used to enhance the current living conditions for both humans and other living things.

The achievement that came about due to science education have resulted in longer and healthier lives. People who understand and honor or celebrate past scientific achievement are more likely to herald future inventions and discoveries that will enhance mental and physical health, beside, a healthier general public means a highly productive society. Science education encourages learners to reason critically so as to make better decisions that are well – informed. This makes them even more enlightened voters. The caution and responsibility provided by science education also assists people to become more responsible parents. There are no shortcomings of science education (Agbowuro & Joseph 2014).

Problems Facing Science Education in Basic Schools in Nigeria

There are many problems facing the teaching and learning of science education at the Basic schools in Nigeria. Some of this problems include; inadequate funding, shortage of science teachers, shortage of infrastructural facilities, corruption, lack of instructional materials and poor capacity building and insecurity problems.

Inadequate Funding

Inadequate funding is a challenge to the teaching and learning of science education in the Nigeria basic schools. Funding is critical to the implementation of science programme because of the cost implication of the resources. Annual budgetary allocation for the implementation of science programme in the basic schools is not adequate. This submission is confirmed by Ahmed, Ajemba & Ogunode (2021) who noted that inadequate funding is a major problem responsible for poor development of science education. Science education is very expensive and cost effective. The annual budgetary allocation for the primary school education is inadequate. Science programme in the primary school drives their funds from the general budget of the primary school education. Also Ezechi & Ogbu (2017), reaffirmed the problem they submitted that funding science programmes and science related research has been a major problem facing technological growth and self-reliance in Nigeria. Government do not adequately fund science and science related programme and research. In addition to this, the little fund provided relapse and are embezzled by top officials in charge of its implementation. Ogunode (2021) noted that basic education receives the least budgetary allocation in Nigeria and this is affecting the development of basic education in Nigeria.

Inadequate of Science Teachers

Another major problem facing teaching and learning of science education at the basic schools in

Nigeria is the problem of inadequate sciences teachers. It has been observed that many basic schools across the country do not have professional science teachers. Some of the teachers delegated to teach science related subjects are not qualified science teachers. The success of science education to some extent depend on the quality of science teachers available. Ahmed, Ajemba & Ogunode (2021) noted that shortage of science teachers is one of the major challenge facing the development of science education in the Nigerian primary schools. Inadequate professional teachers have been identified as a major problem facing the basic education by Ogunode (2020). Ogunode (2020) did a study with the aims of investigating the challenges facing the administration of STEM Education in Gwagwalada junior secondary schools of FCT, Nigeria. The study revealed that challenges facing the administrations of STEM Education in Gwagwalada junior secondary schools include; shortage of science teachers and other problems. Generally, Nigerian basic schools are faced with the problem of shortage of teachers. The 2018 National Personnel Audit (NPA), conducted by the Universal Basic Education Commission (UBEC), reported, there was a deficit of 135,319 teachers at the Early Childhood Care Development Education, 139,772 deficit in primary schools and 2,446 shortage in Junior Secondary Schools across the nation (Independent newspaper, 2019). Many public primary schools in the country do not have adequate professional teachers due to the high rate of corruption in the administration. The problem of shortage of teachers in basic schools was linked to corruption by Ogunode & Shofoyeke (2021). They observed that there are many corrupt practices responsible for the shortage of professional teachers in the public primary school across the country. Funds diversion is one of the factor, the money released for the recruitment of qualified teachers and other human resources services are diverted by some officials and political officeholders. Another corrupt practices in the educational administration that is responsible for shortage of teachers is the problem of ghost workers. The ghost workers syndrome is another factor responsible for shortage of teachers in many primary schools in Nigeria. Ghost workers, is a situation where fake names are been used to collect salaries for teachers that are supposed to be employed in the school.

Shortage of Infrastructural Facilities

Infrastructural facilities are very important in the teaching and learning of science education. Ogunode & James (2021) viewed infrastructural facilities as social capital within the school environment. They include school buildings/complexes such as classrooms, tables, exam hall, chairs, auditoria, desks, staff offices, seminar/conference/board rooms, laboratories, workshops, studios, farms, gymnasia, central libraries, specialized/professional libraries, faculty libraries, departmental libraries, etc., Institute/centers' specialized facilities e.g. ICT infrastructure, special laboratories, conference facilities, etc., and Boards e.g. interactive, magnetic, screen and chalk, etc., ICT that is computer laboratories and services, network connectivity, multi-media system, public address system, slide, and video projectors, and Ergonomics furnishing in laboratories, libraries, and lecture rooms/ theaters, moot courts, and studios, etc. Students' hotels or accommodation include Boys and Girls hostels; municipal/physical infrastructure i.e. power supply, water supply, good road networks, sports, health and sanitation, staff schools, security facilities, etc. Laboratory among the facilities is special to the teaching and learning of sciences.

Ahmed, Ajemba & Ogunode (2021) noted that laboratories is an important segment of school facility that is another problem hindering effective teaching of science education in the Nigerian primary schools. Laboratories are specialized room or hall designed for carrying or conducting practical with the aims of inculcate science skills and knowledge to the students. Laboratories are social capital that aids the teaching of science education. It is unfortunate that as important as the laboratories to the development of science education in the educational institutions that many public primary schools do not have adequate laboratories. This submission is attested to by Ezechi & Ogbu (2017), who submitted that majority of Nigerian schools lack laboratory spaces, those who have spaces lack equipments and necessary infrastructure for proper teaching and learning of science. Science therefore is not miracle where something happen out of nothing.

Corruption

Ogunode (2020), opined that corrupt practices in the Nigerian educational institutions is another major challenge preventing the implementation of primary school policies in Nigeria. Funds meant for the purchase of science resources like books, instructional aids, chemicals and capital projects are been diverted by some officials in the administration and management of basic schools. Ogunode & Shofoyeke (2021) submitted that corruption in Nigeria is a hydra-headed and multi-facet problem that ramifies every sector of our national life and the education sector has not being innocent. Corruption have penetrated the Nigerian education system including the Basic education administration. They identified; shortage of funds, inadequate teachers, shortage of infrastructural facilities, poor quality of education, large out of school children, poor capacity development, poor implementation of Basic education policies and increase in the cost of Basic education administration as the effects of corruption on Basic education administration in Nigeria.

Lack of Instructional Materials

Instructional materials are educational resources to aid the teacher to teach well and make students understand better. Akubue (1993), posited that with the use of instructional materials, the teacher will be able to give students the chance to learn through their senses of hearing, smelling, tasting, seeing and feeling. As important as these instructional materials to the implementation of science in the basic schools, it unfortunate to see that many public basic school do not have adequate instructional materials to deploy for the teaching of science programme. Ahmed, Ajemba & Ogunode (2021) concluded that shortage of instructional materials is a very big problem preventing effective teaching of science education in the primary schools across the country. Instructional materials is vital to the development of science education. Instructional materials provide the science teachers to teach well and students to understand more. Mkpa (1989), opines that children at the junior secondary school level are often young learners who require to be stimulated to learn through a variety of instructional materials. Opara & Etukudo (2014), observed that the objectives of basic science may not be attained without the availability and use of adequate instructional materials. Opara & Etukudo (2014), did a study with the purpose of investigating into the factors that affect teaching and learning of Basic Science and Technology in primary schools. The study revealed that most of the instructional materials were not available for teaching basic science in primary schools. The non-availability of material implies their non-utilization. Primary school administrators should encourage classroom teachers to produce and use instructional materials in teaching. Teachers should not wait for the Government to do everything, they should go extra mile in the provision of instructional materials for their pupils.

Poor Capacity Building Programme

Ahmed, Ajemba & Ogunode (2021) observed that poor capacity development programme of science teachers in Nigerian primary schools is another fundamental problem affecting the development of science education at that level. The national policy on education (2013), states that" no educational system may rise above the quality of its teachers." This is in tandem with the National Policy on Education which stated that the purpose of teacher education is to produce highly motivated, conscientious and effective classroom teachers while boosting the spirit of creativity and enquiry and assisting them to adapt the current societal ways of life; making available teachers with sound professional and intellectual background which will be applicable in their daily teaching obligations and ensuring their adaptability in an ever changing society and the world at large and to enhance their commitment to the teaching profession. Ogunode & Shofoyeke (2021) linked the poor capacity building programme of basic school teachers to corruption. They submitted that poor capacity development programme of teachers in the primary school across the country is also caused by the high rate of administrative corruption in the system. Capacity development programme is meant to develop the teachers' capacity in term of teaching methodologies and subject mastery. Capacity development programme is one of the

instrument for achieving quality education in the educational institutions. Due to the high rate of corruption in the administration of primary schools in Nigeria, the problem is poorly implemented because of corruption. Gift (2018a), submitted that in September 2018, Anum Iho, former chairman of the State Basic Education Board (SUBEB) – an offshoot of the Universal Basic Education Commission in the states, established to address the inequality in educational opportunity at the basic level and improving the quality of its provision – was sentenced to 12 years imprisonment for embezzling funds meant for the training of teachers in Benue State. Iho was found guilty of misappropriating N91,5 million (€220,000), and of taking a bribe of N14,9 million (over €36,000). Ogunode, Adah, Audu & Pajo (2020) submitted that the primary school teachers in Nigeria do not enjoy staff development programme as planned by the federal, states and local government authorities due to many challenges which include; inadequate funding, lack of strategic plans, poor implementation of staff development policies, institutional corruption, poor internal school administration of staff development programme for teachers, unstable educational policies, political instability and lack of data/information on training need gaps of schools.

Insecurity

Insecurity is another problem affecting the teaching and learning of science education in many basic schools across the country especially the North east and south east Nigeria. Many basic school have been closed down because of attacks from bandits, Boko haram members and Ipobs. Tribune newspaper reported that Nigeria had shut down more over 4,000 public primary schools across the state, and over 4,000 public secondary schools were among the closed down schools. According to paper, over 300, 000 to 400,000 thousand students and pupils are at home after the incidence of Chibok school students' kidnap without considering the effects on the internal administration of the school especially the learners (Tribune, 2021). Ogunode & Ahaotu (2021) submitted that the effects of closure of schools on school administration in Northern Nigeria include poor learning, poor quality of education, loss of interest in education and disruption of academic calendar and learning loss were identified as the effects of closure of schools on school administration in Northern Nigeria.

Recommendations

1. To solve the identified problems facing the teaching and learning of science education at the Basic education in Nigeria, the paper recommended the following;

2. The government at every level should increase the funding of science programme in the primary school education in Nigeria. This will help to provide all the materials and human resources needed for the implementation of the programme at the school level.

3. More Science teachers should be employed and deploy to the primary schools across the country.

4. The government should provide adequate infrastructural facilities in all primary school schools in Nigeria. Primary schools should be provided with more and well equipped science teaching and research infrastructures like computers, office space, classroom space and laboratories. Stakeholders in Education like UNICEF, UNESCO, Religious bodies and private individual should help to provide science laboratories in various primary schools.

5. The government should provide adequate instructional materials in all primary school schools in Nigeria.

6. Training and retraining of science teachers should be done regularly to improve the knowledge and skills of the teachers. The Science Teachers Association of Nigeria (STAN) can organize seminars, workshops and conferences for serving science teachers. This can be done by providing subventions to STAN enabling the association enrich its seminars and workshops.

7. The government should establish anti-corruption units in the ministries and agencies of education to help check mate corrupt practices among staff.

8. Government at all levels should be more proactive in dealing with security situation in the country to ensure that incessant closure of schools leading to disruption of academic calendar is controlled and School premises and their surroundings should be secured adequately in order to guaranty the safety and security of lives and properties.

Conclusion

Science education is very important to the socio-economic and technological advancement of the country. The foundation of science programme in the educational institutions matters. Basic schools is where the basic element of the science should be taught well to provide a solid foundation for the children. It is unfortunate that teaching and learning of science education at the basic schools are faced with many problems. Inadequate funding, shortage of science teachers, shortage of infrastructural facilities, corruption, lack of instructional materials and poor capacity building and insecurity problems were identified as the problems militating against effective teaching and learning of science education at the basic schools in Nigeria. The government should increase the funding of science education at the basic schools, more instructional materials teachers and infrastructural facilities should be provided in all basic schools. The government should employ more science teachers and capacity building programme should be ensured for all science teachers.

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Study of Navruz Folklore

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Abstract: Navruz is one of the rare monuments of the artistic thinking of our ancient ancestors and is considered an intangible cultural heritage that has been continuously developing over the centuries. This article describes the study of Navruz by the Uzbek folklorist M. Juraev, who studied national values and traditions of the national holiday Navruz.

Keywords: value, immortality, goodness, snowdrop holiday, custom, blessing.

Navruz is an ancient and eternal value! This is the day of kindness, which has been imprinted in the hearts for several centuries. There is no secret in his immortality. Navruz is immortal because it always glorifies goodness. Navruz is celebrated at a time when nature wakes up and raises its torso to its full height, farmers with good intentions sow seeds of blessing on the earth, shepherds graze their flocks on fertile pastures, saying: "Let the bones of my people be whole", the new working season begins and people's hearts are filled with a sense of renewal in harmony with nature.

Navruz is an ancient holiday of the new year, celebrated at the beginning of the day of the vernal equinox, when the sun enters the constellation Hamal. "...Navruz is not only a New Year's holiday, but also a spiritual value that contains the incomparable masterpieces of our intelligent ancestors. The actions of our ancient ancestors related to tracking time, their life experience based on constant observation of the movement of heavenly bodies and natural phenomena, and religious beliefs, which served as the basis for the culture of agriculture and animal husbandry, served as the basis for the creation of the Navruz holiday [1.12]. The history of the origin, formation and development of this ancient holiday has its own wonderful traditions, which have been improved by each generation for centuries. After Uzbekistan gained independence, this information related to Navruz began to be carefully studied. As a result, the Uzbek people first learned about the history of the celebration of the New Year in the works of Abu Bakr ibn Narshakhi [2.28], Mahmud Kashgari [3.164], Abu Raykhan Beruni [4.253].

Collecting the views of the people about Navruz, searching and researching sources related to it, is one of the urgent problems of Uzbek folklore. The great folklore scholar Mamatkul Juraev is the first in the history of Uzbek folklore to expound new ideas about Navruz, collect and research folk views and information related to the Uzbek folk calendar. In the 70s of the last century, the celebration of the Navruz holiday, along with the joyful celebrations of the Uzbek people, was officially banned. In 1990, M. Juraev published three articles in one row in the prestigious newspaper "The truth of Tashkent", not to mention the years when "Navruz" was suppressed as an "outdated tradition" and not a national value [5]. The continuous publication of the scientist's articles about Navruz in the timely press even before Uzbekistan gained independence is proof of his inexhaustible courage [6].

For many years, M. Juraev conducted a deep and serious study of the traditional folk calendar, the genesis of the Navruz period, its various traditions and holidays, its interpretations in literary

and historical sources and, in general, Navruz folklore, based on long-term observations of our ancient ancestors. M. Juraev's thoughts were formed about the rituals of "leading a snowdrop", "last Wednesday", "the cauldron is full", "branch oils", "swinging", "festival of red flowers" and in the practice of Uzbek accounts. Studies on the Uzbek folk calendar, such as "Ayamajuz", "Ahman-Dahman", "Obi Rahmat", "Cattle Account", "Star Account", "Chilli Account", "Ninety Account", "Sound Account", "Debt Account" among the first studies on Uzbek folklore. "It is noteworthy that a certain part of the factual materials involved in the study was recorded by the researcher himself over the course of many years and included in scientific processing" [7.6]. As a result of the great work of the scientist in collecting and researching folk art works about Navruz, folklore works related to the Navruz holiday and spring traditions were collected, such as "Navruz" (1992), "Navruz songs" (2007), " Holiday Navruz" (2009), "Navruz Sounds" (2016), published in the form of folklore collections and scientific papers. The emergence and development of this holiday, interpreted as an ancient ethno-folklore event, the historical roots of which go back to the depths of 3500-4000 years, the traditions, traditions, legends and tales associated with it, were carefully studied by M. Juraev. In particular, the scientist's book "Navruz Holiday" scientifically substantiated the roots of the Navruz holiday, which is considered an ancient spiritual value. This book, which is a large monographic study, contains articles about the Navruz holiday and is distinguished by comprehensive information about the Uzbek folk calendar.

"Navruz Holiday" began with a preface by the great folklorists, academicians T. Mirzaev and A. Musakulov, who spoke in detail about the book. It can be said that this preface is written with a high appreciation of the study. This can be learned from the following opinions of scientists: "The book of the famous folklorist Mamatkul Juraev "Navruz Holiday" deserves serious attention, as it is devoted to highlighting the issues of the Navruz holiday, which is one of such great spiritual values... In fact, we believe the reader will see for himself that the content and meaning of the book is much broader than these lines" [8.3-9]. After the preface, it began with a collection of articles on the folk calendar called "If it's good, look at the hut". The author studied the experience of accountants who kept national time records and scientifically analyzed the population's ideas about the days of "Khezim-Khirman", "Nakhsi Navruz", "Obi Rahmat", "Kuni Bekor". And also why our ancient ancestors called the seasons "ninety", a detailed holiday of the snowdrop about calendar concepts that determine the composition of folk reckoning starting with "ayamajuz", "rains obi rahmat", "the cauldron is filled" of concepts, rituals, traditions, dishes, related with Navruz, have been carefully studied. He studied the origin and essence of religious ideas about these days, the legends, traditions and secrets associated with them from an ethno-folklore point of view. In particular, the scientist's thoughts about the history of the Navruz holiday before Zoroastrianism, its connection with the agrarian rites of the ancient peasants, seeing off the winter and welcoming the spring, quickly attracted the attention of the scientist, thoughts about the qualities of "Arkanakun", the head of the Turkic peoples, quickly attracted attention in the form of new sayings. Therefore, according to the scientist, according to Turkish legends, the meaning of the term "Arkanakun", that is, the Navruz holiday, means "crossing the mountain", "pass", "mountain belt", "paradise". In the folklore of the ancient Turks, there is even a folk epic called Arkanakun, part of which the author quoted.

The part of the monograph entitled "Navruz, connected to good" analyzes the sources related to the historical foundations of Navruz and provides interesting information about the etymological explanation of the terms related to the folk calendar. In the section "Sumalak - The Miracle of Gardening", the etymology of the word Sumalak, the ceremony associated with it, and the fact that the preparation of Sumalak is the product of religious ideas about dying and resurrecting deities of nature, various interpretations that have survived to this day, are enriched by the analysis of legends and stories, songs of tradition. The book also contains a detailed analysis of the genesis of the game "kupkari", which was originally considered a symbolic game held at the beginning of the year, and then, having lost its traditional meaning, became an element of entertainment. In the following lines, the author, in his comments on the signs of Navruz,

substantiated the phenological calendar, rituals, customs, concepts, such as "wave calculation", "seven greens of landscaping", "branch oils" and the noble views of our ancestors based on them. In general, the book "Navruz Holiday" is considered a valuable resource created in the field of ethno-folklore, covering all concepts of Navruz.

Uzbek TV viewers know that on the eve of the Navruz holiday, passionate speeches by M. Juraev and speeches about our ancient holiday are often broadcast. No wonder many Uzbek viewers are used to seeing this auspicious image every year during Navruz. Mamatkul Juraev is a smart "Navruzologist", who studied the Navruz holiday a lot, searched for any information about it, widely analyzed and promoted it, an expert on Navruz folklore. The scientist comprehensively and deeply studied folklore works and ritual songs associated with the Navruz holiday, which is considered an eternal value, and effectively contributed to the restoration of many of our values, which are the product of the rich thinking of our ancestors and the reflection of our spirituality.

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Semantics of Magic Items in Uzbek Folk Tales

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Abstract: In fairy tales, magical objects are used to reveal some secret related to the fate of a person or the natural world (through magic stones, love spells, magic apples, etc.), to destroy evil (for example, using a magic comb or a magic mirror to destroy a creeping villain , punishing deceitful and evil creatures with a club for whipping), to manifest high human desires, such as alleviating the torment of hard work, to achieve a peaceful and comfortable life (with the help of an open tablecloth, a hot pot, a bin, a flying carpet, etc.). The article deals with the semantics of enchanted objects.

Keywords: Fairy tales, magical items, strange thing, folklore, anthropomorph, zoomorph.

Oddities in Uzbek folk fairy tales are in an anthropomorphic image or in the image of a person (Khizr, an old wizard or an old woman, a child with golden hair, a child with flowers from his mouth when he laughs and from the eyes of pearls when he cries and others); in a zoomorphic form or in the form of an animal, a bird (a flying horse, a nightingale, a simurgh, ango, a goldfish, a deer with golden hooves, and others); in the form of plants (flower of life, healing magic herb, love plant); "strange things" (an open tablecloth, a hot pot, a club for whipping, a magic flute, a magic carpet, a mirror world, a magic lamp, a magic comb and others); mythological characters (giant, witch, elf, fairy, baba yaga, dragon); strange types of edible things (living water, magic apple, golden watermelon); magical space environment (Eram garden, paradise, dungeon, underwater possession, realm of the dead, hell, greatest mountain); shown on the example of the action of a magic word (for example, split a rock with a word, open the entrance to a cave).

In folklore, certain experiments were carried out on the classification of "strange things" in fairy tales. In particular, according to the famous scientist V. Ya. Propp, it is advisable to classify "strange things" in fairy tales not according to their function, but according to the sources of their occurrence [5. – P.174.]

In our opinion, taking into account that "strange things" perform an important compositional task in the artistic construction of a fairy tale, it is advisable to group them according to their functional purpose as follows:

1. **Multifunctional or multitasking "strange things".** An example of this is *a magic ring, a mysterious mirror*.

2. **Monofunctional or single-tasking "strange things".** An example of this is *the whipping club, the flying carpet*, and *the hot pot*.

Many "strange things" appear in fairy tales with mutual functions. For example, the hero can find information about the desired reality through a magic book with a magic mirror and a magic ring. All three of these things can acquire an artistic function as a means of communication. They pave the way for new adventures of the hero.

Knife (dagger), *sword* (sword), *scissors, ax occupy* a special place in the plot of Uzbek folk fairy

tales. They are usually artistically interpreted as miraculous helpers, magical tools in fairy tales.

In ancient times, knives and scissors were widely used in magical rituals. Interestingly, the custom of using sharp objects during the ceremony is still preserved. More precisely, it is known that even today magicians effectively use knives during the ceremony of removing the evil eye. They effectively use a knife to expel an evil spirit (evil eye, corruption, envy) that has entered the human body. In this case, it becomes clear that people look at sharp objects as a magical means of protection. Belief in the magical properties of sharp objects is also reflected in folk customs.

Among the peoples of Southeast Asia, belief in a magical, extraordinary sword is widespread. In fact, the sword is interpreted in connection with the elements of water and sky. In particular, the sword is depicted as a creative force, personifying the power of fire (the sun). The sharp blade of the sword, its strong spirit is compared to the power of sunlight.

The sword is interpreted by different peoples in connection with the name of a certain epic hero. For example, he is associated with Ali among the Uzbeks, Le Loy among the Vietnamese and King Arthur among the European peoples.

In the past, there was a special taboo on sharp objects. [7. – P.219.] Especially in the case of death, they were used very sparingly or not used until a certain day. The reason is that sharp objects are believed to hurt the invisible spirit of the deceased. It is believed that the offended spirit harms the living and sows among them the seeds of death or disease. That is why during the days of mourning, it was superstitiously forbidden to use sharp objects and piercing objects such as spears and needles. Say, when a person dies, the Chinese eat food only with their hands, without using knives, needles, or even special sticks [7. – P.219.]

Basically, people used knives and swords as hunting and combat weapons, and axes and scissors as working tools. They also used knives, axes, and scissors as household items. In particular, the knife and ax were widely used in preparing things for cleaning or chopping for cooking.

Sharp objects in fairy tales are artistically interpreted in different ways. Nevertheless, they can be reduced to four different artistic movements. In particular, these are:

a) magical objects set in motion by the will of the hero or set in motion by themselves;

b) the place of the soul or spirit;

c) a talisman warning about the state of the hero;

d) is described as an imitation magic tool capable of exerting a magical effect on the environment.

Uzbek folk tales such as "The Fiery Strongman" and "The Poison Sword" describe how the magic sword mysteriously moves on its own, depending on the hero's desire to have his wish come true without difficulty. For example, in the fairy tale "The Fiery Strongman" it is said that the sword, pulled out of its scabbard by the will of the hero, stretches for forty seconds, and even if he does not move his hand, he moves on his own and begins to cut off the heads from the shoulders of the opposing forces - the robbers. [1. – P.58.] A similar scene is observed in the fairy tale "The Poison Sword". That is, the sword, pulled out of its scabbard, in the blink of an eye is extended forty yards, knocking the enemy down and dragging him into a trap. [6. – P.43.] In the fairy tale "What a flower did Sanobar, what Sanobar made a flower" it is told that the hero achieves his goal with the help of a sword, that "if he collects one foot, if he lays forty feet".

In these tales, the magical properties of the sword are exaggerated based on artistic animation. For the assertion that such an inanimate object as a sword, when it comes out of its scabbard, expands forty feet and pulls the enemy into its trap, and even if the hero does not move his hand, he moves by himself and destroys the enemy, is nothing nothing but artistic texture, imaginary fiction and exaggeration. The purpose of this animation of the sword is to present it to the audience as a magical item.

In fairy tales and epics, swords and daggers (knives) are interpreted as constant companions and helpers of the hero, no doubt that such concepts and ideas are the basis for interpreting him as an assistant.

In epic works, the sword is usually the sword described by the name "diamond sword" [4. - P.197.]. Since the diamond is the sharpest, most cutting and most precious stone, the sharpness and honor of the sword are compared with it. Glassblowers are known to use diamonds to cut glass. No wonder the word diamond is used in relation to the sword. Because in the past, diamond craftsmen made good examples of swords.

In the Uzbek folk tale "The Rich Man and the Peri", scissors are interpreted as an imitation magical weapon that can have a magical effect on the environment, a "strange thing" that can change a certain place. In the fairy tale, the scissors are shown as belonging to the mythological symbol - Baba Yaga. They lie on the windowsill of Baba Yaga's house, along with magical items such as a mirror and a comb. These things are stolen by the hero of a fairy tale with the help of a trick, deceiving Baba Yaga. Sensing this, Baba Yaga, angry, begins to pursue the hero. The hero then uses these enchanted objects as a means of defense and throws them one by one to block Baba Yaga's path. When the hero throws the scissors, they turn into a huge forest with no beginning and no end. So the function of scissors as a magical protective tool is exaggerated here.

Folklorist K. Imomov argued that "enchantments idealize the image of the main character. The role of enchantment is important in a hero's victory". [3. –P.86.] In fact, even in the above tale, it is easy to see that the image of the hero is idealized with the help of magic scissors, a mirror, a comb, and so on.

In fairy tales, knives are also often found among sharp objects. It is even known that an Uzbek folk tale called "The Magic Knife" was created. In it, the knife is characterized by the words "magic", "characteristic". This exaggerates the magical properties of the knife.

To emphasize the magical nature of the knife, the fairy tale describes the mysterious process of its manufacture. That is, the blade master creates it using the magical properties of fire and water. That is why the master describes the magic knife he made as "the son of fire and water." In fact, this definition has a vital basis. Because in order to make a knife, the craftsmen first take a piece of iron (metal) and heat it well on fire. Thus, working with him becomes easier. The treated metal is then cooled by placing it in water. It seems that this vivid reality is emphasized by the description of the knife in the fairy tale.

In fairy tales involving the "magic knife", special attention is paid to the inheritance of the magic knife from the father to the youngest son. Such a family heirloom is the slave of a magic knife, and when the hero addresses him with magic words, he appears in human form and instantly completes any difficult task in the blink of an eye and leads the hero to his dream and desire. For example, in the fairy tale "Ernazar and Kimonazar", the father said to his son on his deathbed: "Let this sharp knife be your testament. This knife is a magic knife," he says. When the son uses the knife, he refers to him like this: "Kimonazar." Then the following words come from the knife: "I obey, Nazar!" "I am the slave of the one who takes me into his own hands," and immediately listens to the desire of the hero and fulfills his desire in an instant. [2. – P.40-56.] A similar plot motif can be found in the fairy tale "Mulla Pankush". Before dying, the old man gives his youngest son a knife called "Mulla Pankush". [2. –P.87.] When used, the "Mulla Pankush" knife slave is called.

Thus, the religious beliefs of ancient people and animistic ideas about sharp objects widely used in magical rituals are preserved in folk tales based on strange details, such as a magic ax, magic scissors and a magic sword. Each of them has its own artistic function in fairy tales and is interpreted in a certain way.

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The Importance of National Values in Educating Young People to Believe in the Motherland

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Abstract: National values are a complex socio-spiritual phenomenon that comprehensively covers the language, culture, history, traditions, total material and spiritual wealth, economic, political and spiritual life of nations.

The article contains opinions about the importance of national values in educating young people to believe in the motherland.

Keywords: tradition, spirituality, value, humanity, holidays, education, homeland, faith, youth, social activity.

Introduction: The concept of value is a philosophical-exiological concept used to express the social situation of things, events, situations, processes, qualities, etc. that are "valuable" for a person. According to K.Nazarov's definition, value is manifested in a certain way and form, various forms of reality, appearances, things, events, processes, relations, various qualities, properties, morals, which have a certain effect on the subject. It is a general philosophical-exiological category that expresses the criteria of spirituality and the social importance and value of others for the subject.

Values have a social nature and appear and develop in the course of people's practical activities. Values arise in connection with a complex of things and events that are beneficial for people's activities in various fields, primarily production and labor. But the importance of values is not always the same, positive and negative aspects, different aspects make up opposite sides of any value. Secondly, values gain different importance in different periods of the development of society and people's lives, depending on the need for development, sometimes this value comes to the forefront of social development.

For example, when the country is invaded - freedom, during the rule of occupation - independence, during the war - peace, during captivity - freedom, when sick - good health became the main value.

In addition to material and spiritual, universal and universal values, there are also national values that reflect the life and development of the nation and the people. National values are the product of all the material and spiritual wealth created by some people, nations and peoples in the process of their historical development. A person who is a factor of material and spiritual, socio-political, national and universal values is the highest value in the world. The fact that a person is valuable first of all reflects his moral attitude towards himself and society. Values are of great importance in the interaction between people and in regulating one's own behavior.

National values are a complex socio-spiritual phenomenon that comprehensively covers the language, culture, history, traditions, total material and spiritual wealth, economic, political and spiritual life of nations.

National and universal values are directly related to each other. One complements the other, enriches its content.

Universal values are deeper and broader in content than national values and include them. Universal values represent the integrity and commonality of goals and aspirations of all nations, peoples and peoples. Universal values are important for the survival of society. They allow people to have a deeper understanding of the meaning of life, to make positive use of the laws of society, to adapt their behavior to the requirements of these moral criteria; reflects human-nature, human-human relations, improves during the development of society; according to its nature, it provides some necessary information, enriches the spiritual world of a person, defines the real criteria of living, it can also appear as an ideal, an eternal dream, a noble goal that people strive for.

It can be misunderstood, interpreted, not accepted, rejected, criticized, banned by certain people and groups. But this does not make them lose their value or importance. They pave the way to pass between the "series" of earth and time, and continue to show certain values for humanity over the centuries; gives an opportunity for people to fully reveal their importance when they rise to the level of spirituality, way of life, lifestyle, behavior, and basic criteria of social activity; it is difficult to explain their value and importance for society through the laws of materiality, and to express their value in terms of material benefit. This assessment may change, be reinterpreted and expressed over time.

After the New Uzbekistan strategy was put forward by the President, the main attention was paid to instilling respect for ancient values in the young generation. A deeper understanding and interpretation of values is being decided. Raising young people to believe in the motherland is a long and complicated process. These concepts can be formed only by conveying the unique interpretation of the past history of our nation and the universal work that it is doing today to the minds of young people, taking into account the characteristics of their learning. The role of the values that form the basis of the spirituality of our people in the formation of such concepts is incomparable. Today, scientists are working on universal and national values, their essence, their interrelationship, the role of values in human life, their educational impact, and comprehensive development of the personality of the student through them in the educational process. doing research.

J. Tulenov, one of the scientists of values, writes: "Values are not only important for the past, but also have a positive effect on the present and future development, and acquire social importance by being embedded in people's minds. , a set of natural, religious, moral, philosophical and other wealth is understood, values mean dignity" [90; 12-13].

Values also have their own laws. These laws are not subject to human mind and will. Since values are a subjective reflection of the objective world, they have an impact on people's social activities. For this reason, people change their lifestyle according to the values created by humanity. It is today's demand and need to justify Navoi's belief expressed in the model of national and universal human values in his creative and spiritual activity. After all, the main problem of Navoi's activity was the development of Motherland, nation, religion, science and enlightenment. All this is reflected in the work of the thinker, which is expressed in terms of universal human values.

Main Part. The basis of national and spiritual values is formed by traditions, that is, traditions, customs, holidays and customs. One of these foundations is tradition. As we know, many traditions, customs, and religion of the Uzbek people were mentioned as "backward", "reactionary", "old-fashioned", and fierce fights against them were raging. There were even attempts to give them a socialist content. However, the traditions and customs of each nation are a manifestation of that nation's culture. Traditions have a viable character because they have been introduced and strengthened in society for centuries. For this reason, they cannot be lost or condemned as "obsolete".

Tradition is a unique social phenomenon, rules and regulations that have found their place in people's minds and lives, are passed from ancestors to generations, are repeated, and are accepted in all spheres of life. So, traditions include various spheres of people's spiritual life. Each nation has its own specific traditions that decorate the people's life and increase their national dignity, causing their life to be meaningful. Each new generation receives the experience of the previous generations through traditions. Traditions are a broader concept than customs. Traditions are characteristic of all aspects of the social life of the nation, they exist in all forms of social consciousness, they can be found not only in ethics, law, religion, but also in politics, science, art, and sometimes in people's work activities and the celebration of traditions fills people's lives with joy and ensures mutual affection and attention among family members. Beautiful celebrations give family members a cheerful mood. Especially in this, children begin to have their place along with adults. It also has a positive effect on the formation of the child's behavioral skills in the family.

Family traditions can be conditionally divided into the following groups:

➢ national traditions (welcoming the new year, Mother's Day);

➢ personal traditions (birth of a child, birthdays);

➢ traditions related to the child's life path (first call, membership in youth organizations, obtaining a citizenship passport, last call);

➢ traditions related to national customs (calling to the baby's ears, cradling, smallpox, celebration of the age of majority, circumcision weddings). U. Karaboev's book "Holidays of Uzbekistan" The history of the holidays, the formation process, types, and the holidays that are celebrated in our country today are given a lot of information.

Traditions are rules of behavior that are embedded in people's lifestyle, are repeated for a certain period of time, and are approved and accepted by the majority. For example, children greeting adults, getting up early to put the house and yard in order, showing special respect to guests, receiving news from the sick, weak, and suffering on the eve of the holiday, visiting those who need help, etc. are good traditions of the Uzbek people and it is one of the habits.

CONCLUSION: From the above, it became clear that cultural and spiritual wealth, folk rituals, examples of folk art serve as an important tool in the formation of faith in the homeland during the educational process. One of the tasks facing today's education is to organize a wide and effective use of these tools in classroom and extracurricular activities, in family settings, in public places, as well as in pre-school educational institutions.

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Challenges Facing the Use of Multimedia in Teaching and Learning in Secondary Schools in Muhanga District, Rwanda

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Abstract: Research has confirmed several benefits of using multimedia in teaching and learning including increased students' interest in the lesson, and widening students' knowledge and understanding. Multimedia teaching is credited to create a context for subject teaching as it stresses the role of students and enhances the importance of "interaction" between teachers and students. In addition, also promotes the capacity of students to communicate, trains and improves their ability to listen and speak, and to develop the communicative competence, a process during which, the teacher's important role becomes that of a facilitator. In addition, using multimedia in teaching is also flexible; and the context can be created not only in the classroom but also after class. In a bid to improve the quality of education, the Government of Rwanda introduced the Competence-based curriculum in 2015; and rolled out a series of reforms to ensure the use of ICT and multimedia in teaching and learning in the country. Key initiatives for the high school education system included the creating smart classrooms in 2016, as well as the one-laptop per teacher program kicked-off in 2021. However, proper implementation relies on several factors such as availability and access to ICT and multimedia resources for teachers and students, as well as their expertise in using such tools. This study evaluates the challenges facing the use of multimedia in teaching and learning in Muhanga District, Rwanda; and draws pertinent recommendations to improve the quality of education through the use of multimedia in teaching and learning in Rwanda.

Keywords: Multimedia, ICT, Teaching and Learning, Challenges in Education, Rwanda.

I. INTRODUCTION

1.1 Background

According to **Schnotz and Lowe (2003),** the term multimedia is defined as the combination of multiple technical resources for to present information represented in multiple formats via multiple sensory modalities. As emphasized by **Eady and Lockyer (2013)**, using technology in teaching and learning is very essential in our schools this time; and all over the world. Governments policies, systems of education, teachers, school leaders, parents and researchers consider ICT as foundation of children's education.

De Sousa, Richter, and Nel, (2017) reveal that when students use multimedia, it helps them to build their knowledge by using different teaching and learning styles, and different approach to learning. Multimedia induces curiosity developing problem-solving skills, critical and logical thinking. Indeed, as emphasized by **Guan et al. (2018)**, one of the key advantages of multimedia-aided teaching lies in turning the abstract into concrete, providing information within a limited time, stimulating students' interest in learning, and turning passive learning into active learning.

In a bid to improve the quality of education, the Government of Rwanda introduced the Competence-based curriculum in 2015; and rolled out a series of reforms to ensure the use of ICT and multimedia in teaching and learning in the country. Key initiatives for the high school education system included the creating smart classrooms in 2016, as well as the one-laptop per teacher program kicked-off in 2021. The use of modern technology in education has revolutionized society and changed the mind of educators and learners. The methods of teaching and learning are improved as "talk and chalk on the board" are reinforced by other sources of digital information in the form of text, sounds (audio), video, animation, or graphics. These tools facilitate access to rich content, and excite the sense organs, resulting in knowledge, skills acquisition, and their use in life. **As Patel (2013)** notes, multimedia technology featuring audio, and visual animation effects naturally and humanely make us more access to the information besides, with such characteristics as abundant information and crossing time and space, multimedia tools show the reality and help to explain functions, which highly stimulate the interest and motivation of students in the study and their involvement in classroom activities.

As of fact, active and participative learner-centered learning increases the students' achievement. Multimedia provides learners with the necessary information for their learning and turn abstract concepts into a visible representation of materialized examples, students can easily have the link between what they learn and the world of work, and develop the critical thinking. it helps them to be creative and good innovators. **Abdulrahaman et al., (2020)** emphasize that multimedia tools have the properties of interaction, integration, and diversity that help people to share information or ideas with digital content that deliver information to people for a better understanding of concepts. However, it is also very necessary to relate the use of multimedia to socio-cultural context and background of teachers and students when it comes to diversity and integration so that it becomes relevant in a given learning environment of the society.

As confirmed by **Ilhan and Oruç (2016)**; multimedia provides easiness and facilities in education, as it helps students to learn new information and increases their academic achievement compared to traditional instruction. However, in countries like Rwanda, particularly in Muhanga district, it is always important to integrate ICT and multimedia in teaching and learning, but ir was releavled that ICT skills, the big number of students in classrooms, and the small number of computers can make difficult the management of ICT and multimedia-assisted teaching-learning classes in public schools. Indeed, students learn from multi-sources that is why multimedia is very much essential in the educational field simultaneously teachers' knowledge of ICT and Multimedia is also required. (**Bhattacharjee and Deb, 2016).** Therefore, teaching and learning effectiveness using multimedia depends on the capacity of teachers and learners to use ICT tools and to their ability to handle the troubleshooting issues, this shows the need to bridge the gap between those who have the mastery of ICT and Multimedia and those who do not have enough skills on it by supporting them in ICT tools and training.

1.2. Necessity of Multimedia Technology in Teaching and learning

According to **Patel (2013),** using multimedia in teaching and learning increases students' interest in the lesson, widening students' knowledge and understanding through abundant information it offers. Multimedia teaching creates a context for subject teaching, stresses the role of students and enhances the importance of "interaction" between teachers and students. It promotes the capacity of students to communicate, trains and improves their ability to listen and speak, and to develop the communicative competence, during this process, the teacher's role as a facilitator is particularly important. In addition, using multimedia in teaching is also flexible. The context can be created not only in the classroom but also after class. Where students can use the new technology to their advantage, such as using the network to contact teachers and receiving answers by email or WhatsApp, for example When compared to traditional instruction, multimedia use increases the academic achievement of the students. It affects education positively when designed properly compared to traditional instruction, in terms of academic achievement (Akkoyunlu and Yılmaz, 2005, cited in Ilhan and Oruç, 2016)

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De Sousa, Richter, and Nel, (2017) reveal that when students use multimedia, it helps them to build their knowledge by using different teaching and learning styles, and different approach to learning. Multimedia induces curiosity developing problem-solving skills, critical and logical thinking. Indeed, as emphasized by **Guan et al. (2018)**, one of the key advantages of multimedia-aided teaching lies in turning the abstract into concrete, providing information within a limited time, stimulating students' interest in learning, and turning passive learning into active learning.

The provision of ICTs can help in bridging the quantitative (access) and qualitative (standard) gaps in secondary education because ICTs could be used to make education accessible to more learners **(Evoh, 2007:10-11)**. The deployment of ICTs in secondary schools, including training of teachers in the use of ICTs, could, also enable a country with huge inequalities between the rich and the poor, between the rural and urban areas' access to services, especially ICT) to utilize the existing limited resources more effectively to accomplish the goals of improved secondary education and human resource development **(Evoh, 2007:8)**. However, in order to achieve this, according to **Beyers (2000)**, schools with fewer ICT resources must be shown how to use them more effectively. The use of ICT and multimedia in teaching and learning in Rwanda shows its advantages such as easy access to digital teaching and learning resources, lesson preparation and presentation using computer and projector. The shared teaching aids like videos, simulations, graphs, and images help teachers to explain difficult concepts and students self-learning. It can also present challenges as mentioned by **Abdulrahaman et al. (2020)** related to access to ICT and multimedia tools, the level of ICT skills for teachers and their students. Therefore, their confidence in using ICT and multimedia tools is limited, they may also lack the technical and financial support from schools among others.

Teaching and learning using ICT has proven to be very important in achieving positive educational outcomes. Indeed, multimedia or digital learning resources assist learners to get on well with mental representations with the use of different media elements, which support information processing. Information, which is made up of content and sometimes learning activities, are presented with the use of the combination of text, image, video, and audio by digital learning resources and teachers observe that learners who combine picture and words achieve better than those who use words only. **(Chen and Liu, 2008; Mayer, 2008; cited in Abdulrahaman et al, 2020)**

1.3. Benefits of Multimedia in Learning

According to **Chioran (2016),** the benefits of multimedia in learning are deeper understanding, improved problem solving, increased positive emotions, fast access to information, and world exploration.

➢ **Deeper understanding**: to develop learners' competencies in terms of knowledge, skills, attitude, and values; using multimedia in learning helps learners to make the connections between verbal and visual representations of content, and its application in real life (REB, 2015a).

➢ **Improved problem solving:** Visual memory is very important in learning. Learners can easily identify the problem and find the solution. The reason why in Rwanda ICT should be integrated in all levels of education **(MINEDUC, 2016).**

➢ **Increased positive emotions:** learners' motivation is the key to effective learner-centred learning. Using multimedia during instructions impacts students' mood during the learning process. They are more active to participate in the lessons, the group works, assignments, projects, and other activities given by their teacher.

➢ **Fast access to information:** Using ICT tools like computers, tablets, smartphones, and the internet, students can find the information they need for their learning. It is good to know that the information we receive from the internet is not always correct, the role of the teacher is to help students to filter it, visit the academic sources, and recognise them.

➢ **World exploration:** multimedia can help learners to explore and learn about all places such as microscopic world. For example, in chemistry teachers can use simulations to explain the movement of electrons around the atomic nucleus and the reactivity between different substances.

1.4. Challenges of using multimedia in teaching and learning

Exclusion from ICT is dangerous, according to several experts, and others have compared it to suicide. ICT assets are now essential resources. ICT is now seen as one of the most important forces in socio-economic development as a result of this. Both failing to understand the consequences of ICT and being unable to access and utilize its contents come at a significant cost in terms of missed possibilities. Technical capability, or the ability to use ICT tools, is one of the issues (Pedrelli, 2001). Although using ICT and multimedia in teaching and learning has many advantages, previous research has also revealed some limitations, such as teachers' reluctance to adopt ICT, their lack of confidence in its use, their resistance to change, their lack of ICT skills, and their inability to access ICT resources. Other obstacles included a lack of assistance, insufficient time to master new technologies, a lack of educational materials, and the physical setting in which multimedia use occurred. According to certain surveys, respondents thought using multimedia had no benefits. These obstacles undoubtedly hinder both the use of the multimedia tool and its integration into teaching and learning. **(Abdulrahaman et al., 2020)**

In Rwanda, teachers are requested to use ICT and multimedia in teaching from primary to tertiary education but access to ICT resources remains a dream for many primary and secondary school teachers. One of the challenges, however, is limited ICT skills for teachers and learners and most graduates in ICT who do not join the teaching career, and this affects the use of multimedia in teaching and learning. As Habibu et al. (2012) notes, the problem lies in teachers' acceptance and adoption of ICT; and often teachers who don't utilize computers in the classroom often cite "lack of skills", and lack of confidence has also been highlighted as a key reason.

As **Abdulrahaman et al. (2020)** notes, each multimedia application used for effective teaching delivery, has its focus area, an unusual feature, target age, merits, and demerits. The digital divide is observed in Rwandan primary and secondary schools for teachers and students. Access to computers and other ICT tools is a continuous process that requires patience. Some teachers and students being unfamiliar with the use of multimedia can spend more time handling simple troubleshooting and sometimes judge it of low benefit to them. Schools struggle with a lack of instructional resources and a lack of qualified personnel to manage this fully digital system. As the researcher (Patel) notes, "teachers rich in technical experience are rare," the conclusions of Patel (2013) seem to be applicable in this situation. According to the research, this is one of the biggest problems that schools are currently facing (Sarowardy & Halder, 2019). According to **Ndagijimana (2016)**, the obstacles we feel in the exercise of a function must always generate the consequences that affect all the people who are in the circuit. In education, the first victims of the difficulties experienced by teachers are students. There is a necessity of research to evaluate the challenges facing the use multimedia in teaching and learning in secondary schools in Muhanga District and find the solutions to challenges.

1.5. Statement of the Problem

In a bid to improve the quality of education, the Government of Rwanda encourages teachers to improve their teaching methodologies, teaching-learning materials, and sometimes the content to fit in the fast technological change of the globalized world. In this regard, the curriculum was changed to CBC and prioritizes the integration of ICT and the use of multimedia tools at all levels of education **(MINEDUC, 2016)**. Therefore, primary, secondary, and TVET, teachers

must use ICTs and multimedia tools in their teaching and learning practices to improve the quality of education in all subjects. ICTs and multimedia are expected to support the teaching and pedagogical student-centered approaches; encourage research and collaborative learning **(REB, 2015b)**.

In this regard, Rwanda Basic Education Board (REB) has distributed more than 250,000 OLPC XO laptops to 1,624 primary schools and more than 79,199 Positivo Laptops computers and 1,412 projectors in 739 secondary schools in **computer lab classrooms** where 720 secondary schools were given the 4G internet making 64% in primary and 53% in secondary education up to 2016 **(Sabiti, 2019)** and more than 1,800 laptops associated with projectors and flash disc were distributed to Science, Technology, Engineering, and Mathematics teachers in 2021 **(Teta Ufitiwabo, 2021)** where in Muhanga District 28 teachers in public primary and 68 teachers in public secondary schools received them. Although some teachers have their personal laptop computers and others benefited from government support, teaching and learning using computer and other ICT tools presented as the solution to quality education may face challenges. Then teachers can continue to use their traditional way of teaching. The literature has revealed that ICT skills, support being technical and financial, teachers' confidence in the use of technology, and access to ICT resources, instructional content, time to learn new technologies, and the environment in which multimedia delivery takes place **(Abdulrahaman et al, 2020)** constitute the main challenges that can limit its use in teaching and learning. Therefore, this study evaluates the challenges facing the use of multimedia in teaching and learning in Muhanga District, the findings will help the researcher to suggest possible solutions to the above-mentioned problem.

1.6. Objectives of the Study, Research Questions & Hypotheses

1.6.1 Objectives

The general aim of this study is to evaluate the challenges facing the use of multimedia in teaching and learning in secondary schools in Muhanga District.

This study has the following specific objectives:

➢ To analyze the availability of ICT resources to teachers and students in secondary schools in Muhanga District.

➢ To analyze the expertise (skills) of teachers and students to use multimedia for teaching and learning.

➢ To suggest possible solutions which will help teachers and learners in efficient use of multimedia in teaching and learning.

1.6.2 Research Questions

The following are research questions considered for this study

1. Why is the availability of ICT resources a challenge in using multimedia in teaching and learning in secondary schools in Muhanga District?

2. How is the expertise (skills) of teachers and students in ICT a challenge in using multimedia in teaching and learning in secondary schools in Muhanga District?

3. How can the provision of ICT resources and training be solutions to challenges facing the use of multimedia in teaching and learning in secondary schools in Muhanga District?

1.6.3 Hypotheses

The availability of ICT resources is not a challenge in using multimedia in teaching and learning in secondary schools in Muhanga District.

The expertise (skills) of teachers and students in ICT is not a challenge in using multimedia in teaching and learning in secondary schools in Muhanga District.

The provision of ICT resources and training cannot be solutions to challenges facing the use of multimedia in teaching and learning in secondary schools in Muhanga District.

II. METHODOLOGY

The research design used in this study was a descriptive survey to present the data collected understandably. Primary data and information was collected by the researcher to respond to the research questions. In addition to this, this research used a survey method, that is, the researcher used forced-choice questions to assess the challenges facing the use of multimedia in teaching and learning in secondary schools in Muhanga district, Rwanda and suggested solutions. To collect secondary data, documentation was very useful and important. This technique helped the researcher to be equipped with a strong knowledge of the research topic and available data on previous similar research on the Challenges facing the use of multimedia in teaching and learning. Primary data were gathered through classroom observation, a survey questionnaire tool, and interview. The questionnaire was designed to get opinions and perceptions from teachers and students while the interview was given to Directors of studies and head teachers in selected secondary schools in Muhanga District on the Challenges facing the use of multimedia in teaching and learning and possible solutions to overcome them.

The collected data were transformed, analyzed, and interpreted using SPSS version 22. The SPSS enabled the researcher to show the status of the Challenges facing the use of multimedia in teaching and learning in Muhanga secondary schools, and possible solutions to overcome them. In addition, the analysis of frequency and percentage allowed the researcher to test the relationship between Challenges facing the use of multimedia in teaching and learning, and the solutions to overcome them. The target population included 380 students, 46 teachers, 2 Directors of Studies, and 2 Head-teachers from Groupe Scolaire de Shyogwe and Groupe Scolaire Gitarama located in Shyogwe Sector and Nyamabuye Sector respectively in Muhanga District selected from 17 schools whose science teachers were given computers. Because the two selected schools have Science Combinations. Respondents were selected from Senior Five and Senior six students in Advanced Level Science Combinations, the researcher considered them as mature enough and had a sufficient learning experience so that they can give reliable responses, the teachers, Directors of Studies and Head-teachers. The population was 430.

For students participating in this study, the sample size was calculated using Slovin's formula (with a margin error of 5% and confidence level of 95%) presented here as follows: $n = \frac{N}{1+N(e^2)}$; where N=total population, n=sample size, e= margin error (0,05). The sample size estimated was n=207 [n=430/(1+1.075) = 207]. This formula was chosen because the researcher did not have enough information about the challenges facing the use of multimedia in teaching and learning in the population of the study. [Sample students in classes = number of students x 181/380, the number of teachers (22), Directors of Studies, and Head-teachers (purposive sampling) remains the same.]

Random sampling was used to choose the students and teachers who participated in the study. However, for Directors of Studies, and Head-teachers, the researcher used purposive sampling to choose leaders to interview at two selected secondary schools participating in the study, because they were the right respondents to provide necessary information that can help to verify the research questions.

In analyzing data, the researcher based his judgment on the strengths and weakness of the indicators as translated in terms of very high, high, moderate, low, and very low. The following were the scores and the response modes on the Likert scale: Strongly agree (5), Agree (4), Neutral (3), Disagree (2), and Strongly disagree (1). In addition, the researcher's decisions were based on the following mean ranges: very low (1.00-1.75), low (1.76-2.50), moderate (2.51-3.25), high (3.26-4.25), and very high (4.26-5.00). Primary data were processed through SPSS version 22 in terms of frequencies, percentages, and mean.

The validity and reliability of the research tool was ascertained through verification by the supervisor and pre-testing the survey questionnaire with 18 students and 3 teachers randomly selected at Teacher Training College Muhanga. The School did not participate in the study. Two weeks later, the same questions were re-administered to the same students and teachers and revealed the similarity of responses, this implies that the instrument was valid and reliable. To ensure confidentiality of the information provided by the respondents and to ascertain the practice of ethics in this study, the following activities were implemented by the researcher: All the respondents were briefed about the study, and those who agreed to participate in it voluntarily showed a consent by attesting that they agree to participate in the study as respondents. In addition, the respondents' names were not displayed in the study report. The findings were presented in a generalized manner. Permission was solicited from the concerned officials of the District and the leadership of respective schools to authorize the collection of the necessary data for this study. The researcher always recognized the authors quoted in this study through citation and referencing. The researcher claims the level of 5% margin of error at 0.05 significance given the pertinent threats such as respondents' honesty, personal biases, and uncontrolled setting of the study.

III. RESULTS & DISCUSSION

The purpose of this study was to evaluate the challenges facing the use of multimedia in teaching and learning in secondary schools in Muhanga District. This chapter is the presentation, analysis and interpretation of findings from the data collected from respondents.

3.1 Questionnaires Return Rate

The questionnaires return rate was 100%, that is, 181 questionnaires distributed to students and 22 questionnaires distributed to teachers. In addition, a total of 4 interviews were successfully conducted with 2 school Head-teachers and 2 Directors of Studies. Campion (1993) suggested that authors need to make reasonable efforts to increase questionnaires return rate so as to ensure that they do not contain any obvious biases. Thus, the researcher approached the respondents in person and requested their participation in the study, providing information about the purpose of the study, how the results would be used, and clearly explained to them difficult terms and confidentiality. Respondents agreed and were given sufficient time to respond and the researcher should wait for them until they finish.

3.2 Personal characteristics of respondents

Personal characteristics of respondents are very important for research in social sciences, since they influence the respondents' view of the study problem, their perception and expression of their responses.

3.2.1 Teachers' Characteristics

The personal characteristics of teachers who participated in the study includes gender, age, level of education, teaching experience, and ICT training acquired.

Table 1: Teachers Characteristics

Variables	Categories	Frequency	Percent	Cumulative Percent
Gender of respondent	Male	13	59.1	59.1
	Female	9	40.9	100.0
	Total	22	100.0	
Age of respondent	23-29 years	1	4.5	4.5
	30-39 years	6	27.3	31.8
	40-49 years	10	45.5	77.3
	50-59 years	5	22.7	100.0
	Total	22	100.0	

Level of education/Professional qualification	Diploma (A1)	5	22.7	22.7
	Degree (A0) with Education	11	50.0	72.7
	Degree (A0) + PGDE	5	22.7	95.5
	Master	1	4.5	100.0
	Total	22	100.0	
Teaching experience	Below 5 years	2	9.1	9.1
	5-10 years	2	9.1	18.2
	11-15 years	7	31.8	50.0
	15-20 years	2	9.1	59.1
	More than 20 years	9	40.9	100.0
	Total	22	100.0	
ICT training acquired to date	Professional development	10	45.5	45.5
	Course or module at university	12	54.5	100.0
	Total	22	100.0	

As the collected data in the above table indicates, teachers' gender accounted for about 59% male teachers and 41% female participating in this study. The researcher observed a majority of male teachers in the studied population (schools) with science combinations but there is no very large difference in number of female and male teachers who participated in this study.

Age is also one of the characteristics in understanding respondents 'views about particular problems; as higher age may indicate the level of maturity. In this study, nearly 23% of teachers are above 50 years, 4.5% are below 30 years, nearly 32% are below 40 years, and at least 77% of teachers are below 50 years, this workforce is known to have grown up with frequent ICT inventions during prosperous times (Robbins & Judge, 2010) and familiar with diversity, technology, and online communication. It would be expected that teachers within this age easily integrate multimedia in teaching.

Education has an impact on a person's attitudes, perspective, and capacity to comprehend any given societal issue. As a result, people's responses are probably influenced by their level of schooling. As shown in the table, nearly 23% of teachers who responded were educated up to Diploma (A1) and at least 77% of teachers were graduated Bachelor Degree (A0) to Master degree which indicated they have the high professional qualifications. Riddell and Song (2012) reported that education increases the probability of using computers on the job.

The research findings also indicate that 91% of teachers who participated in this study have the teaching experience of at least 5 years and many of them (40.9%) have more than 20 years of experience.

In addition, among 22 teachers who participated in the study, 45.5% have received the Professional Development in ICT and 54.5% have studied ICT as a course or module in higher education. Thus, they would be expected to have the basic skills in ICT.

3.2.2 Students' characteristics

The students are very important in teaching-learning activities and formed a large number of respondents in this study. Their characteristics contained the gender and age (Table 6)

Table 2: Students' characteristics

Variables	Categories	Frequency	Percent	Cumulative Percent
Gender of respondent	Male	106	58.6	58.6

	Female	75	41.4	100.0
	Total	181	100.0	
Age of respondent	16-20 years	157	86.7	86.7
	21-25 years	24	13.3	100.0
	Total	181	100.0	

The findings show that of 181 students who participated in the study 58.8% were male and 41.4% were female. The researcher observed that majority of students in science combinations were male.

In addition, the students involved in the study were in senior five and senior six in science combinations, they were found in two ranges: 16-20 years forming nearly 87% and 21-25 years having at least 13%. They were mature enough to give reliable responses.

3.3 Availability of ICT resources to teachers and students

The access to ICT resources is an important factor in using multimedia in teaching and learning. The first objective of this study was to analyze the availability of ICT resources to teachers and students in secondary schools in Muhanga District. The ICT resources considered in this study were computers, projectors, flash disc and internet. Presented here below are the findings on the availability of ICT tools to teachers and students, the monthly time of using them, and analysis of access to those tools to use multimedia in teaching and learning:

3.3.1 Availability of ICT resources to teachers.

In response to Question 1 about how teachers access ICT and multimedia tools, teachers indicated that they had some ICT resources and used the school resources while others had no access.

Table 3: Source of available ICT tools used by teachers

	Frequency	**Percent**	**Cumulative Percent**
School	6	27.3	27.3
Both own and school	10	45.5	72.7
No access	6	27.3	100.0
Total	22	100.0	

The overall responses to this question indicated that more than 27% of teachers who responded had no access to ICT resources and never use multimedia in their teaching. This part represents almost one-third (1/3) of teachers. The other part of more than 27% accessed ICT tools only at school and at least 45% of teachers used both own and school ICT resources.

a. Teachers' access to own resources

The teachers' access to own ICT and multimedia tools helps teachers to use them at home in lesson preparation which is a valued stage in teaching, increase the ease and confidence of using them in teaching. The data related to access to own computer, projector, flash disc and internet are presented here below:

Table 4: Teachers' access to own resources

Variables	Categories	Frequency	Percent	Cumulative Percent
Access to own computer	No	13	59.1	59.1
	Yes	9	40.9	100.0
	Total	22	100.0	
Access to own projector	No	19	86.4	86.4
	Yes	3	13.6	100.0

	Total	22	100.0	
Access to own flash disc	No	13	59.1	59.1
	Yes	9	40.9	100.0
	Total	22	100.0	
Access to own internet	No	20	90.9	90.9
	Yes	2	9.1	100.0
	Total	22	100.0	

The findings from this study (Table 4) indicated that of the 22 teachers who responded the questionnaire, more than 59% did not have their own laptop computers, only less than 14% had projectors, less than 41% had flash discs, and about 91% did not have own internet access.

b. Teachers' access to school resources

Table 5: Teachers access to school ICT resources

Variables	Categories	Frequency	Percent	Cumulative Percent
Access to school computer	No	15	68.2	68.2
	Yes	7	31.8	100.0
	Total	**22**	**100.0**	
Access to school projector	No	15	68.2	68.2
	Yes	7	31.8	100.0
	Total	**22**	**100.0**	
Access to school internet	No	7	31.8	31.8
	Yes	15	68.2	100.0
	Total	**22**	**100.0**	

The School ICT resources accessed by teachers were laptop computers, projectors and internet. The findings (Table 5) indicated that only less than 32% of teachers use the school computers and projectors and about 68% of teachers used the school internet. The responses presented in Table 8 and Table 9 revealed that 27% of teachers did not use computers, 23% of teachers did not use internet, and 55% of teachers did not use projectors for teaching. Which indicated the challenges of lesson presentation in the use of multimedia in teaching.

The primary barriers to ICT adoption in schools were examined by Pelgrum (2001) based on the opinions of practitioners from 26 different nations. He came to the conclusion that four of the top ten hurdles had to do with ICT accessibility. These obstacles included an insufficient number of computers, peripherals, copies of software, and immediate Internet connection.

According to Toprakci (2006), obstacles to the successful adoption of ICT in Turkish schools include a lack of computers, aging or slow ICT systems, and a lack of educational software. Similar findings were made by Al-Alwani (2018), who discovered that the absence of hardware and access to the Internet throughout the school day prevented Saudi schools from integrating technology. Recent studies on Syrian schools found that one of the biggest barriers to classroom technology integration was a lack of computer resources (Albirini, 2006).

c. Teachers' time spent on using ICT tools

The integration of multimedia in teaching can be regarded though the time taken by teachers using ICT and multimedia tools in their teaching timetable.

Table 6: Teachers' Monthly time spent on using ICT tools

	Frequency	Percent	Cumulative Percent
1-5 days	9	40.9	40.9
6-10 days	3	13.6	54.5
Above 10 days	3	13.6	68.2
Not at all	7	31.8	100.0
Total	**22**	**100.0**	

This study found that only 27% of teachers responded that they had the opportunity to use ICT tools and multimedia for teaching their students at least 6 days in a month, 41% used ICT and multimedia for at least 1 day and at most 5 days, while 32% did not use ICT and multimedia at all. These data (Table 10) indicated that 73% did not practically use multimedia in their teaching

3.3.5 Students' access to ICT resources

The responses of 181 students showed that they used ICT tools at home and/or at school.

Table 7: Source of available ICT tools used

	Frequency	Percent	Cumulative Percent
At home	5	2.8	2.8
At school	100	55.2	58.0
Both at home and at school	5	2.8	60.8
No access	71	39.2	100.0
Total	**181**	**100.0**	

A minority of participants near 3% indicated that they used ICT resources for learning at home, the other 3% used them at home and at school, 55% used ICT tools only at school, while 39% had no access to ICT and multimedia tools in their learning. Therefore, less than 61% of students who responded had access to ICT tools at school or at home and use multimedia in learning.

3.3.6 Students' time spent on using ICT tools

The frequency of using ICT and multimedia in learning was represented by the number of days in which students used ICT tools in a month (Table 12).

Table 8: Students' Monthly time spent on using ICT tools

	Frequency	Percent	Cumulative Percent
1-5 days	51	28.2	28.2
6-10 days	29	16.0	44.2
Above 10 days	30	16.6	60.8
Not at all	71	39.2	100.0
Total	**181**	**100.0**	

In response to many days in a month students use ICT tools, the data obtained from 181 students; a high percentage of participants (39%) indicated that they did not use ICT tools at all, 28% used ICT tools between one and five days, while less than 33% had the opportunity to use ICT and multimedia tools in at least six days. Which showed that in practice 67% of students did not use multimedia in their self-learning.

3.3.7. Availability and Access to ICT within Schools (Leadership Insights)

In interview to school leaders (Head-teachers and Directors of Studies) the following responses were donated:

Table 9: Perceptions of School Leaders on Availability & Access to ICT Resources by Students and Teachers in their Secondary Schools.

School Leadership	*Question 1: Does your school have ICT and multimedia tools for teachers and students? What are they? How many?*	*Question 2: Are the school ICT resources accessed by teachers and students for teaching and learning?*
Head-teacher	Yes, the school has 105 laptop computers, 6 projectors and internet. Where 4 laptops and 4 projectors were donated by REB to four Math and science teachers. The remaining ICT resources are in two computer labs and can be used by teachers and students during working hours. The total number of teachers and students is 28 and 874 respectively. **(Head-teacher 1)**	Some teachers use computers and projectors to teach their lessons; students use them in ICT subject and research. The access is very limited as teachers cannot go home with school computers. The internet is very slow and make its use in teaching and learning. **(Head-Teacher1)**
	Yes, we have 50 laptop computers, 2 projectors in one computer lab and internet; used by 18 Advanced level teachers and 763 students. **(Head-teacher 2)**	The access to ICT resources is limited due to many students and teachers. **(Head-teacher 2)**
Director of Studies (DOS)	Yes, the school has 105 laptops, 6 projectors and internet utilized by 28 teachers and 874 students. Few teachers have their own laptop computers. **(DOS 1)**	ICT resources are accessed but they are very few and are only used in working hours. **(DOS 1)**
	Yes, there are 50 laptop computers, 2 projectors and internet. **(DOS 2)**	Yes, with limited access due to unavailable shared ICT resources. **(DOS 2)**

The content analysis of responses obtained from interviewed secondary school leaders highlights the presence of few laptop computers in the surveyed schools, very few projectors and slow internet. All school leaders confirmed the limited access to ICT resources to teachers and students as the challenge to the use of multimedia in teaching and learning in their schools.

According to Odhiambo and Onyango (2015), one of the biggest obstacles to fully integrate multimedia into teaching and learning is a lack of access to ICT equipment. As a result, no teachers nor students are given the chance to use ICT whenever it is needed. In majority of the cases it was found that teachers and students had to share limited ICT resources with other teachers. (Habibu et al. 2012) The few computers and projectors were present in the computer labs and teachers had to move their students to the computer labs. As Deutscher (2009) notes, teachers frequently bring their classes into computer labs at schools. Many teachers complained about how challenging it was to use the lab because they had to sign up in advance. The challenge of moving the entire class to a new place is another. Due to its high demand, teachers said that getting access to the lab was challenging.

The findings of this section were used to verify the first research question using the analysis of data obtained from responses of teachers, students and the interview to school leaders: *Why is the availability of ICT resources a challenge in using multimedia in teaching and learning in secondary schools in Muhanga District?*

The Simple statistical analysis was used to analyze the access to ICT resources to teachers and students during the use of multimedia in teaching and learning. The findings from this study revealed that majority of teachers difficultly access the school computers (32%) and more than 27% of teachers confirmed the no access to ICT resources used to integrate multimedia in

teaching. The responses from interview to schools' leaders indicated that school computers and projectors were used in working hours and could not be taken home by teachers. Therefore, teachers who did not have their own computers (59%) did not use computers to prepare their lessons due to overloaded timetable.

Projectors are very few and three of them are fixed in the computer labs, the two schools have a total number of three computer labs. The remaining projectors included 4 projectors donated by REB to science teachers, which make the lesson presentation difficult and force teachers to use the blackboard in their teaching. Only 32% of teachers who responded confirmed their access to school projectors. Head-teachers and Directors of Studies mentioned that internet is slow and cannot effectively serve teacher in teaching. The students access to school computers with the limited accessibility was at 55% and 39% of them did not use ICT in their self-learning, forming 94 % of students who responded.

Even where computers are available and sufficient, their use in the classroom for teaching and learning will be limited since output devices like projectors, which must be connected to the computer in order to project the learning content, are not present. A necessity for integrating ICT and multimedia into education is having access to ICT resources in schools (Plomp et al., 2009). There are a number of causes for the lack of access to technology, according to several research reports. Teachers in Sicilia's (2005) research complained about how challenging it was to always have access to computers. When the teacher wished to work on multiple assignments with the students, they could not book computers for lots of times in a succession because they had to be reserved in advance, according to the author (p. 50). In other words, since most ICT resources were shared by teachers, a teacher would not have access to them.

Becta (2004) asserts that the lack of availability of ICT materials within the school does not always result in the inaccessibility of ICT resources. It could be the result of a number of things, including a lack of personal access for teachers, inadequate resource organization, low-quality hardware, improper software, or malfunctioning hardware (Becta, 2004).

The availability and accessibility of ICT resources, such as hardware, software, etc., have a major role in the adoption and integration of multimedia into teaching in schools. Obviously, if teachers cannot access ICT resources, then they will not use them. Access to computers, updated software, and hardware are therefore essential components for successful technology adoption and integration (Wanga, 2014). The first set of analyses examined the availability of ICT resources in secondary schools in Muhanga District and this study found that availability of ICT resources is a challenge in using multimedia in teaching and learning. Therefore, the fist hypothesis stating that availability of ICT resources is not a challenge in using multimedia in teaching and learning in secondary schools in Muhanga District was rejected.

3.4. Skills of teachers and students to use ICT and multimedia

The skills of utilizing the computer and other ICT facilities is an important determinant of how easy or difficult teachers and students would use multimedia in teaching and learning. This section presents the data of teachers' training and the practical knowledge and skills they acquired as well as the students' practical knowledge and skills in using various ICT tools.

3.4.1 Teachers' training and skills acquired

The respondents were asked to rate their ICT training background to cope with the use of multimedia in teaching and learning, on a given rating scale ranging from 1-5, where 1= Not trained, 2 = Poor, 3 = Moderate, 4 = High and 5 = Very high. The frequency and percentage are presented in Table 13.

Table 10: Teacher's quality of ICT training received

	Frequency	Percent	Cumulative Percent
Not trained	1	4.5	4.5
Moderate	21	95.5	100.0
Total	22	100.0	

The results in the table above revealed that majority of teachers (95.5%) who responded received a moderate training in the form of Professional Development or have studied ICT as course or module at university and 4.5% were not trained.

Table 11: Teacher's practical knowledge and skills in ICT

	Frequency	Percent	Cumulative Percent
Very low	1	4.5	4.5
Low	16	72.7	77.3
High	5	22.7	100.0
Total	22	100.0	

The respondents were also asked to rate their practical knowledge and skills in using various ICT and multimedia, on a given rating scale ranging from 1-5, where 1= Very low, 2 = low, 3 = Moderate, 4 = High and 5 = Very high. The frequency and percentage are presented in Table 11. The findings from this study revealed that more than 77% of respondents (teachers) have very low and low practical knowledge and skills in using ICT tools and less than 23% have the high skills.

3.4.2 Association between ICT training received and practical knowledge and skills

The comparison between teachers' ICT training and practical knowledge and skills acquired show the contradiction because 95.5% of teachers received the moderate training but 76% of them have low practical skills in ICT while 24% have high practical skills in ICT (Table15). These findings may explain that teachers were trained but did not used the skills acquired in ICT and then they have slowly forgotten what they learnt due to the unavailable computers and other ICT equipment or trainings were not effective. As Deutscher (2009) notes, during professional development, most of trainers gave an overview of the multimedia but did not demonstrate how to use it with students. In addition, because they did not have enough time to study the software, the majority of teachers lack the ability to use ICT in the teaching-learning process. It has been noted that teachers lacked the necessary knowledge and abilities, and they resisted making modifications or incorporating multimedia into their teaching practices (Habibu et al. 2012). According to Pelgrum (2001) in the global study of nationally representative samples of institutions from 26 different countries, teachers' lack of knowledge and expertise is a significant barrier to the use of ICT in educational institutions.

Table 12: Teacher's quality of ICT training received & Teacher's practical knowledge and skills in ICT

Teacher's quality of ICT training received	Teacher's practical knowledge and skills in ICT			Total
	Very low	Low	High	
	N(%)	N(%)	N(%)	N(%)
Not trained	1(100.0%)	0(0.0%)	0(0.0%)	1(4.5%)
Moderate	0(0.0%)	16(76.2%)	5(23.8%)	21(95.5%)
Total	1(4.5%)	16(72.7%)	5(22.7%)	22(100.0%)

The ability of students to use multimedia in their learning depends to their knowledge and skills in ICT; then students were asked to rate their practical knowledge and skills in using various ICT and multimedia tools on a given rating scale ranging from 1-5, where 1= Very low, 2 = low, 3 = Moderate, 4 = High and 5 = Very high. The frequency and percentage are presented in Table 16.

Table 13: Student's practical knowledge and skills in ICT

	Frequency	Percent	Cumulative Percent
Very low	26	14.4	14.4
Low	90	49.7	64.1

Moderate	41	22.7	86.7
High	24	13.3	100.0
Total	181	100.0	

The findings obtained from 181 respondents (students) revealed that more than 64% of students have the very low and low skills in ICT, less than 23% have moderate ICT skills, and only about 13% have the high ICT skills. The author understood the low percentage of students with moderate and high ICT skills because their teachers had presented the same challenge of lack of practical knowledge and skills in using computer and other ICT resources. If most of students learn ICT and how to use multimedia in their learning at school with low number of computers and other ICT tools, low skilled teachers, and limited access to computer lab; they are unlikely to develop competencies of using computer and multimedia in their self-learning.

Table 14: One sample statistics and t-test for ICT training received and practical knowledge and skills in ICT

One-Sample Statistics				
	N	Mean	Std. Deviation	Std. Error Mean
Teacher's quality of ICT training received	22	2.91	.426	.091
Teacher's practical knowledge and skills in ICT	22	2.41	.908	.194
	N	Mean	Std. Deviation	Std. Error Mean
Student's practical knowledge and skills in ICT	181	2.35	.885	.066

One-Sample Test						
	Test Value = 0					
					95% Confidence Interval of the Difference	
	T	Df	Sig. (2-tailed)	Mean Difference	Lower	Upper
Teacher's quality of ICT training received	32.000	21	.000	2.909	2.72	3.10
Teacher's practical knowledge and skills in ICT	12.443	21	.000	2.409	2.01	2.81
	Test Value = 0					
					95% Confidence Interval of the Difference	
	T	Df	Sig. (2-tailed)	Mean Difference	Lower	Upper
Student's practical knowledge and skills in ICT	35.683	180	.000	2.348	2.22	2.48

The results in **table 14** indicated that the mean of teachers' quality of ICT training received (2.91) ranged in **moderate training** while the mean of teachers and students' practical knowledge and skills (2.41) and (2.35) respectively, were in the range of **low practical knowledge and skills**. There were statistically differences in the means of teachers' quality of ICT training received (t-value=32.000; df = 21; P<0.05), teachers' practical knowledge and skills (t-value=12.443; df = 21; P<0.05), and students' practical knowledge and skills (t-value=35.683; df = 180; P<0.05), this shows that teachers did not applied what they have trained in ICT, and some of their students coming from other schools all over the country can sometimes have more ICT skills than them.

Table 15: Perceptions of School Leaders on the Use of ICT by Students and Teachers in their Secondary Schools and Challenges Encountered.

School Leadership	*Question 3*: (a) How would you describe the level in ICT among your teaching staff? (b) What challenges are they facing? (c) How does it impact the use of multimedia in teaching?
Head-teacher	**Head-teacher 1** (a) Teachers have the basic knowledge in ICT. (b) Using ICT in teaching is not successful due to limited ICT resources and very slow internet. (c) Many teachers use the traditional method. They use ICT by constraint of inspections and have difficulties in lesson preparation. But some teachers with high ICT skills use multimedia in their teaching and it facilitate them.
	Head-teacher 2 (a) Many teachers were trained in ICT. (b) Only one computer lab is present. It can only be used by one teacher and others are obliged to use the traditional method of teaching. (c) The use of multimedia is limited by the lack of ICT resources to teachers and students.
Director of Studies (DOS)	**DOS 1** (a) Many teachers show the low level in using ICT and multimedia in teaching. They can only type their exam and record marks in computers. (b) ICT resources are very few, the skills of using them is generally low among the teaching staff. Many teachers are not confident to use ICT in their teaching. Electricity is sometime absent. (c) There is a limited use of multimedia in teaching due to low ICT skills and lack of ICT resources. ICT subject is not taught by qualified and skilled teachers in ICT; as result, students are likely to be weak in ICT. Which prevent them to use multimedia in their learning.
	DOS 2 (a) The teaching staff has the basic knowledge in ICT. (b) ICT resources are very few and the internet is very slow. Electricity is sometimes interrupted. (c) Teachers are attracted to use the traditional teaching.

The author's analysis of the content of the four school leaders' responses can mention that:

➢ Teachers have basic ICT skills obtained from training.

➢ Schools have few computers, internet is slow, and the skills of using them is generally low among the teaching staff. Many teachers are not confident to use ICT in their teaching. Electricity is sometime absent.

➢ There is a limited use of multimedia in teaching and due to low ICT skills and lack of ICT resources to teachers and students.

According to Salajan at al., (2015), the teachers' desire to utilize blackboard in their instruction is significantly influenced by their perception of the effectiveness of their instruction, which also serves as a predictor of their intention to use multimedia and ICT. A significant predictor of perceived usefulness was perceived simplicity of use.

During observation, the researcher has found that teachers who have their own computers and projectors use multimedia in teaching more than those who use the School computers and projectors of the computer lab. Teachers having their computers also have the high skills to use them and are confident to use multimedia in teaching. It should be remembered that as users gain expertise, individual perceptions change over time (Venkatesh et al., 2003). For instance, after using multimedia content for some time, teachers will develop knowledge and discover that it is

easy to use (Mtebe et al., 2016). The second set of analysis focused on expertise (skills) of teachers and students to use multimedia for teaching and learning. Findings revealed the low skills in ICT and multimedia use for teachers and students, many teachers are not able to integrate multimedia into their subject teaching. According to research done by Gomes (2005) on a variety of topics, using new technologies in the classroom is hindered by a lack of digital literacy training, pedagogic and didactic training on how to use ICT in the classroom, and a lack of training on the use of technology in particular subject areas. The above findings and analysis show that expertise (skills) of teachers and students in ICT is a challenge in using multimedia in teaching and learning in secondary schools in Muhanga District. Therefore, the second hypothesis stating that **expertise (skills) of teachers and students in ICT is not a challenge in using multimedia in teaching and learning in secondary schools in Muhanga District** was rejected

3.5. Suggested solutions to challenges facing the use of multimedia in teaching and learning.

The respondents were required to suggest the solutions to overcome the challenges they face in using ICT and multimedia in teaching and learning. The change in teachers and students' behavior towards the use of multimedia in teaching and learning would depend on how they perceive it useful to them and easy for use (Alwahaishi & Snasel, 2013). Therefore, respondents showed their perceptions the provision of ICT resources that they use in teaching or learning and training in ICT and multimedia use were solutions to challenges.

3.5.1 Teachers' suggested solutions

The teachers were asked to indicate whether the provision of ICT tools (Computers, Projectors, Internet,), provision of software (multimedia technology), Training by internal experts, Training by external experts, and formal learning with certificate or degree were solutions to challenges they face when they need to use multimedia in teaching. The perception related to personal experience was obtained using the Likert scale: 1= Strongly disagree, 2= Strongly agree,

3= neutral, 4= agree, and 5= Strongly agree. The study's findings in this section are presented in the **Table 16;** as frequency, percentage and cumulative percentage of respondents in each category of perception to suggested solutions.

Table 16: Teachers' suggested solutions

Variables	Categories	Frequency	Percent	Cumulative Percent
Provision of ICT tools (Computers, Projectors, Internet,...)	Agree	2	9.1	9.1
	Strongly agree	20	90.9	100.0
	Total	22	100.0	
Provision of Software (multimedia technology)	Disagree	1	4.5	4.5
	Agree	6	27.3	31.8
	Strongly agree	15	68.2	100.0
	Total	22	100.0	
Training from internal experts	Disagree	1	4.5	4.5
	Agree	7	31.8	36.4
	Strongly agree	14	63.6	100.0
	Total	22	100.0	
Training from external experts	Disagree	6	27.3	27.3
	Agree	2	9.1	36.4
	Strongly agree	14	63.6	100.0
	Total	22	100.0	

Formal learning with certificate or degree	Disagree	3	13.6	13.6
	Neutral	2	9.1	22.7
	Agree	6	27.3	50.0
	Strongly agree	11	50.0	100.0
	Total	22	100.0	

Provision of ICT tools (computers, projectors, internet, …)

This study found that 91% of respondents (teachers) strongly agreed and 9% agreed that the provision of ICT tools to them can remove the main barrier of lack of computers and other ICT tools that they need to use in lesson preparation and delivery. After accessing ICT tools, teachers will understand the usefulness of ICT and multimedia in their teaching and the facilities it brings to better explain the subject content. According to Cox et al. (1999), teachers are more likely to be in agreement of employing multimedia in the classroom if they believe that ICT is beneficial to them, their teaching, and the learning of their students.

Provision of Software (multimedia technology)

The teachers' responses to the provision of multimedia technology as solution to the use of multimedia in teaching revealed that 95.5% agree with it where 68% in them strongly agreed. It is important for teachers to have the common subject related multimedia tools that they can use to implement in the same way the centralized competence based curriculum. This multimedia technology to be accepted and adopted by teachers should be easy to learn and easy to use (Venkatesh & Davis, 2000). According to Juan &Yahaya (2019), The function of multimedia technology can only be optimized and maximized when teachers harmoniously combine the modern with the traditional and integrate them into classroom instruction, not as a replacement for it; multimedia technology is a potent complement to traditional classroom teaching, not as a replacement. Teachers should not allow the PPT to dominate and should not substitute the chalkboard for the students since they are always the focus of the class and its key constituents.

Teachers' training from internal experts

The teachers' responses to training from internal experts show that 95.5 % of teachers agree with it to be the solution to the use of multimedia in teaching, including about 64% who strongly agreed. Internal experts are expected to be School subject teachers having high skills in ICT who can be trained in their subject related educational technology and come back to train their colleagues in departments during CPD. They can also provide assistance to support teachers to be familiar with multimedia use in lesson preparation and delivery. Teachers will be more likely to deliver the multimedia to their students in that engaging format if they experience it during professional development in the manner in which it would be best used in the classroom (e.g., small groups, individual use, etc). (Deutscher, 2009). Such teachers should have enough time to train and support their peers, and incentive to motivate them. As Becta (2004) notes, because it is crucial to take into account a number of factors in order to ensure training effectiveness, the topic of training is complicated. These are time for training, pedagogical training, skills, and ICT use in initial teacher training.

Teachers' training from external experts

This study found that more than 27% disagreed with ICT training from external experts, 9% agreed, and 64% strongly agreed. The highest disagreement can be explained by the moderate training they received in similar way, but many of them are still having low practical knowledge and skills to use ICT and multimedia in teaching. Such trainings are rare and not specific to subject and classroom teaching. The training from external experts would be necessary to equip trainers of using multimedia in teaching. Habibu et al., (2012) said that most of the teachers lack the skill to use the ICT in teaching-learning process because they did not review software and prevent them to use ICT. Therefore, external trainers can help teachers to learn how to use new multimedia technologies.

Formal learning with certificate or degree

The findings of this study indicates that more than 77% of teachers agreed that formal learning with certificate or degree can be the solution to challenges facing multimedia use in teaching, 9% were neutral while less than 14% disagreed. Majority of teachers need to study at university their subject related educational technology in short course certificate or long term degree in order to fill the gap they have and understanding how multimedia can support pedagogy for a particular subject content. According to Johnson et al., (2016), teachers need training on the integration of multimedia technology, pedagogy, and content knowledge.

Table 17: One sample statistics and t-test for teachers' suggested solutions

One-Sample Statistics				
	N	Mean	Std. Deviation	Std. Error Mean
Level to which teachers want provision of ICT tools (Computers, Projectors, Internet,...)	22	4.91	.294	.063
Level to which teachers want provision of Software (multimedia technology)	22	4.59	.734	.157
Level to which teachers want training from internal experts	22	4.55	.739	.157
Level to which teachers want training from external experts	22	4.09	1.342	.286
Formal learning with certificate or degree	22	4.14	1.082	.231

One-Sample Test						
	Test Value = 0					
					95% Confidence Interval of the Difference	
	t	df	Sig. (2-tailed)	Mean Difference	Lower	Upper
Level to which teachers want provision of ICT tools (Computers, Projectors, Internet,...)	78.253	21	.000	4.909	4.78	5.04
Level to which teachers want provision of Software (multimedia technology)	29.331	21	.000	4.591	4.27	4.92
Level to which teachers want training from internal experts	28.868	21	.000	4.545	4.22	4.87
Level to which teachers want training from external experts	14.299	21	.000	4.091	3.50	4.69
Formal learning with certificate or degree	17.929	21	.000	4.136	3.66	4.62

The results in **Table 17** revealed that the level to which teachers want provision of ICT tools (Computers, Projectors, Internet,) was very high with the mean of 4.91 (t-value= 78.253; df= 21; p<0.05), the level to which teachers want provision of Software (multimedia technology) is also very high with the mean of 4.59 (t-value= 29.331; df= 21; p<0.05), the difference of 0.32 between the two mean values shows that some teachers can have access to online multimedia tools when they have computers and internet. The above results indicated that the provision of ICT resources is at very high level the solution to challenges facing the use of multimedia in teaching and learning. The level to which teachers want training from internal experts was very high with the mean of 4.55 (t-value= 28.868; df= 21; p<0.05), level to which teachers want

training from external experts was high with the mean of 4.09 (t-value= 14.299; df= 21; $p<0.05$), and level to which teachers want formal learning with certificate or degree was high with the mean of 4.14 (t-value=17.929; df = 21; $p<0.05$).

This study found that training by internal experts was more trusted by teachers than training by external experts and they also preferred the formal learning with certificate or degree.

3.5.2 School leaders' suggested solutions

In interview to school leaders, the researcher asked a question to capture their insights on their suggested solutions. The question and their proposed solutions appear in the table below:

Table 18: School leaders suggested solutions

Question 4: What possible solutions can you suggest to help teachers and learners in efficient use of multimedia in teaching and learning? 5: Strongly agree, 4: Agree, 3: Neutral, 2: Disagree, 1: Strongly disagree. (R=Respondent)						
Provision of ICT resources	**R1**	**R2**	**R3**	**R4**	**Average**	**Observation**
Provision of computers, projectors and internet	5	5	5	4	4.75≈5	*Strongly agree*
Provision of software(multimedia technology)	5	5	5	4	4.75≈5	*Strongly agree*
Training in ICT and Multimedia	**R1**	**R2**	**R3**	**R4**	**Average**	**Observation**
Training by internal experts	5	5	4	5	4.75≈5	*Strongly agree*
Training by external experts	3	4	2	4	3.25≈3	*Neutral*
Formal learning with certificate or degree	5	5	5	5	5	*Strongly agree*

The results of **Table 18** show that school leaders strongly agreed that the provision of computers, projectors, internet, and software (multimedia technology) which are ICT resources used in teaching and learning, to teachers and Schools for students would be the main solution to challenges facing multimedia in teaching and learning. They also indicated the need of competent teaching staff in ICT and multimedia use would require a **special university program on educational technology**; and all strongly agreed with the formal learning as the solution to challenges facing multimedia use in teaching and learning.

The school leaders were neutral to training of teachers from external experts, some of them disagree with it because teachers received the same trainings but did not changed their teaching practice. They said that such trainings are not specific to subjects and classroom teaching. The training by internal experts was appreciated and school leaders strongly agreed with it because school based trainers would also provide the support to the peer teachers but presented the concern of trainers' workload to be reduced. Akuhm (2011) emphasized that teachers' workloads should be at a level that allows for creative expression and efficient use of instructional technologies.

In addition, school leaders presented the following suggestions:

➢ Computers, projectors and other resources given to schools have a given lifetime, they have to be repaired or replaced.

➢ Electricity in schools should be coupled by generators to avoid the interruption of current.

3.5.3 Students' suggested solutions

The students were asked to suggest possible solutions to overcome the challenges they face in using multimedia in learning. Using the scale 1= Strongly disagree; 2= Disagree: 3= Neutral; 4= Agree; 5= Strongly agree. The findings were presented in **Table 19** in form of frequency and percentage.

Table 19: Students' suggested solutions

Variables	Categories	Frequency	Percent	Cumulative Percent
Provision of ICT tools (Computers, Projectors, Internet,...)	Neutral	1	.6	.6
	Agree	19	10.5	11.0
	Strongly agree	161	89.0	100.0
	Total	181	100.0	
Provision of Software (multimedia technology)	Neutral	3	1.7	1.7
	Agree	50	27.6	29.3
	Strongly agree	128	70.7	100.0
	Total	181	100.0	
Training in ICT and multimedia use through practical learning of ICT subject	Disagree	1	.6	.6
	Neutral	3	1.7	2.2
	Agree	32	17.7	19.9
	Strongly agree	145	80.1	100.0
	Total	181	100.0	

The results obtained from 181 students to the provision of ICT tools (computers, projectors, internet, …), 99.5% agreed with it to be the solution to challenges of multimedia use in their learning where 89% in them Strongly agreed. This study also found that more than 98% of respondents agreed with the provision of software (multimedia technology) to be the solution to challenges of multimedia use in their learning where near 71% in them strongly agreed.

The students' responses to training in ICT and multimedia use through practical learning of ICT subject revealed that near 98% of them agreed that it was the solution to challenges of multimedia use in their learning and more than 80% in them strongly agreed.

Table 20: One sample statistics and t-test for students' suggested solutions

One-Sample Statistics				
	N	Mean	Std. Deviation	Std. Error Mean
Level to which students want provision of ICT tools (Computers, Projectors, Internet,...)	181	4.88	.338	.025
Level to which students want provision of Software (multimedia technology)	181	4.69	.498	.037
Level to which students want training in ICT and multimedia use through practical learning of ICT subject	181	4.77	.493	.037

One-Sample Test						
	Test Value = 0					
					95% Confidence Interval of the Difference	
	t	df	Sig. (2-tailed)	Mean Difference	Lower	Upper
Level to which students want provision of ICT tools (Computers, Projectors, Internet,...)	194.402	180	.000	4.884	4.83	4.93
Level to which students want provision of Software (multimedia technology)	126.671	180	.000	4.691	4.62	4.76
Level to which students want training in ICT and multimedia use through practical learning of ICT subject	130.319	180	.000	4.773	4.70	4.85

The results in **Table 20** revealed that the level to which students want provision of ICT tools (Computers, Projectors, Internet), level to which students want provision of Software (multimedia technology), and level to which students want training in ICT and multimedia use through practical learning of ICT subject were very high with the mean values of 4.88 (t-value= 194.402; df= 180; p<0.05), 4.69 (t-value= 126.671; df= 180; p<0.05), and 4.77 (t-value= 130.319; df= 180; p<0.05) respectively.

The above findings and analysis show that the provision of ICT resources and training can be solutions to challenges facing the use of multimedia in teaching and learning in secondary schools in Muhanga District. Therefore, the third hypothesis stating that the provision of ICT resources and training cannot be solutions to challenges facing the use of multimedia in teaching and learning in secondary schools in Muhanga District was rejected.

IV. CONCLUSION

The findings of this study show that the availability of ICT resources and expertise (skills) in ICT and multimedia use in secondary schools in Muhanga District constitute the challenges that prevent many teachers and students to use multimedia in teaching and learning. Many teachers do not have their own computers, projectors, and internet. The access to school computers, projectors, and internet was found to be very limited because these ICT tools are very few and internet is slow.

Teachers have received the moderate training but many of them have the low ICT skills. Only teachers having their own computers have the high ICT skills, they use their projectors or school projectors to teach students using multimedia. A high percentage of students has no access to ICT and multimedia tools and many students are low skilled in ICT.

To overcome these challenges, the study found that the combined solutions can be the provision of ICT resources like computers, projectors, interne, and multimedia technology (software); Training teachers by internal experts and formal learning with certificate or degree were more preferred than training by external experts, and training students in ICT and multimedia use through practical learning of ICT subject.

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Development of Technology of Mading Shafts from 35XGCL Brand Steel Alloy

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Abstract: In this paper, 35XGCL low – alloy steel alloys reduce non – metallic inclusions and gaseous pores, increasing the mechanical properties, in addition economically inexpensive energy and resource – saving technologies for the development of high – quality castings using new innovative casting technologies.

Keywords: Chrome, manganese, alloyed, shaft, sand – clay mold, alloy, hardness, viscosity, gas pores, nonmetallic inclusions, fluxes.

INTRODUCTION

Nowadays, the shafts used in the stamping plants of manufacturing enterprises are the main and very expensive part of the machines for the production of rolled products. They are exposed to various stresses and strains during operation. In addition, the geometric dimensions and material of the shafts must ensure that they can withstand the heaviest loads that occur during the shift sequence. Another important factor related to the service life of the shafts is the corrosion resistance of its material. Shaft details are being made from high – strength, low – alloyed steels. These steels have better mechanical properties and corrosion resistance than ordinary structural carbon steels. Because they are designed to respond not to chemical composition, but to unique mechanical properties. High – strength low – alloyed steels have a low carbon content (0.05 – 0.25% C), and the manganese content is up to 2.0%. It contains a small amount of elements such as chromium, nickel, molybdenum, copper, nitrogen, vanadium, niobium, titanium and zirconium. For many low – alloyed steels, the main task of alloying elements is to optimize mechanical properties and hardness after heat treatment [1 – 3].

Shafts made of 35XGCL and 35XGCA steel are used for ball rolling machines in the "1st grade rolling" plant of "UzMetkombinat" JSC, one of the leading enterprises of our republic. This 35XGCL brand steel is cast in the "Casting Mechanics" plant of the combine.

MAIN PART

Today, in the casting-mechanics plant of JSC "UzMetkombinat", problems during the casting of shafts made of 35XGCL steel for ball rolling machines into sand – clay molds and their causes were analyzed (Pic. 1. 2.).

Pic. 1. Effect of non – metallic inclusions and porosity on alloy quality (after machining)
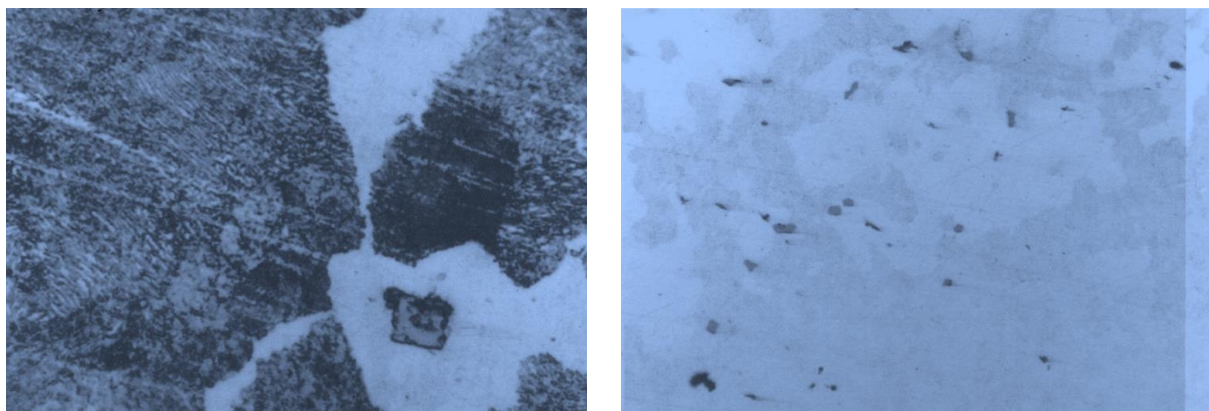
| a) X1000 | b)X2000 |

Pic. 2. Microstructure image of non – metallic and oxide inclusions in the alloy taken by Axiovert 40 MAT microscope

First of all, a basic 2.5 ton electric arc furnace was selected. After checking that the linings of the furnace were in good condition, first small and then large charcoal materials were loaded into the furnace. As soon as the alloy starts to liquefy, based on the weight of the alloy 3 percent limestone ($CaCO_3$), FeSi 65 and FeMn 90 grades of ferroalloys were loaded into the furnace as flux. After the alloy is completely liquefied, the liquid alloy is mixed, three samples are taken, and the chemical composition of the alloy is checked. Due to the increased carbon content of the alloy as a result of the inspection, FeO (okolina) was introduced into the furnace (Table 2).

Before loading the liquid alloy into the ladle, the ladle was heated to a temperature of 800-850 ^{o}C for 45 – 50 minutes. The main purpose of heating is to prevent the liquid alloy from sputtering when poured from a high temperature and to prevent the liquid alloy from oxidizing[4 – 13].

Tab. 1. Chemical composition of 35XGCL steel (according to GOST 977 – 88)

Elements, %								
C	Si	Mn	Ni	S	P	Cr	Cu	Fe
0.3 – 0.4	0.6 – 0.8	1 – 1.3	up to 0.3	up to 0.04	up to 0.04	0.6 – 0.9	up to 0.3	96

Several methods of out – of – furnace processing of liquid metal are considered in order to reduce gas pores and non – metallic inclusions in the liquid alloy, to develop the mode of liquefaction of alloys and to process them, to obtain high-quality cast products. After cleaning the alloy from gas pores and nonmetallic inclusions, the alloy was poured into a sand – clay mold slightly larger than the size shown in the drawing [14 – 17].

RESULTS

Production of high – quality cast products from 35XGCL steel alloys and reduction of gas pores and nonmetallic inclusions in its content, liquefaction mode of alloys and their processing technology were developed, and high – quality cast products were casted (Pic. 3. 4).

Tab. 2. Chemical composition of cast alloy

Elements, %									
C	Si	Mn	Ni	S	P	Cr	Cu	Fe	Al
0.21	0.70	0.62	0.11	0.033	0.023	0.67	0.17	96	0.03

Pic. 3. High – quality shafts cast on the basis of technologies.

Based on the implementation of liquefaction modes of 35XGCL alloy at different temperatures in electric arc furnaces, the technology of obtaining cast products with surface cleanliness and high mechanical properties was developed. The technology of liquefying the mixture in an optimal way and pouring it into sand – clay molds has been developed.

The technology of processing the alloy using inert gases outside the furnace has been developed. Processing mode and casting technology were developed based on the dynamics of gas and nonmetallic inclusions in the obtained alloy.
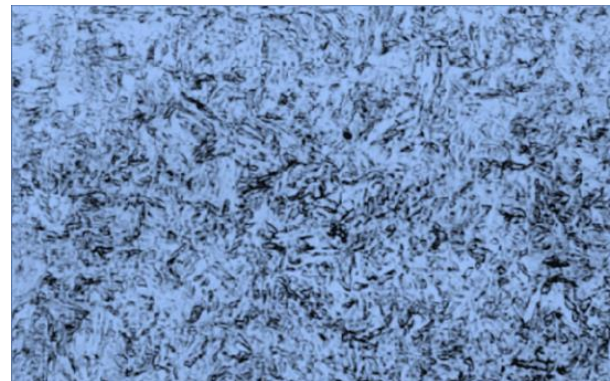
a)   b)

Pic. 4. Microstructures of the alloys taken by SEM JSM-IT200. a) After casting. b) After heat treatment.

CONCLUSION

Based on the above, based on the developed coefficients, a mathematical model of the process was developed, which ensures the effective operation of the technology in relation to the production capacity.

A technology has been developed that ensures the reduction of the amount of gas pores by 35 – 40% and the amount of non – metallic inclusions by 25 – 30 % in the cast products obtained from the 35XGCL alloy. As a result, the mechanical properties of cast products increase by 16 – 18 %, and the service life is increased by 1.2 – 1.4 times.

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The Place of Artistic Associations Today

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Abstract: This article analyzes the high attention paid to artistic amateur groups operating under cultural centers, and the conditions created.

Keywords: Art hobby, folklore, community, cultural center, folklore, song and dance.

Folk art differs from other types of art with its meaningfulness, educativeness and longevity. This art, embedded in the lifestyle of our people, is an ancient value that reflects people's worldview, spiritual-aesthetic world, and inner experiences. This great legacy left by our ancestors awakens the feelings of good intentions and striving for great goals, love and faith for the motherland in the hearts of the nation.

The role of artistic amateur groups operating in the regions is incomparable in preserving our ancient traditions, unique examples of folk art, polishing it and passing it on to the next generation.

Research of various genres of Uzbek folk art, preservation of our ancient traditions, unique examples of folk oral creativity, wide promotion among young people, artistic hobby by the Scientific-Methodological Center for the Organization of Activities of Republican Cultural Institutions of the Ministry of Culture A number of measures are being implemented in connection with updating the programs of the groups, ensuring the territorial uniqueness of performance ways, stage costumes, musical instruments, and developing the activities of folklore-ethnographic groups operating in the area.

For example, "Boysun" folklore-ethnographic folk group from Boysun district of Surkhandarya region in about 20 foreign countries such as Poland, France, Great Britain, "Besh karsak" folk-ethnographic group from Urgut district of Samarkand region in countries such as Korea, Germany, Azerbaijan, Bulung' folk-ethnographic folk ensemble "Chavqi" of Ur district, folk-ethnographic folk ensemble "Saykhun boys" of Gulistan district of Syrdarya region, folk-ethnographic folk ensemble "Torgay" of Okqorgan district of Tashkent region, Karshi district of Kashkadarya region "Momogul" folklore-ethnographic folk ensembles have been on a creative tour to several countries, promoting Uzbek folk art around the world.

The head of our state pays great attention to folklore art. The international festivals such as "The Art of International Giving", "The Great Silk Road", "Nurli Navolar", "Boysun Bohori", which are held in our country, are a clear proof of this. At the 1st "International Art of Giving" festival, the President of the Republic of Uzbekistan Shavkat Mirziyoyev said, "Folklore needs protection and protection. It is a bitter truth of our time that such a unique and great art has become just a sample of a cultural monument, is being forgotten in many places, and is in need of protection. I believe that this fact worries you, dear ones, more than anyone, as true devotees of this beautiful and unique art."

Mamlakatimizda oʻtkazilayotgan bu kabi festivallar nomoddiy madaniy merosimizning qadimiy namunalarini izlab topish va kelajak avlodga yetkazish, eng goʻzal folklor qoʻshiqlariga sayqal berish, bugungi tinchlik zamonni tarannum etadigan yangi qoʻshiqlar yaratishga undashi,

qolaversa, koʻplab havaskor ijrochilarni kashf etishga xizmat qiladi.

Today, 597 artistic amateur groups operating in cultural centers within the Ministry of Culture have been awarded the title of "People's Amateur Team" and "Children's Exemplary Team" based on the decision of the Board of the Ministry of Culture. Among them, about 170 folk song and dance ensembles, more than 160 folklore ensembles, about 50 folk dance ensembles, 21 status ensembles, 26 vocal-instrumental variety folk ensembles, 8 folk choirs, 58 folk theaters, 21 puppet folk theaters, 6 miniature theaters, 19 janitor groups, 14 circus groups, 1 folk philharmonic, 11 trumpet groups, 1 visual art folk studio, 12 musical instruments A folk ensemble, 2 family ensembles, 3 opera studios, 2 film and photo studios, 3 national pop groups, 2 dutorchila folk ensembles are serving our people. [1:8]

During 2020-2022 alone, the relevant documents of 153 teams were reviewed at the Board meeting of the Ministry of Culture, and the title of "People's amateur team" and "Children's model team" was given to the representatives of the industry. According to the joint decision No. 25 of the Ministry of Culture of the Republic of Uzbekistan, No. 14 of the Ministry of Finance, and No. 26 of the Ministry of Employment and Labor Relations dated June 4, 2019, "Cultural centers with the titles of "People" and "Exemplary" 2020-2022, new jobs consisting of 300 staff units were allocated to 153 teams that received titles during 2020-2022..

As a result of the nationwide celebration of Navruz national holiday, which shows the survival of our national values, and the constant involvement of folklore-ethnographic groups in state events, their activities were revived and new artistic amateur groups were formed.

Deeply studying the activities of artistic amateur groups, reshaping them, organizing new ones, preparing scientific brochures and methodical manuals giving directions and recommendations for this, enriching the programs of the groups with ritual songs and ancient dances specific to their regions, Paying special attention to musical instruments and stage costumes, attracting young talented performers to teams is one of the main tasks of industry experts and artistic directors..

The modest work of the leaders of artistic amateur teams was highly appreciated and awarded by our Honorable President with a number of state awards in 2020-2022.

Among them, Sadaddin Sapayev, the artistic director of the song and dance ensemble "Boston Gullari" of Ellikkala district of the Republic of Karakalpakstan, an artist who served in Karakalpakstan, Gulora Mizayeva, who works in the Navbahor district of Navoi region, received the Fame medal, Karmana district "Guli" Ballet master of song and dance ensemble Dilfuza Imomova "Fame" medal, artistic director of Konimekh district "Jastulek" song and dance ensemble Nurhul Bazarbayeva "Dostlik" medal, artistic director of folk-ethnographic ensemble "Avazkhan" of Khorezm region "Avazkhan" (Qalandar Bakhshi) Malika Madatova, Artistic Director of Folklore-Ethnographic Folk Ensemble "Momogul", Karshi District, Kashkadarya Region, People's Bakhsh of Uzbekistan, "Shuhrat" Medal, Borikul Jumayev, Head of the Amateur Team at the Cultural Center "Dashtig'oz", Boysun District, Surkhandarya Region Ma'mura Avazova, head of the "Dostlik" order, folk-ethnographic ensemble "Nodirabegim" at the central culture center of Tashkent city, "Sh "Uhrat" medal, artistic director of "Nurjahon" folklore-ethnographic folk ensemble under the culture department of Nurota district, Navoi region Norbibi Davlatova "Shuhrat" medal, artistic director of "Shodiyona" folklore-ethnographic folk ensemble under the cultural center of Fergana region "Shodiyona" Yaqubova "Shuhrat" medal, Anvarov Ismail Boykulovich "People's gift of the Republic of Uzbekistan" honorary title, artistic director of the "Vodil Chinori" folk doorkeeper team of Fergana district Mamajonov Tursunali "Honorary cultural worker of the Republic of Uzbekistan" honorary title, Fayzulayev Saidbakhram, art director of "Marjan" folklore-ethnographic folk ensemble of Gallaorol district of Jizzakh region, member of folk-ethnographic folk ensemble "Bulbuliguyo", Usmanov Yuldash, "Dostlik" order, Khiva Shermetova Sabokhat Bardiboy, head of the folk-ethnographic folk ensemble "Saikal" belonging to the city's culture department, medal "Builder of the Future", Ch. Kurbanov Kochkor, the artistic director of the folklore-ethnographic folk

ensemble "Lights of Chirakchi" in Irakchi district, was duly awarded with the "Fame" medal.

It is known that the art of bakhshi and epic writing, which is considered a product of individual creativity, has been passed down from generation to generation for several centuries and has been preserved by the bakhshi, who are selfless children of our country and possessors of innate talent. , is being developed.

In the early years of independence, among other types of culture and art, attention was paid to the art of bakhshiki and epic writing, and the 1000th anniversary of the creation of the epic "Alpomish" was widely celebrated. Many epics were published. In 2000, the title "Uzbekistan People's Gift" was established. Enthusiastic creators of the art of bakhshi are Ro'zimboy (Qalandar bakhshi) Normatov, Abdulla (Norbek bakhshi) Gurbannazarov, Shoberdi Boltayev, Shomurod Togayev, Abdunazar Poyonov, Boboraim Mamatmurodov, Kahhor Rahimov, Kara Umirov, Chori Umirov, Khushbak Mardonakulov, G' Bakhshis such as Ayrat Utemuratov were awarded this prestigious title. [2:345] In addition to the previous good deeds, during the last four years, the art of giving and epic poetry has been preserved, protected, and developed, and the art of giving and epic poetry has been used to educate young people in the spirit of high loyalty to the motherland and the heritage of their ancestors. In order to further increase the place and importance of horse, we need to acknowledge that the works being carried out at the initiative of our honorable President Shavkat Mirziyoyev are worthy of praise.

In particular, on November 1, 2018, the President of the Republic of Uzbekistan "On holding the International Festival of the Art of Giving" and on May 14, 2019, "Measures for the further development of the art of giving" on" and the decisions of the Cabinet of Ministers of the Republic of Uzbekistan on April 26, 2018 "On measures to further develop and improve the art of philanthropy" and on September 23, 2019 "Republic of philanthropy "On organizing the activities of the art center and the fund for the development of the art of philanthropy under it" were adopted. [3:470-478] On April 10, 2021, the President of the Republic of Uzbekistan "On additional measures to prepare for the II International festival of the art of giving and creating favorable conditions for the development of the art of giving" based on the decision, the II International Bakhshilik Festival was held in Nukus.

The main goal of the work carried out in the field of culture and art in our country is the unique art, culture, customs, traditions, folklore of each region, in particular, the folk art of bakhshilik, big song, folk art. , directions such as lapar, yor-yor, are to promote ancient instruments such as chanqovuz, sibizga, doshnay, bolamon and dombra.

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The Development of "Fact-Checking" Skills among Youth: The Main Condition for Establishing a Legal Democratic State Based on Spiritual and Moral Values

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Abstract: Today, globalization and information processes are developing more and more intensively, "mass culture" and moral corruption are spreading worldwide, as well as attempts to achieve goals by harming the spiritual and moral values and education of young people in the fight against ideological processes, the social danger is increasing and becoming more and more clear. Therefore, the formation of information analysis skills among students is one of the most important issues, and in this article, the formation of "fact-checking" skills among students is taken as the main condition for the establishment of a legal democratic state based on moral and ethical values.

Keywords: "information analysis", information space, morality, value, democracy, democratic state, informational - psychological threat.

If any state or society wants to create a perfect "moral and spiritual place" in its territory, first of all, it is necessary to enrich the spiritual world and outlook of citizens, especially young people, with national and universal values. It is clear that when values change, people change, and when people change, society changes. So, it turns out that values serve as one of the main criteria not only for personal development, but also for the development and well-being of society.

Informational and psychological threats lead to the erosion of the nation's spiritual, moral and universal values, indifference to the fate of the country, irresponsibility to the life of the community, immorality, violence, insensitivity, the weakening of the family institution, and the rooting of unforgivable vices, as well as from one's own history, national mentality, religion and spirituality. causing it to hang up. In such a complex and dangerous environment, preserving moral and ethical values, strengthening independence, meaningfully enriching the life of society and the consciousness of citizens, as well as ensuring socio-economic stability in the context of this, remains one of the most important tasks facing every state.

In fact, the issue of spiritual and moral values is regarded as one of the most urgent issues not only in Uzbekistan, but also in all democratic secular countries of the world. The supply and demand model of information sources assumes that the average consumer of news, on the one hand, wants to receive reliable information, to have objective information about events happening in the world, and on the other hand, he prefers information that matches his views.

Since news agencies receive income from advertising, which varies depending on the number of their audience, we can see two situations that encourage them to lie: first, there is no other means of obtaining information about the event; and secondly, the desire to deliver messages in accordance with the wishes of the audience. But this model cannot be applied to fake news aggregators: they do not aim to spread news that is neither relevant to their audience's interests nor reliable. Fake news sites and blogs created for a political, economic or other purpose usually

do not "live" for more than three to four months.

"In recent years, mass media has become a means of exchange of ideas rather than channels of information transmission. With the increasing activity of bloggers in social networks, the opinions of community leaders are gradually taking the audience away from traditional mass media and Internet information resources. Materials published in social networks, blogs, forums, photo and video hosting are widely discussed among users. Modern means of communication are increasingly becoming sources of unverified or hearsay information" [2]. Such information, consisting of lies, fabrications, and fake information, is called "fake news" in journalism.

Experts call the period in which we live "post-reality" - the period after the truth. Such a definition actually applies to the state of the modern digital society, where facts are less valued than people's feelings. Now, in the face of subjectivity such as feeling, assessment, impact, personal confession, real-life events and the facts and evidence related to them seem insignificant. For example, the US government has a hard time convincing a person who says a priori that a crime is impossible to prove again with facts that it is possible to commit a crime. In such a situation, the clear presentation of facts loses its real value, but around those facts, various approaches to fake news multiply.

We said that "fake news" is not news for today. So, when did fake, fabricated information in this direction start to be given in the newspaper pages? Such news, which is officially recognized and recognized, has existed since the beginning of printed publications. Experts note that this phrase appeared for the first time in Germany more than three hundred years ago, more precisely in the 17th century. There was a saying in newspapers about unverified information: "the newspaper is there". "Editors who wanted to increase the number of newspapers and the frequency of their news and considered themselves to be orderly, put a sign consisting of two letters "NT" - after suspicious, unverified, but attention-grabbing news. It meant "non testatum" – "untested". Under this sign, information similar to the following was distributed: "A child with two heads and six fingers was born in the territory of Taxis county" [3].

Initially, fake news was distributed in order to win people's hearts, fabrications that were "unheard of by the eyes and ears", and distract the public's attention. On the other hand, typical of traditional publications, the "newspaper on the ground" often has a humorous character, and mainly gives the impression of an attempt to express the author's imagination and thoughts through laughter.

There are 20 million Internet users in Uzbekistan, and 1.6 million active users of social networks in one day. These numbers show that the Internet has already become a platform where the public's attention can be focused, and whether the content is credible or not is becoming more important. When we analyzed the national virtual space, we saw that social networks have more messages with links than the first sources of information. The most interesting thing is that official sites refer to information from various social groups without checking. For example, a number of groups in the Facebook social network have become a source of information for our official sites. Therefore, information verification is the main task of mass media and journalists.

Thus, it is wrong, in our opinion, to indicate social network users as a source of information to official sites registered as mass media. Because social network users have a very subjective approach to reality. That is, they sometimes post "fake" information on the network based on thoughts, opinions, considerations, or completely invented reality based on different characters, moods, situations, conditions. The negative consequences of this can be seen on the example of the experience of our registered national sites in recent years. In particular, on March 13, an article entitled "EB may lose its "mandatory" status" was published on the official channel of the "Telegram" social network and the website khabar.uz. The press service of the General Prosecutor's Office of the Republic of Uzbekistan, which gave an official response to it, should note that the information stated in the article published on the above-mentioned website is completely contrary to the truth. "The Enforcement Bureau is carrying out its work in accordance with the procedure established by the President's Decree No. PF-5059, signed on

May 29, 2017, and in the future, it is not planned to change or replace the Bureau's activities, its name, and its directly subordinate superior organization" [4] is written on the official website of the press service.

In February 2017, Science magazine, one of the most prestigious scientific publications in the world, turned "fake news" into an issue topic. Scientists collected 126,000 fake and real news stories that were shared on the Twitter social network over a decade. In their analysis, it was found that lies spread much faster than the truth [5]. Some authors give detailed comments on the distorted form of information such as "fake news": laughter (joke), incorrect information, manipulative information, organized information, misleading content, misinterpreted information [6]. But it is necessary to distinguish between fake news and misleading and false information content. Information breaches often take the following three forms:

➢ **Disinformation** – false information: to a person, social group or false information that is intentionally created to harm a person.

➢ **Misinformation** – incorrect information: information is false, but rar was not created to deliver.

➢ **Malinformation** - accurate information, but it is used to harm a person, social group or country.

Disinformation is a type of information that creates a false picture of reality in the audience. Total or partial distortion of facts, concealment of information, incorrect emphasis on the message in communication, etc. are disinformation tools.

As a result of the invention of the Internet, every user who has access to the network has the opportunity to produce information, distribute it and receive information. This opens the door to great opportunities for a person with an active citizenship position. Entrepreneurial bloggers begin to act as journalists, they reflect the changes in reality quickly. On the one hand, this demonstrates the victory of democratic values, on the other hand, it does not recognize the principles of working with the facts of the mass media, and as a result, fakes begin to appear.

Recently, non-professionals have had great opportunities to create "innovation". An example of this is the news about the flood in Crimea in 2012. In relation to this incident, the official authorities preferred "silence", as a result, "fake news" began to spread on various blogs. The material that caused the greatest resonance was Yulia Antopropova's information about the opening of the Neberzhaev Reservoir, published in "Live Journal", "Facebook", and "V Kontakte": "If it is not opened, it will block the water of Novorossiysk, if it is opened, Crimea will be washed away". We had to spend a lot of energy trying to stop people from panicking because of the repetition of unconfirmed information. As can be seen from the above example, even non-professionals in journalism today can spread fast information (not based on the truth) as the latest news of the day. This is mainly done for commercial or entertainment purposes.

It should be noted that the generation of fake news has spread beyond the boundaries of social media and has been popularized by traditional media, primarily television. This is largely due to countless international conflicts and information wars.

Therefore, by the present time, the criteria of a new, creative approach to value and appreciation are being decided, which require the harmony of national and universal values in the field of social-political, historical-philosophical knowledge. Especially researching the place and role of our spiritual and moral values in the formation of the worldview of young people is considered one of the most important tasks of today, not only from a theoretical and methodological point of view, but also from a practical point of view.

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The Role of Reading Art Books to Young Children

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Abstract: One of the most significant and effective teaching resources is children's literature. Children's books are being published in prodigious amounts right now. Children's books are offered for sale in shops, kiosks, and on open shelves. In this article, the function and significance of reading aloud to kindergarten students are discussed.

Keywords: reading circle, age characteristics of children, exemplary books, reading technique, learning activities, educational process.

Introduction

There may not be a child alive who does not enjoy listening to reading aloud, and the majority of parents enjoy reading to their children, but few people believe that family reading can benefit a baby's early development. Reading improves memory, hearing, and the bond between a parent and child. It can also encourage a child to read on their own or spark creativity. The child's imagination is continually active; frequently, reading books prompts the youngster to create the sequel to a favorite narrative. You will pay close attention as the youngster shares his ideas for how the remaining events in the novel could play out. According to the eminent American psychologist J. Campbell, reading is first and foremost a time of "close attention" that every kid desperately needs for contact with parents. A youngster values the moment when their parents put everything else on hold, place the infant on their knees, and read their favorite book together. You may lean close to your mother, hear her voice, connect emotionally with your favorite characters, and laugh along with them as they go on adventures.

Many books designed for preschoolers help them develop the proper attitude toward nature and the capacity to treat living things with care. They also help kids develop a positive attitude toward work and awareness of how adult jobs are organized. All of this enhances the educational potential for imparting practical skills to kids. Gaining proficiency in a skill enhances the degree of development of work activity, enables the child to define and attain objectives, and provides a more thorough and effective use of work activity as a tool for moral teaching.

When literature or a book speaks to a kid's worldview, wants, or spiritual impulses, when it gives the solution to a question that is still maturing in the mind, or when emotions are expected, that child will develop into a reader. The writings I read (or heard being read) and perceived by children themselves make up the circle of children's literature.

From the perspective of a teacher who has 20 years of experience working in a kindergarten, I examined the novelty of printed materials for preschoolers.

According to tradition, they fall into the following categories:

Educational books. When a piece of art is used as a teaching tool for kids, this happens. Tasks are presented to the kid during the reading process.

For instance, there is a clock on each page in the fairy tale "Little Red Riding Hood." The young youngster counts how long it took to open the grandmother's hut door, for example, or how long the fairy tale hero wandered through the forest.

The ability to tell time is unquestionably useful.

But in order for youngsters to get familiar with his artistic creation, Sh. Perro produced the fairy tale "Little Red Riding Hood."

Books – "Skillful Hands". The author here makes an effort to incorporate reading with useful work.

For instance, complete any sketching, coloring, or sticking while reading. They offer to complete the body's missing pieces, sketch a portion of the ballgown face, and other things in the fairy tale "Thumbelina" (instead of it, a white spot).

On the basis of incomplete photographs, the text is familiarized.

The impression of fiction is mixed with constructive effort. These are entirely distinct and incompatible actions in this instance.

In real life, organizing constructive action comes after reading a piece of art.

Respect for the book may be destroyed as a result of such a successful intervention in the work.

Book toy. This book includes a game "additive," which the publisher undoubtedly thinks would enhance the book's appeal. Look at the book. Although the animals are distinct (hare, wolf, fox, bear), all creatures have the same eyes.

Why is there a fairy tale "Pinocchio" tune on every page? "Printed in China" was noted.

Despite the fact that game additions vary, they always urge kids to push, spin, and twist objects.

Of course, young kids find this exciting and want to test out the things the book "can" do.

However, interest in these deceptions and the work as a whole rapidly dwindles. Content of books is no longer significant.

Any children's book must include images. But the image shouldn't serve as a tool for alteration; it should just be an image. Additionally, this book ceases to be a book and won't turn into a toy for kids if the graphics urge the reader to take action and divert their focus from the content.

How do you pick a good book for preschoolers?

Text alone does not make up a book. The book is a sophisticated work of printmaking.

Such a book beckons you to touch, examine, and adore it.

What can we say about kids if such a book is meaningful to us adults?

They merely need to step foot in the realm of book culture. Additionally, students want to consider the book they are holding as a good friend who they like spending time with.

The book, written for young children, teaches them to look as well as listen.

And the youngster either develops culture when reading a book or does not. and occasionally gets more expertise in handling profanity.

a child's first book. Just who is she?

Obviously, children's books. In a vast list of fairy tales for the little ones, "Ryaba Hen," "Turnip," and "Gingerbread Man" consistently hold the top spots.

Children require picture books with text and graphics that are completely integrated.

When a youngster asks "where?" or "show me," we might respond, "Look at this book." We prefer books with distinct illustrations for each chapter of a fairy tale.

Drawings should be clear and substantial. The backdrop environment is either nonexistent or hardly noticeable. Artists should make every effort to account for the age-related potentials of a child's perception.

The introduction of fairy tales into a preschooler's life occurs around the age of 4-5. It's crucial to consider both the text's quality and the book's design while selecting a book. Many children's books are written in language that is far too sophisticated for young readers; they are filled with terms and phrases that are difficult for them to understand. It renders reading tedious. Children should be able to understand and like the way the text is presented. To ensure that a youngster fully understands each fairy tale, it must be read again. She then gains affection and becomes "her own." The youngster repeatedly lives and goes through situations that are already familiar to them and never stops worrying about what will become of the main characters, being terrified of bad guys, and celebrating a nice conclusion.

We read children's books with educational themes.

The "age of why" is often considered to begin between ages 4-5. At this age, kids are fascinated by everything. Children's inquiries will be simply and clearly answered by educational books. We choose them with consideration for the material's accessibility and clarity of presentation. Cognitive literature with images will make all of this easier to show and comprehend.

Large, realistic, recognisable, and conditional images should all be used. Images that portray a character or event holistically should be used instead of photos or realistic depictions.

It is crucial that the photographs be positioned correctly. Children, in a sense, interpret the text's meaning from the visuals; the image serves as a visual aid for their perception and comprehension of a person or thing.

Vladimir Vasilyevich Lebedev, a notable master of children's literature, advocated that artists "attempt to truly approach the interests of the kid, recall himself in infancy," and that "no artwork, even the greatest one, will be adored by a child if it does not answer his inquiry."

Should be remembered

A good children's book is one that adults will read with interest.

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Sports and Health Cluster and Biological Properties in Healthy Nutrition of Athletes

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Abstract: the article defines the scheme of work of a physical culture and health complex. Development of sports and recreational physical activity in Uzbekistan. The organization of regular walking and jogging classes, goals, objectives and advantages are described in detail, since the activities of sports and fitness clusters in Uzbekistan are highly effective, but it is also a matter of improving the physical condition of young generations and students. Younger generation.

Keywords: healthy nutrition, biology, athlete, sugar level, health-improving cluster, cluster, dietetics, physical education.

Today, one of the main goals of our state is to educate young people, who form the basis of the future, as a harmoniously developed generation of legal, spiritual, cultural, political, economic, social and morally independent thinkers. Young people strive to be fair, spiritually mature, physically healthy, respectful of traditions, possessors of new spiritual thinking in all areas of the historical processes taking place in our society. [one]

How can you improve your self-control and fitness? Another great way to develop the power of mutual will is to play sports as a whole, whether it's a walk in the fresh air or a full-time career in the gym. The brain doesn't care what kind of activity you prefer: gardening, yoga, dancing, dancing, dancing, dancing, swimming or weightlifting, in which case anything but a normal lifestyle will increase your willpower reserve.

The second independent dimension is healthy eating:

"It's good to eat foods that can give you energy. Many psychologists and nutritionists advise you to choose foods that help keep your blood sugar at a certain level. in the long run, but you will improve brain function."

Physical exercise and a healthy diet not only strengthen the will, but also have a positive effect on the well-being of a man as a whole. In particular, the hormone amorphene is released in our body during physical exertion:

"Endorphins reduce feelings of discomfort, pain, and promote a sense of euphoria during exercise."

The principle of health: Self-management, how to teach Lynch? Earlier in the book mentioned above, "Rediscover this man's greatest power." At the same time, "now - later" is devoid of internal pain, especially when it comes to acting. Get rid of bad habits (for example, while watching a movie it becomes sweet).

When I say whose will I'm reading, I almost always reply, "Oh, I missed and missed." Today, more people than ever have the ability to control attention, emotions, and desires, which affects

physical health, financial status, relationships, and professional success. We all know each other. We know that we need to be in complete control of our lives: what we eat, we buy.

However, many fail in this way: they instantly adjust to themselves, and on the other hand, adjust to their emotions and lose control. According to the American Psychological Association, the lack of willpower in society is a major cause of difficulty achieving goals. Many people feel guilty for bringing themselves and those around them. Many have their own thoughts, feelings, addictions, their behavior is highlighted by impulses faster than a conscious choice. The biggest burden on the part of self-government is to keep the defense under control and, of course, make life difficult for themselves.

My Mission in Health and Educational Psychology The leading classes in the treatment program learn to manage people with stress and make the right decisions. How people struggle to change their thoughts, feelings, bodies, and habits, and how that suffering is linked to success and unnecessary stress. While science can help them, people don't give in to bad facts, which I find time and time again has been almost ineffective - they squandered the approach and led to a loss of control.

The course summarizes the results of the latest research by psychologists, economists, neuroscientists and doctors, teaches how to get rid of old habits and develop dignity, learn to focus, learn to focus. He will learn why we refuse temptation and how to resist. This shows how important it is to understand the limits of self-control and suggest the best strategies for increasing willpower.

The goals of the people who attended the classes were disparate: some wanted to quit smoking or slow down, while others needed to get out of debt or become a good parent. But the result surprised me too. Four weeks later, after the survey, 97 percent of students began to understand their behavior better, and 84 percent said their willpower increased due to the strategies they offered. The Science of the Power of Faith gave them the power to develop self-control and make sure that it is very important to them. Scientific discoveries are equally useful for a person who could not get alcohol and apart from e-mail. Self-control strategies have helped people avoid temptations: chocolate, video games, shopping, and even embarrassing colleagues. Students attend classes to achieve such personal goals, find a job, lose a job, and deal with the stress before Terrible Friday or Terrible Friday (leading to activities with children). gave strength to ensure the development of the ability to hold the zini and that it is very important for them. Scientific discoveries are equally useful for a person who could not get alcohol and apart from e-mail. Self-control strategies have helped people avoid temptations: chocolate, video games, shopping, and even embarrassing colleagues. Students attend classes to achieve such personal goals, find a job, lose a job, and deal with the stress before Terrible Friday or Terrible Friday (leading to activities with children). gave strength to ensure the development of the ability to hold the zini and that it is very important for them. Scientific discoveries are equally useful for a person who could not get alcohol and apart from e-mail. Self-control strategies have helped people avoid temptations: chocolate, video games, shopping, and even embarrassing colleagues. Students attend classes to achieve such personal goals, find a job, lose a job, and deal with the stress before Terrible Friday or Terrible Friday (leading to activities with children). Scientific discoveries are equally useful for a person who could not get alcohol and apart from e-mail. Self-control strategies have helped people avoid temptations: chocolate, video games, shopping, and even embarrassing colleagues. Students attended classes to achieve such personal goals, find a job, lose a job, and deal with the stress of Terrible Friday or Terrible Friday (leading to activities with children). Scientific discoveries are equally useful for a person who could not get alcohol and apart from e-mail. Self-control strategies have helped people avoid temptations: chocolate, video games, shopping, and even embarrassing colleagues. Students attend classes to achieve such personal goals, find a job, lose a job, and deal with the stress before Terrible Friday or Terrible Friday (leading to activities with children).

Of course, like any honest teacher, I learned a lot from my students. They forgot to remind me of willpower when I was doing so much handwork, when I was doing scientific discoveries for so long. They quickly told me which strategies work in the real world and which don't (a lab experiment can't do that). They approached me creatively with weekly challenges and shared with me new ways to bring abstract theories back to a useful transition into everyday life. This book brings together the best science and practical exercises of the course, based on the latest research and the experience of hundreds of fans.

To be successful, you need to be aware of your weaknesses.

Most of the many books on life change: new diets or ways to find financial freedom show how to set goals and how to achieve them. But if we wanted to fix this, every New Year's resolution would have to be kept and my class would be empty. The book rarely says why you are not doing what you need.

The best way to deal with yourself is to understand how and why you are losing it. Knowing this will motivate you to give up, not set you up for failure, as many fear. This will support you and reverse the traps where your willpower will tend to change you. Research shows that people who think they are strong actually lose their temper in the face of temptation. For example, when assessing the ability to quit smoking, especially the ability to smoke, they are more likely to drop the minimum weight to gain weight after four months. Why? It is impossible to predict where and why they will be seduced. They have great temptations, such as hanging up a cigarette or placing a bowl of cookies. Frames genuinely surprise them, and they refuse small difficulties.

Self-awareness is the foundation of self-control, especially when your own power is not working. Therefore, the course "The Science of Power" and this book are devoted to common failures without significant signs. Each chapter uncovers a common misconception about self-management and offers a new approach to voluntary testing. We open every control over each of us. Does temptation or procrastination lead to failure? What is this fatal error and why do we make it? Most importantly, we will find a way to escape the bad stone and incorporate the knowledge of failure into our strategy for success.

I hope that after reading the book, you will understand your shortcomings, but also human behavior. The science of the power of alliance shows that each of us, in one way or another, struggles with temptations, addictions, absent-mindedness and sluggishness. Not all of these shortcomings are subject to personal contradictions in us - they are universal phenomena, the essence of some part of our humanity. If my book helps only that "you are alone in your struggle," I will be happy. But I am committed to developing this book further, and the strategies in this book have given you the opportunity to truly change your life for the long haul.

How to use this book. Be an inquisitive explorer. The first thing I was taught and taught as a researcher is that theories are good, but facts are better. Therefore, I ask you to take the book as an experiment. The scientific approach to self-management is not limited to the laboratory. You can make it the subject of your natural experiment. Reading the book, do not take my words for granted. I will argue your arguments, but I ask you to test them in practice. Do your research, find out the truth that will help you.

In each chapter, you will find two types of tasks that will help you become a will opener. The first is called "under the microscope". These are questions about what is happening in your life right now. You must see this before you change anything. For example, I would like to ask you to emphasize how hunger affects your spending when you are prone to temptation. I ask you to pay attention to what you say when your will is being tested, including when you leave work later, and how you measure your progress and overcome your desires. I even ask for field research, for example I noticed that salespeople use the inside of the store to weaken your self-management. In each such case, take the objective state of a curious observer, as a scientist looks through a microscope in the hope of discovering something exciting and useful. Do not complain

about the whole world for all the weaknesses or about the modern world with your temptation, but I care about the latter).

In each chapter, you will also find "experience". These are practical self-management strategies based on scientific research or theory. They help strengthen the power of life's trials. I strongly recommend all methods to you, even if they contradict some opinion (this happens). They have been tested by students in my courses, but although each strategy suits no one, they all deserve the highest praise. What about those that seem good in theory but fail? You won't find them here.

This experience is a great way to stop resisting and find new solutions to old problems. I advise you to test different strategies and understand the experience that will help you the best. These are experiments, not exams, you don't fill them out - even if you decide to follow the scientists' advice (you'll need both skeptics, after all). Share these methods with friends, family, colleagues, see what suits them. It's always informative and you can use observations to improve your skills.

The test of your strength is something else. To get the most out of the book, I recommend that you choose one of the quizzes of your choice, in which all ideas will be tested. Everyone has weaknesses. Some of them are universal, for example, in the USA they are biodegradable for dessert and fat, and we all have to keep up to individually prepare local pastries. But many voluntary tests are unique. One person can attract another. Something that surprises seems boring. And someone will gladly pay for the opportunity to do what you still do not collect. However, the difficulty lies in the fact that they affect all of us equally. You can also smoke like a smoker or like a wallet in a store. does not expect to spoil. You have freed yourself from sports, as if you are justifying yourself for inattention, and the second one does not sit after books.

Maybe because of willpower your test can always slip away, or "I want you to get rid of me" or we call it a habit you want to test. No I do not want to"). You can also choose an important life goal that you want to give more energy and attention to ("I want") (for example, I) Health, shift the burden of being a better parent, a career to be a better parent to achieve success. Carrying, temptation, didulding, and slow universal tests are such universal tests that they are suitable for every purpose in this book. By the time you graduate, you will love yourself with your set of vulnerability strategies.

Do not rush; This book is available as part of a 10-week training course. It is divided into 10 chapters, each describing one main idea, its scientific basis, and how it can be applied to your goals. Thoughts and strategies are intertwined, and each chapter's objectives prepare you to complete it.

While you can read the entire book on weekends, I would advise you to take your time when it comes to strategies. Students look at my career because every idea is relevant to their lives. Every week they try a new way to manage themselves and eventually get help. I recommend that you use the same approach, especially if you want to use the book for a specific purpose, such as weight recovery or cost management. Give yourself time to try and think about all the exercises. Choose one strategy from each chapter - the one that best suits your problem and don't try 10 new enemy methods.

If you want to change something in your life or reach a goal, you can use the 10-week structure of the book at any time. Some of my students took the course once and took a different test each time. But if you decide to read the whole book first, enjoy it and don't try to constantly think and do exercises. Remember what you found most exciting and come back when you're ready to bring ideas to life.

Best: Your first task: choose one test for the science journey. And we are waiting for you in the first chapter: we return to the past to understand how the will arises and how to benefit from it.

To be successful, you need to be aware of your weaknesses. Most of the many books on life change: new diets or ways to find financial freedom show how to set goals and how to achieve

them. But if we wanted to fix this, every New Year's resolution would have to be kept and my class would be empty. The book rarely says why you are not doing what you need.

The best way to deal with yourself is to understand how and why you are losing it. Knowing this will motivate you to give up, not set you up for failure, as many fear. This will support you and reverse the traps where your willpower will tend to change you. Research shows that people who think they are strong actually lose their temper in the face of temptation. For example, when assessing the ability to quit smoking, especially the ability to smoke, they are more likely to drop the minimum weight to gain weight after four months. Why? It is impossible to predict where and why they will be seduced. They have great temptations, such as hanging up a cigarette or placing a bowl of cookies. Frames genuinely surprise them, and they refuse small difficulties.

Self-awareness is the foundation of self-control, especially when your own power is not working. Therefore, the course "The Science of Power" and this book are devoted to common failures without significant signs. Each chapter uncovers a common misconception about self-management and offers a new approach to voluntary testing. We open every control over each of us. Does temptation or procrastination lead to failure? What is this fatal error and why do we make it? Most importantly, we will find a way to escape the bad stone and incorporate the knowledge of failure into our strategy for success.

I hope that after reading the book, you will understand your shortcomings, but also human behavior. The science of the power of alliance shows that each of us, in one way or another, struggles with temptations, addictions, absent-mindedness and sluggishness. Not all of these shortcomings are subject to personal contradictions in us - they are universal phenomena, the essence of some part of our humanity. If my book helps only that "you are alone in your struggle," I will be happy. But I am committed to developing this book further, and the strategies in this book have given you the opportunity to truly change your life for the long haul.

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Lullaby Rite and Traditions of "Beshik Tuyi" of Surkhan Oasis

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Abstract: In the system of the genre of the traditional ritual folklore of the peoples of Central Asia, associated with the birth of a child, an important place is occupied by the first swaddling and lullaby festive ritual folklore. Beshik tuyi is considered one of the oldest components of the ritual folklore of the Turkic peoples. Consequently, verbal components, texts of a magical nature, which are the basis of ritual customs, are due to magical action associated with ancient historical ideas. The ancient tradition of folklore, associated in Uzbek folklore with the wedding of "beshik tuyi", has been preserved in the Surkhandarya region and at present, although in the form of post-folklore, continues to live. During our scientific expedition, it turned out that such elements of ancient customs as "uyquchi" ("sleep"), "qurquv-quurquv" ("fear"), "sog bulsin" ("let it be healthy") have survived to this day.

Keywords: lullaby rite, post-folklore, historical representations, rite, Uzbek folklore, customs, motif, magical actions.

It is known that in the system of the genre of the traditional ritual folklore of the peoples of Central Asia, associated with the birth of a child, an important place is occupied by the first swaddling and lullaby festive ritual folklore. Beshik tui (hereinafter referred to as the lullaby rite or wedding) is considered one of the oldest components of the ritual folklore of the Turkic peoples. In Uzbek folklore, the history of origin, the order of performance and artistic features of folklore works performed during the ceremony were studied in many scientific studies of the country's scientists. This article deals with the result of the most complex ethnogenetic processes that occurred on the territory of Central Asia, various forms arose in the system of ritual folklore of the population living in this territory. In inseparable connection with these processes, polyphonic artistic and folklore forms and territorial distinctions also emerged in the verbal and ritual performances of the Uzbek ritual poetic system associated with the lullaby rite. In the ritual folklore system of the lullaby rite "beshik tui", which occupies a special place in the structure of the genres of ritual folklore of the Uzbeks of Surkhandarya region, there are peculiar features that distinguish them from the folklore and ritual system of the population living in other regions of the country. According to the Uzbek national tradition, beshik (cradle) is made from the trunks and branches of mulberry, djida, uryuchina, which are fruit trees. The fact that beshik is made from fruit trees has a symbolic meaning. In the view of ancient ancestors, fruit trees were symbols of productivity, abundance. They believed that the fertility and productivity of trees through a derivative, such as beshik, would be transmitted to the child.

In various districts of the region, the rite of the first swaddling of a child has common and distinctive features. According to tradition, infertile women are not invited to this ceremony, as well as women who gave birth, but their children were not viable. Divorced and remarried women did not interfere in the swaddling ritual. The participants of the ceremony were relatives and friends, as well as neighbors. The ritual ceremony was usually led by large, older women who took place in the life, i.e. grandmothers. As it happens in other regions and in Surkhandarya region, when buying a beshik (cradle), they do not bargain about its price. Talking about beshik's

price is considered a bad sign. And therefore, the beshik seller sets a commensurate price, and the buyer pays the purchase price without bargaining. According to belief, if the purchase price is reduced due to bargaining, then the child's life will be shortened in accordance with this. According to local tradition, beshik, along with its attributes, is brought by the bride's parents.

The beshik accessories include: sumac (wooden object); clay pot; gavropush; arzondona (a small litter stuffed with juniper leaves, symbolizing longevity, which is believed to be transmitted to the child); a long kurpacha filled from the inside with millet, as a symbol of having many children, a quality that should be passed on to the child; kulbog (hand strap); oekbog (leg strap); a knife and a small cake. According to the tradition established in Surkhandarya region, after the umbilical cord heals, i.e. when the child turns 3, 5, 7, 9 days, a captivity ceremony is performed (due to the climatic conditions of the region, the umbilical cord disappears faster in summer, and takes a longer period in winter). Traditionalism in the use of these numbers in folklore lullaby rite "beshik Tui" is associated with ancient folk mythological ideas about magic numbers. Among the population of the Surkhandarya oasis, the days of the week Monday, Thursday and Friday are considered favorable. Therefore, in accordance with tradition, the lullaby ceremony is held on these days of the week. During the beshik tui lullaby ceremony, a treat was prepared for the participants of the ceremony. During the baby swaddling ceremony, a bonfire was made in the yard, and kayvoni (a female person chosen by local residents for various events in the mahalla) or kushnoch (a folk healer who healed human ailments using various rituals), lifting beshik, walked around the fire three times. This ritual was dedicated to the "purification of beshik" or "expulsion of unclean spirits". When carrying the beshik into the house, the room where the beshik should stand was fumigated with harmala. One of the old ladies participating in the rite pronounced the following incantatory words:

Хӯш, дарвеш,

Сузанада теш.

Испанд, чилбанд, бӯзбанд,

тумор бӯлсин!

(Ну, дервиш(блаженный),

Проделай отверстие на сюзане.

Крепко связанный на сорока местах сюзане,

Пусть гармала станет талисманом!

(Well, dervish (blessed),

Make a hole on Susan.

Tightly bound in forty places suzane,

Let harmala become a talisman! and she hung a bunch of harmala on the wall so that this talisman would protect the child from all eyes.

In the village of Khayrabad, Denau district, a cotton splinter was lit in seven places of beshik to purify beshik, and the ashes were shaken into a pot. During the purification, beshika put cotton wool in seven places and lit it. After that, she threw the burnt pieces of cotton wool into the water, saying the word "alas-alas". This ritual correlates with the most ancient ideas that fire has a cleansing power. When moving to a new place of residence, they passed between the lights, and during the wedding, the bride and groom performed the rite of "worship to the fire". Due to the fact that fire has been considered sacred since ancient times, a lot of rituals and magical actions related to fire are associated with it. According to the information that was recorded from X. Mamatkulova, when for the first time a child begins to be swaddled in beshik, a kind of rite was performed. This rite was performed by a large, well-established woman. When swaddling, a woman with the words "Bismillohir rahmonir Rahim" took the baby in her arms and brought his head not to the headboard, but to the foot of the beshik and laid him down. Then she asked, "Is it

right for me to put him down, is it right?" The participants of the ceremony jokingly answer in chorus, "No, no, damn you old lady, you put the baby wrong!". After that, the old woman laid the child across the beshik, and again asked the advice of the women around her, they again answered her in the negative. The third time she put the baby right. The participants of the ceremony with the words "Right, right" confirmed her actions.

The old lady, when she puts the child on the beshik for the first time, performs the following roem (song):

Шугина жоним, шу жоним,

Боишимдаги гултожим.

Бўйнимдаги маржоним,

Шу дунёни кўрсин деб,

Шу бешикка кирсин деб,

Худо берди севсин деб,

Олтин бешик ҳам берди,

Шу бешикка кирсин деб.

Подстрочный перевод:

Это моя душа,моя душа,

На голове ты моя корона,

На шее бусы,

Чтобы ты с этим миром познакомился,

Чтобы в этот бешик ты улегся,

чтобы ты любил его,

Бог дал тебе золотой бешик,

Чтобы ты вошел в этот бешик.

Subscript translation:

This is my soul, my soul,

On your head you are my crown,

Beads on the neck,

So that you can get acquainted with this world,

So that you can lie down in this beshik,

so that you love him,

God gave you a golden beshik,

So that you can enter this beshik

The comparisons used in this song serve for the transparency of the artistry of the text. In particular, a mother comparing her child with a crown on her head, with a bead on her neck, and also using the epithet "golden" in relation to beshik ("golden beshik") puts all her love into the song, since beshik is considered the birthplace of the child.

In the material recorded on July 22 , 2007 from a 61 - year - old resident of the village of Tangimush of the Kumkurgan district , Hayitgul Ibragimova kayvoni performs song during the captivity:

Бешик боласи, бек боласи,

Беклар жотган бешигини келтиринг-а,

Бешик боласи, бек бачаси,

Беклар жотган бешигида жотсин-а,

Эгажони келди-я,

Кучуклари қочсин-а,

Утовига эгажони келди-я,

Ўнгми, чапми?

Подстрочный перевод

Колыбельное дитяко - ребенок бека(правителя)

Принесите колыбель в котором спали беки.

Колыбельное дитятко - ребёнок бека(правителя)

Пусть ложиться в колыбель бека (правителя).

Пришел хозяин колыбели,

Уходите собаки,

Пришел хозяин в свой дом,

Направо или налево?

Subscript translation

Lullaby child - the child of bek (ruler)

Bring the cradle in which the beks slept.

Lullaby child - the child of bek (ruler)

Let him lie down in the cradle of the bek (ruler).

The owner of the cradle has come,

Go away dogs,

Did the owner come to his house

To the right or to the left?

After that, the rituals of "uyquchi" ("sleep"), "qurquv-kurkuv" ("fear"), "sog' bulsin" ("let him be healthy") were performed. After the child is swaddled in beshik, the sleep of the participants of the ceremony is taken away from him. The woman who swaddled the child curling a black-and-white thread approaches each participant of the ceremony and addresses her with the words "uykungizni bering" (give your dream"), "uyqungizni bolaga berdingizmi?"("have you given up your dream"). After she answers "uyqumni berdim" ("I gave my dream"), the presenter, as if receiving a dream, ties one knot. Thus, she bypasses all the participants collecting a dream for the child. Having collected the whole dream, she ties a thread with knots in a beshik. Tajiks living on the territory of Surkhandarya region collect a black-and-white rope crushed into a snake's eye powder, as well as exfoliated skin, and make a talisman out of it and hang it on a beshik. The black and white rope personified the image of a snake, and the eyes were protected from the evil eye. The population living in Surkhandarya region had the idea that the snake protects from death. Therefore, Turkmens and Tajiks sewed black and white ribbons into children's clothes. The ritual connection of beshik and snake was investigated in their research by E. V. Antonova, L.A. Chivir.

In various territories of the country, various magical rituals were performed during the ceremony associated with "beshik tuyi". First of all, these are rituals, the consequence of which the child should not have woken up from fright, but should have slept quietly and calmly. For example, in order for the child to be balanced, and his sleep was full-blooded, beshik was covered with a kurpa. In Surkhandarya region, the ritual "kurkuv-kurkuv" ("fear") was held for this purpose.

During this ceremony, the old woman performing the ritual struck the beshik three times with a reed stick intended for knocking down cotton wool. One of the elements of the ritual was considered to be the breaking of a nut on the levers of a beshik. In addition, a ritual ritual was performed when a skimmer heated in a fire was lowered into the water, which made a strong hissing sound. The child had to get used to this frightening sound. During these actions, women of the older generation performed ritual song.

Отанг онангни урушса - қўрқма,

Эшикда пишаклармиёвласа – қўрқма.

Кўчада кучуклар вовилласа – қўрқма,

Ҳанги эшак ҳангилласа – қўрқма!

Подстрочный перевод

Если папа ругает маму - не бойся,

Если кошки мяукают - не бойся,

Если во дворе собаки гавкают - не бойся,

Если осел ревет - не бойся!

Subscript translation

If Dad scolds mom, don't be afraid,

If cats meow, don't be afraid,

If dogs bark in the yard, don't be afraid,

If the donkey roars, don't be afraid!

One of the components of the ritual folklore associated with the birth of a child and his stay in beshik is a ritual ritual called "sog bulsin" (let him be healthy"). This ritual was carried out at the end of the lullaby rite by grandmothers – beshik was covered with a sheep skin. According to the testimony of informants, in order for the child to be meek as a sheep, beshik was covered with a sheep skin. The fact that this ritual was performed by the inhabitants of the Zaravshan Valley and the Tajiks of the Hissar Valley was described by the scientist ethnographer A. Mardanova.

Due to the fact that the ancient ancestors revered the sheep as a useful part of its shoulder blades, the skull was hung in a prominent place. Because these things were able to repel impure forces. In the mythology of the peoples of Central Asia, the sheep is considered an animal that brings prosperity and success.

Therefore, keeping amulets made in the form of these animals in the house was considered sacred. A statuette of a sheep with a ribbon around its neck, found during the excavations of ancient Yerkurgan, also testifies to this.

After the baby is swaddled, the grandmothers bring the baby's mother from the right side of the beshik and give her the opportunity to feed the baby. Before the mother starts feeding the baby, kayvoni gives her a bite of bread. It is known that taking a bite of bread from the ancestors had a symbolic meaning - this product was sacred among the people, it always accompanied him, was considered a source of life support. In this sense, in order for the child to grow up healthy and strong, like those children who play outside, the bread that the child's mother bit off is distributed to children. After that, a lullaby "alla" was sung to put the child to sleep. The lullaby was performed by the child's mother or old ladies.

The Concept, Nature and Manifestations of Terrorism

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Abstract: In this article, the concept, nature and manifestations of terrorism are opened with scientific foundations, and the experiences of foreign developed countries are also taken into account.

Keywords: *Terrorism, activity, terror, nature, fear, development, violence.*

The phenomenon of terrorism, which is considered complex and multifaceted, manifests various interests of the society, and is defined in a contradictory and inconsistent way in politics and law. This, in turn, makes it somewhat difficult to effectively fight against it with the help of existing tools and methods at the international and individual state level.

If we pay attention to the genesis of the word terrorism, this expression is derived from the Latin word "terror" and means "fearful", "horror". Giving a general definition to this concept, we can also understand it in the sense of a policy of intimidation, or the elimination of issues of political importance by means of violence. Today, this term is firmly established in the international political vocabulary. Along with the social development, the concepts of "terror" and "terrorism" are enriched with new content. Terrorism is defined as "the use of force, various types of weapons, and violence that causes many casualties."

However, a single approach has not yet been developed when analyzing a tragic event within the country or outside the country's borders. The analysis of the received data shows that at the moment there are about a hundred signs of the terrorist phenomenon, and the presence of different situations in their definition causes various disagreements in its interpretation. After all, there is currently no unanimous answer on what activities can be classified as terrorist activities.

Although the essence of this phenomenon is obvious to everyone, a legal definition generally accepted by the world community has not been created. According to the American scientist S. Mallison, terrorism is the threat of violence and its systematic use to achieve public and political goals. Russian researcher V. Petryshev defines terrorism as intimidation, forcing the government of a country, its power system, citizens or the entire population to commit actions favorable to terrorists. R. Amirokova describes terrorism as "actions that advance specific demands with the threat of violence or the use of violence, in which violence is directed at citizens and their various objects, and the goals can be of a political or other nature."

At the same time, L. Modjoryan defines terrorism as the actions of individuals, organizations or state organizations to destroy the state and political figures and destabilize the social and political situation to achieve certain political goals. Also, the influence of ideological and political factors is clearly visible in the definitions given to the concept of terrorism during the time of the former Soviets. For example, in the "Brief Political Dictionary" of 1971, it was explained as "terror is a policy of intimidation, use of force, and punishment against a political opponent up to the point of physical destruction," and in the "Explanatory Dictionary of the Uzbek Language" of 1981, similarly, that is, "terror is a political use of force against the enemy, killing, extermination", is

defined as "terrorism - policy and tactics carried out by terror, terrorism".

In fact, such an approach "came from the fact that they tried to define the concept of terrorism simply in the 60-80s of the 20th century on the basis of important social realities related to terrorist crimes committed in various countries other than the USSR." aimed at condemning the policy. In the conditions of the ideological conflict that existed in the world before the collapse of the former Soviet empire, the resolution of the issue of defining terrorism was considered to be so important that even "uncertain opinions expressed in purely theoretical debates are able to influence world politics to a certain extent." In the research carried out in the scientific circles of our republic, attention was focused on studying the descriptions given to the concept of terrorism, which led to another unique interpretation of this problem.

In particular, in his monograph, D. Rakhimov, analyzing the definitions given to the concept of "terrorism" by foreign researchers, concluded that "terrorism is ideologically based and characterized by regular killing of people, diversion, sabotage, theft, and other forms of violence that threaten human life and safety. gives the description "tactics of political struggle".

Researcher U. Ubaydullaev evaluates the main feature of "terrorism" as "armed, subversive activities of conflicting parties" as follows:

- use of prohibited, culpable social danger (action or

failure to act), or the risk of committing it;

- a conscious, premeditated action;

- action of an extremist nature (violent, inconsistent with norms, generally accepted requirements);

- violent behavior (murder, explosion, attack, seizure, will, breaking the spirit), violent assassination or threat of violence;

- violence harming peace, state, organization, security and interests of citizens;

- an action by a criminal subject with certain malicious goals, such as entanglement of international relations, destabilization of the social and political situation, influence on the decisions made by a certain person or state or their adoption;

- based on political goals: divided into racial, religious, ethnic, national;

- aimed at creating a strong commotion in society,

that is, it has the characteristics of transparency and demonstration.

Based on the above-mentioned points, the following generalized definition of terrorism can be given: "Terrorism is the use of violence or the threat of use of violence aimed at achieving certain political goals, peace, safety and life of citizens."

Another peculiar aspect of terrorism is that there are different approaches to its classification. In this, researchers study one aspect of terrorism and try to classify it based on their goals. Therefore, these classifications cannot be said to be fixed and unchanging. According to experts, the history of terrorism can be conditionally divided into the following stages based on the methods and tools used in it, goals and direction, as well as the level of formation and development:

1. Antique or pro-terrorism. The history of terrorism as a socio-political phenomenon goes back to ancient times. According to Yu.Antonyan, a researcher, ancient terrorism includes the actions of the Shiloh Sicari, which are the armed detachments of the ancient Oriya tribes, to protect their land from the Romans, the actions of the Sicari sect, which was founded and operated in Palestine in 66-73 AD, and events such as Bartholomew's Night. The Jewish tribes protected themselves not only from the Romans, but also from their neighbors with terrorist methods.

2. Classic terrorism. The second stage of the evolution of terrorism begins in 1798 with the entry of the concept of "system, regime de la terreur" (system, regime of terror) into the "Dictionary of the French Academy". During these periods, terrorism was defined by the terrorist activities

carried out by the Carbonari in Austria, the Garibaldi in Italy, and the Jacobins in France.

3. Traditional terrorism. This stage is characterized by the fact that it is formed under the influence of specific factors. First, terrorists have developed certain methods and tools, such as bombing, hostage-taking, arson, poisoning, and blackmail. Secondly, terrorism began to be ideologically based, and as a result, its types and forms (left and right, political and social, national and revolutionary, etc.) appeared. Thirdly, terrorism became socialized, that is, it began to have its social base among different classes of the population. Fourthly, terrorism has reached the international scale, having its own institutions, that is, its permanent cells, bodies and organizations.

4. Modern terrorism. There is a fourth stage of the evolution of terrorism, in which terrorism: first, has a mass character, that is, if it was directed at a specific target in the previous stages, today it is directed at harming and scaring many people; secondly, terrorists are distinguished by the fact that they use modern means of struggle and intimidation in their activities - weapons of mass destruction, the Internet and mass media, vehicles, and methods of asymmetric warfare; thirdly, modern terrorism is characterized by the fact that it can complicate international relations, undermine regional and global security by causing armed conflicts.

In general, since the practical measures implemented by the international community did not bear fruit, international terrorist activities, which are considered one of the most dangerous types of organized crime in the 21st century, began to take a new shape. This requires further strengthening of the fight against it. Today, these criminal acts have become one of the global problems that need to be solved in the world. Organized terrorist-criminals located in several countries of the world openly threaten the security of several countries at the same time and make innocent people victims of their crimes.

Undoubtedly, international terrorist activities are worrying the peoples of the whole world, they call for thinking and analyzing, developing measures to increase the punishment for such a terrible criminal act. Therefore, one of the main tasks of political science is aimed at this very goal, that is, to analyze the scientific and political descriptions of "international terrorism", the various definitions given to it, and at the same time to reveal the threats of this crime to national security.

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Plot and Composition of the Epos

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Abstract: The article describes the plot and composition of the epic - poetically perceived main and auxiliary ideas through a combination of motives, as well as some comments on their expression in a certain form. An artistic idea is being explored - the idea of the family of the epic "Bakhrom and Guland".

Keywords: epic, family, plot, composition, motif, hero.

The Romanic epic is a poetic phenomenon that combines the creative traditions of the heroic epic, on the one hand, and folk tales and legends, on the other. Therefore, the poetics of the romantic epic is mainly associated with the heroic epic and the poetics of fairy tales. And the plot and composition are the most important questions of poetics. In the theory of literary criticism, certain theoretical conclusions are made about the plot and composition of samples of written literature. However, some of these conclusions are consistent with examples of oral literature, and some do not lend themselves to explanation at all. The reason for this is the originality and collectivity of oral creativity.

In general, it is difficult to give a single description of the plot. The plot in fiction is as complex as life itself. With the development of literature and science about it, theories also change. In one of the scientific works created in recent years in Uzbek folklore, the plot is defined as follows: "It is known that the plot consists of a detailed description of the events of the work as an artistic system in order to express the actions of the heroes of the epic, their inner experiences along with the creator's intention" [1]. This idea is also somewhat controversial. Although we do not deny the fact of the meeting of psychological places, in epics the inner experiences of the characters are usually stagnant, according to the epic tradition. Secondly, the plot of the epic is not only a detailed description of the events of the work. However, as the scientist rightly notes, when it comes to the plot of epics, one should always take into account that certain epic motifs play the main role.

In folk epics, including "Bakhrom and Gulandom", events, words, space and time, as well as the characters themselves, is governed by motives and epic tradition. That is, the plot and composition of the epic are poetically perceived basic and auxiliary ideas through a combination of motives and their expression in a certain form. The placement of motifs according to the logic of the work determines the composition. "Composition," says M. Kushjonov, "is the clarity of the creative direction in the work, the clarity of the artistic conception, the placement of large and small details and images in the work, the standardity and appropriateness of their depiction [2].

In the work we are studying, the artistic idea is clear - this is the idea of the family, the people's faith in the continuity of generations. In the epic, according to the rules of the epic tradition, if the motives guide the hero, then the main character is the leading force in connecting all events and characters and bringing this goal to life [3]. Although the epic "Fringe and Gulandom" is among the works created on the basis of written sources, the oral epic tradition is the absolute leader in it. According to folklorists, many romantic epics are based on the plots of folk tales.

This conclusion is also confirmed by the epic "Bakhrom and Gulandom", where the influence of fairy tales is clearly felt in the chain of motives and the narration of events. A number of episodes such as Bahram's fight with the giants, descending underground, which is a symbol of peace, defeated the giant and freed Rukhfaza, Saifur gave him a strand from his armpit, and when this strand was burned, he would come to him wherever he was, show the connection epics with folk tales, images of hunting, travel, battles, described in some detail, connect it with the traditions of the Bulungur epic school. Meanwhile, in the epic there is a peculiar aspect concerning the magic of hair (the strand that Saifur gave to Bahram). We know that in Uzbek folk tales and epics, animals and giants come to the hero as soon as he lights a lock of hair given to him. In the epic "Bakhram and Gulandom", when the hero kindles a strand, it is not Saifur, but his brother Shammos who, together with Bahram, defeats the Bulgarian army. This small episode in the work is also an example of the creative use of the fairy-tale motifs of the bakhshi folk songs.

The epic begins with the motif of childlessness, characteristic of the folklore of the peoples of the world, in particular, fairy tales. Based on the nature of written literature, this motif itself is similar to the node of the work. However, the plot knot of the work is revealed a little later, when the hero hears the description of Gulandom and sees his picture, after which events develop. And the motive of childlessness acts as an impetus to the knot, a kind of exposure.

According to the laws of epic tradition, the main characters of heroic and romantic epics were supposed to be born in a supernatural way under the auspices of spirits. But at first glance, this tradition seems to be violated in the epic "Fringe and Gulandom". Khysrav Shah complains about childlessness, and after some time Bahram is born naturally, just like in life. In fact, the general plot of the work does not violate tradition. The connection of the protagonist with the world of spirits becomes clear later: Bahram, with the help of Shammos, destroy the Bulgarian king Behzod and his army, who invaded the country of Chin, where Gulandom lived. But people don't know this. Then the "Astrologers-scientists" of Faghfurshah stood up and said: "Among the messengers-angels in heaven there is an angel named Bahram, very huge, heroic, strong, and powerful. Who can compare with him? This was done by Bahram…" they say [4].

It is known that falling in love after seeing a portrait is one of the typological motifs of world folklore. But this is not accidental. In the history of mankind, literature on visual arts, practical arts and religious beliefs shows that images, including the image of man, were the cause of many beliefs, customs, rites and beliefs in antiquity. Historically, Bahram's love for Gulandom's portrait is also a poetic expression in a certain epic.

Conditionally neglecting historicity, if we analyze the plot of the epic only from the point of view of modernity or existing theoretical views, then it will consist only of a set of random events. The fact that there are so many coincidences in the epic and their interconnection within the framework of one plot allows us to evaluate and conclude that these coincidences are not coincidences, but poetic necessity, artistic truth. Even when viewed from a philosophical point of view, in reality chance becomes necessity, and necessity becomes chance.

The main storyline of the epic is the path of Bahram. It all starts with the birth of the hero, when he defeats the tiger for the first time. Seeing the portrait by Gulandom, covers the motives of falling in love, traveling, defeating giants, and so on, and ends with a traditional wedding.

Gulandom is undoubtedly the second leading character that develops the plot, that is, connects the motives in the work. However, she herself is not an active character like Bahram. Her description is also limited to fixed epic adjectives, such as the voice that holds the world, flower-faced, beautiful-eyed, sweet-tongued. Her exceptional beauty can be imagined by the description of how many people faint when she shows her beauty to the country once a year in the spring. One of the factors that ensure the integrity of the plot in the play is not Goulandom's creativity, but her beauty and the spread of rumors about her to the whole world. It is this beauty and rumors about it that are the reason for the foundation of the motive for the battle not only of Bahram, but also the adventures of the Bulgarian king Behzod and Navshod, who thirsted for his

blood. In addition, Goulandom is distinguished by some aspects of politeness and kindness to his father. Except that her father has the right to answer suitors when they come to him to woo her, since her mother died early, she also takes the initiative to marry her father to Saifur's sister. Perhaps this motive is the fruit of the creative activity of the poet Fazil. In any case, the girl's willingness to arrange her father's marriage is a rare occurrence in the chain of motifs of the Romantic epic.

One of the features of the plot of the epic is the apparent absence of a conditional motive, if we do not take into account the fact that Gulandom asks Saifur to give his sister to his father. If Gulandom's request is accepted as a condition, then Bahram will not need any courage to fulfill it. On the contrary, only the consent of Saifur and his sister is needed.

As you know, in fairy tales, epics, the motif of setting conditions for lovers in the princesses themselves, a statement of the fulfillment of these conditions serves as the culmination of the work and is often combined with a decision. However, there is no such traditional motif in the epic "Bahram and Gulandom". At this time, we accept the defeat of the enemies by Bahram, who invaded the lands of Khysrav with the help of giants, as the fulfillment of unset conditions. Indeed, according to the epic tradition, it is impossible for a hero to achieve his beloved without fulfilling the conditions or without performing heroic deeds.

All other characters in the play, such as Hisrav Shah, Dastur Wazir, Kuhan Kal, Saifur, Faghfur Padishah, Navshad, also have their own paths serving the main storyline, and all the characters who help the main character achieve their happiness in their own way. As we said above, the main idea of the work - the idea of the family is expressed in their fate. For example, if Saifur reaches Ruhfaza with the help of Bahram, Faghfur Shah will also marry Saifur's sister. The conflict of the epic is somewhat unique, it is based on the main idea of the family. It does not have forces that directly oppose the main character. The hero himself is looking for opposing forces, that is, he encounters them during his adventures. Bahram's battle with the giants serves to demonstrate his courage on the journey, and the purpose of his battle with the kings and the army of the city of Bolgar is to protect the land of Gulandom, eventually reach it and build a family. In general, the conflict of the work is based on the struggle of positive and negative forces, traditional for epics, and the main reason for its occurrence is the desire of Bahram to reach Gulandom.

From the above observations, the following conclusion can be drawn: the idea of the family is at the heart of the plot of the epic "Bakhrom and Gulandom", and the composition of the work is also very well developed based on the combination of motives in the embodiment of this idea.

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Recreation of Fantastic Elements in the Translation of the Fairy Tale Novel about "Dunno"

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Abstract: The article analyzes the Uzbek translation of fantastic elements in fairy tale novels dedicated to "Dunno" and his friends, as well as the embodiment of the author's fantasy in the modern era.

Keywords: N. Nosov, Pulat Mumin, author, translator, translation, fiction, fantasy.

Children's literature contributes to the formation of the personality and worldview of the child, moral and aesthetic education. For an audience under 16 years of age, children's literature is intended, in which works are created taking into account the psychological and physiological characteristics of each age group, worldview, and the interests of understanding. Children's literature according to these criteria: literature for preschool children; literature for elementary school students; literature for middle school students; divided into categories of literature for high school students or teenagers, which differ from each other[1]. The works written for them introduce education, emotions, imagination, foreign culture, and are also reflected in translated literature.

A special place in the translation of children's literature in the upbringing of the spiritual maturity of the younger generation is occupied by mature examples of world and Uzbek children's literature. After all, it is a fact proven by many examples that by translating the highest examples of world literature, national literature turns these works into the spiritual heritage of its people, enriches them with new types and genres through creative development, and rises to new levels of creative perfection. Among these translated works, as an example, one can cite the works - "Mowgli" by D. R. Kipling (M. Zokirov), "Children of Captain Grant" by Jules Verne (S. Mukhammadzhonov), "Treasure Island" by R. L. Stevenson (A. Yakubov), "Don Quixote" by M. Cervantes and "Gulliver's Travels" by J. Swift (S. Yuldoshev).

The heroes of the novels "The Adventures of Dunno and His Friends" and "Dunno in the City of the Sun" are little boys and girls, and it is well known that they are found in various forms in the oral and written literature of the peoples of the world. For example, they are popular in the folklore of northern European countries as dwarf forest people called elves and zwelfs, and they first appeared in written literature as dwarfs called midgets in "Gulliver's Travels".

Dunno's adventures are based on a magic wand given to him by an old wizard, and sometimes funny and sometimes sad situations caused by his misuse of the wand in many situations confirm the literal correspondence of Dunno's name, which, although he knows nothing, but considers himself smarter than everyone , interesting for the young reader on the one hand, and instructive on the other hand.

In the article, we will discuss some of the fantastic elements invented by the author in the fairy tale novel and how they are reflected in the translation.

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"History links the present with the past, while fiction links the present with the future. This is a story that has not yet happened, but it is written. In 50 years, if we recall the books read in childhood, the fantastic ideas and fantastic ideas invented in the 70s of the last XX century lie on the pages of history, not woven, but lived"[2]. Jules Verne wrote that "what is imagined, what is not written, everything happens in reality, and in time scientific achievements will prevail over the world of imagination"[3].

N. Nosov also used many elements of science fiction in his fairy tale novels about Dunno. Many of these fantastic elements were unimaginable innovations for their time. However, science fiction is also notable for the fact that some ideas put forward in various fields of science or industry, and which could only be imagined for their time, are realized over time.

When translating literary works intended for children, in addition to the original images, the event system, the author's style and methods of aesthetic influence, it is necessary to take into account the age of the intended reader; in the process of reading a work to a small child who cannot read, an important factor is to attract his attention, and a child who can read, you should not force him to read, because the work should bring pleasure to the child.

The work of N. Nosov about Dunno belongs to the genre of fiction, and a special approach is required to fully reflect its features in translation. Indeed, when translating such works of art, special attention should be paid to the author's intention, style, original words and speech, as well as the creation of the fairy tale world invented by him and its interpretation. From this point of view, the author's fantasies described in the fairy tale novel were translated into Uzbek by Pulat Mumin at the maximum level of their time. Let's look at a few examples to support our opinion.

One of the main requirements of translation studies is that the translator in the process of literary translation can correctly convey the content and idea of the work, and it is very important to ensure that the image of the characters and their reaction to events appear before the eyes of the reader. Pulat Mumin adopted the idea of N. Nosov and described the inventions in the room and the images of small children in translation as follows:

"The room was empty, unfurnished except for a hammock mounted on the wall. On the hammock lay a little boy cross-legged, hands in his pockets, dressed in frayed trousers.

Vintik and Shpuntik looked around in surprise, finding nothing in the room to sit on. But Donut reached out and pressed a button on the wall where the hammock hung. Immediately, three folding chairs popped out of the opposite wall. They were like theater chairs. Donut walked around the room and began to press different buttons. There is a new table, chairs and shelves; the doors of cupboards and pantries were thrown open". (71-72) 2

It is known that the main goal of the translator is to correctly convey the meaning, and the events described by the author should be reflected in the translation as fully as possible. In the image of the original, the state of Shurupchik "*with his legs folded like a pretzel and his hands deep in his pockets*" at the time of the arrival of the guests is translated as "*cross-legged in a hammock and putting his hands in his pockets*". Actually, a "pretzel" is a kind of twisted bread made from yeast dough, and this moment is used metaphorically in Russian. The image of Screwer twisting his leg is translated in the style of "crossing the legs" while maintaining naturalness.

Also, the emotional experiences of the characters should be reflected in the translation in the same way as in the original. In the above sentence, the translator recreates the situation in the sentence "*looked around in confusion*", referring to the author's admiration of the characters in the style of "*surprised by the environment*" and gives the young reader the feeling that he becomes a participant in the ongoing process taking place in this room. If the translator has managed to convey this feeling, then in this case the translation can be considered exactly the

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[2] Брандис Е. Дмитриевский В. Мир будущего в научной фантастике. – М.: Знание, 1965. (таржима И.Д.)

[3] Брандис Е. Жюль Верн и вопросы развития научно-фантастического романа. – Л,, 1955. – С. 9. (таржима И.Д.)

same as the original.

Next example:

"Opening his eyes, Dunno saw on the floor, not far from the bed, a strange little car that crawled across the room from one wall to another and buzzed continuously. In appearance, it resembled a turtle: the same semicircular at the top and flat at the bottom. Dunno jumped out of bed and, bending over in three deaths, followed the car, trying to see it.

At this time, the car crawled up to Pyostrenkoy's bed, near which there were a lot of candy papers. She crawled right over these pieces of paper back and forth - and all the pieces of paper disappeared, as if they had never happened." (69)

In translation:

"Dunno opened his eyes and saw a small strange machine on the floor next to the bed. The car hummed along the room from one end of the wall to the other. The car looked like a turtle, the top was semi-circular like a turtle, and the bottom was smooth. Dunno jumped off the seat, leaned over and began to carefully inspect the car...

The car crawled to the place where the papers lay. The car crawled two or three times where the papers lay, and the papers disappeared as if they had never been there before." (183)

This example shows a mini vacuum cleaner, which is now applied in our lives and removes dust and paper on its own without human control. In this example, the author described a device that self-manages without electricity or human intervention, and after completing its work, goes to its corner, which is now called a robot vacuum cleaner.

In fact, the vacuum cleaner went up to the bed where Pyostrenko was lying, and in this example, N. Nosov described another aspect of the disorder, characteristic of the image of Pyostrenko. However, the translator, trying to convey the text correctly, lost sight of its meaning. That is, when serious attention would be paid to the content during the translation process, the image of a boy who does not pay attention not only to his appearance, but also to purity would be more clearly visible, and the satire emphasized by the author would be fully reflected. And Pulat Mumin left this accuracy without translation. If translated as "The car crawled to the place where there were papers next to the bed of the dirty Pestrenki", the original content would have been recreated relatively completely and clearly.

One more example:

➢ *"The car cannot run into anyone because it has an ultrasonic locating device that prevents any kind of run over or collision," said Kubik.*

➢ *Pay attention to the two large horns that are installed in front. One horn sends ultrasonic signals forward all the time. As soon as some obstacle appears ahead, ultrasonic signals begin to be reflected, that is, as if bouncing back from it, and fall into the second horn. Here, ultrasonic energy is converted into electrical energy. Electric energy, on the other hand, turns on the brake or turning mechanism. If the obstacle is small, the car will go around it, as the turning mechanism will turn on; if it is large, it will stop because the brake will turn on. The machine has the same horns at the back and sides, so that ultrasonic signals can be sent in all directions..."* (96-97) 2

In translation:

➢ *"The car won't hit anyone because it has an ultrasonic speaker that prevents any collision, Kubik said, pay attention to the two loudspeakers mounted in front of the car. One speaker always sends an ultrasonic signal in advance. When an obstacle appears in front of it, the ultrasonic signals return, that is, they return from the obstacle to the second speaker. Here the ultrasonic energy is converted into electrical energy. Electricity actuates the braking or reversing mechanism."* (208) 2

This information provided by the writer has been converted and discarded during the translation process. It should be noted that "transformations occur for specific reasons and are designed to achieve the adequacy of the translation[4]". The image in the original evokes a vivid imagination in the reader, which should also be reflected in the translation. In the Russian example, there is a detailed explanation that the car will not knock anyone down. The translation abbreviated the explanation of the process of its occurrence and "*if the obstacle is small, the car will go around it, since the turning mechanism will turn on; if it is large, it will stop because the brake will turn on. The car has the same horns at the back and sides so that ultrasonic signals can sent in all directions*" sentences remained without translation. Although the translation has a general meaning, we should not forget that every little bit of information given in the original also serves to develop the worldview and thinking.

The main goal of the translator is to correctly convey the meaning, the available information, to skillfully implement translation standards and techniques. The situation described above can also be seen in the following example:

✓ *"Is this a magical machine? - Pestrenky asked.*

✓ *No, this is an ordinary taxi. You saw, I drew a route on the map, that is, the path along which you need to go. The car has an electronic device that automatically guides the car along the drawn path. Therefore, the car itself will return back when it takes you."* (194) 2.

In translation:

✓ *"Is this a magical machine? - Pestrenky asked.*

✓ *No, this is an ordinary taxi. You see, I drew the route of the road on the cardboard that you will drive on. The car has an electronic device that automatically guides the car along the drawn path. After you are taken, the car will return under its own power."* (299)

The translation of this part is also a little unclear: the sentence "*I have drawn on the map the route, that is, the path you have to take*" is given in the form "*I have drawn on the cardboard the route of the road you will take*". The original word "*map*" is translated into Uzbek as "*cardboard*", while when it is given in the form "*map*", the translation is carried out correctly, the meaning and idea that should be conveyed through this word become more clear", "equivalence" is the maximum possible linguistic proximity of the translated text to the original text.

"Regardless of such mistakes, if the most important thing is the artistic individuality of the translated author, the originality of his style, the translation can be recognized as worthy of all praise"[5]. True, as above, this translation has some shortcomings, such as omission, ignoring puns, incorrect translation of the word, but the author's idea, style and translated text are conveyed simply and clearly for children, and the reader gets the feeling that he is reading the original.

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Image of Navai and Artistic Interpretation in the Drama "Navai and Baykara"

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Abstract: This article is devoted to the issue of creating historical dramas in Uzbek literature, the assessment given by him, the features of the representation of the image of Navai in Uzbek dramas of the period of independence. In particular, the issue of artistic interpretation of the image of Navai in the drama of Muhammad Ali "Navai and Baikara" is covered in detail.

Keywords: Drama, historicity, image, artistic interpretation, reality of life, historical images, fictitious images, friendship, fidelity, authenticity, new image and interpretation.

The appearance of the figure of Alisher Navai in the dramaturgy of the period of independence is not accidental. Even at the beginning of this journey, Fitrat created a stage work called "The Uprising of Vose." The work was created in the Tajik language. It was translated into Uzbek by Rakhim Mukimov and Khamidulla Boltaboev.[1]

The tragedy of Fitrat "Abulfayzhan" was also the result of serious attempts. "Abulfaizkhan" is one of the works that occupies a special place not only in the work of Fitrat, but also in the Uzbek literature of the twentieth century.[2] Maksud Sheikhzadeh wrote the dramas Jamoliddin Manguberdi and Mirzo Ulugbek. As Ozad Sharafiddinov rightly noted, "Two historical works: "Jalaluddin Manguberdi" and "Mirzo Ulugbek" were artistic statues erected in honor of the great grandfathers of our people".[3] Uigun's dramas "Abu Rayhan Beruni", "Abu Ali ibn Sina", "Zebunisa", "Alisher Navai" (co-authored with Izzat Sultan) are priceless gems of this series.

Indeed, it should be recognized that the examples of Uzbek dramaturgy devoted to historical themes are also very fertile. In subsequent years, some similar aspects of stage productions, in which the image of Hazrat Alisher Navai is created, attract attention.

The expression of the figure of Navai in dramaturgy is rich in good traditions. The main place in them was occupied by reliance on historical sources and works of various genres and topics created in oral art. In particular, the dramas of Oybek "Navai and Guli" and Uygun and I. Sultan "Alisher Navai" demonstrate examples of following the sources. Later, O. Mukhtar's novel-dialogue "Navai and the artist Abulkhair", N. Karimov's musical drama "Guli and Navai", in the 90s of the last century "Khamsa" by Alisher Navai was set to the melody of Sh. Rizaev's book "Spiritual Appeals : Such aspirations are also shown in the two-act, eight- episode drama

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[2] B. Nazarov. Fitrat. // History of Uzbek literature of the twentieth century. - Tashkent. Teacher, 1999, p. 131. (article on pp. 113-136).
[3] Sharafiddinov O. Sheikhzada - // History of Uzbek literature of the XX century. - Tashkent. Uchitel, 1999. p. 320. (article on pp. 302-320).

Iskander, included in the book Plays and Articles (2008).[4]

The five-act, 11-episode historical drama "Navai va Baykara" by the People's Writer of Uzbekistan, laureate of the State Prize Muhammad Ali depicts the events that took place in Khorasan in 1495-1498. Such historical characters as Navai, Baykara, Badiuzzaman Mirzo, Muzaffar Mirzo, Mumin Mirzo, Kamoliddin Behzod, Khadicha Begim, Khondamir, Sultan Ali Mashkhadi perform in the performance. They served to reveal the personality of Navai, his image as a great thinker and statesman, and at the same time, participating in a number of events in Khorasan, they served to shed light on the nature of Navai's worldview, his soul, noble desires, conflicts between conflicts of that time. The characters of the drama, such as Opok Begim, the architect Al-Mirak, Kazikalon, the pilot, the captains, the commander of the army, the concubines, are subordinate to ensuring the staging of life's tragedies that have occurred as a result of conspiracies and political transitions to the palace.

The well-known director Marat Azimov staged Muhammad Ali's drama "Navai and Baikara". The roles in the performance were performed by the Ferghana State Theater Collective. This work was repeatedly edited, the stage tools were enriched, Navai's social and literary activities, his time and his contemporaries were covered through a new author's perspective and new interpretations. The audience enthusiastically accepted this performance staged on the stage of the National Academic Theatre. The well-known literary and theater critic, scientists and specialists attended the premiere of the theater. Comments by literary critic Shukhrat Rizaev and academician Bakhtiyor Nazarov emphasize the success of the work. For example, they mentioned that the literary community was unanimous prior to the creation and final interpretation of this stage work, and the experts expressed their opinion in the period before the coverage of the final scene. So what is the difference between this drama of Muhammad Ali and the works created so far about Navai?

The drama of Muhammad Ali "Navai and Baikara" opened a new page in the history of our dramaturgy in creating the image of Navai. In the drama, a unique aspect of the life and work of the great poet and historical figure Navai - the image of friendship between Alisher Navai and Hussein Baykar - was presented to the reader from a new side. It is determined, first of all, that the most important aspects of Navai's biography are shown. It is important that the play was written on the basis of historical sources based on the work of Professor Shukhrat Sirojiddinov "Creativity of Alisher Navai. Comparative typological, textual analysis of sources"[5]. Work has educational value. Independence allowed me to write this work. True history cannot be written until the nation is independent. In the colonial era, it was impossible to highlight such a historical fact. The negative influence of the system was undoubtedly present in all the works created during the Shura period. And in all the works created, the relationship between Navai and Baikara was distorted, it was not possible to reflect the truth of life. Thanks to the honor of independence, it became possible to accurately and fairly express the historical truth of this era, to create a work of art based on genuine historical sources.

The friendship between Alisher Navai and Hussein Baykar can be compared to a pair of almonds in one grain. Although the difference between them is three years, they studied and grew up in the same environment from their youth. A true, unique sense of friendship bound them together. The fact that Alisher, a noble Timurid prince who faithfully served the Timurid kingdom, grew up and died in the same environment in a family of noble people, illuminated the paths of his next life with loyalty, devotion and selflessness. In the work, the playwright focuses on the interpretation of the most important aspects of the relationship between Navai and Baikara: thanks to the sincere and powerful friendship of the king and the poet, peace and prosperity of the kingdom and country were ensured, justice reigned; as a result, the prosperity of the country,

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[4]Rizaev Sh. Look. "Spiritual Conversions: Plays and Articles". - Tashkent, Gafur Ghulam publishing house, 2008. - p. 4-33.

[5] Sirojiddinov Sh. Alisher Navai. Comparative-typological, textual analysis of sources. - Tashkent, "Academic publishing house", 2011.

the main reason for the prosperity of Khorasan, is correctly and well revealed.

The events that began with the prologue are clarified through the dialogues of Khondamir and Bekhzod. They enjoy modern life in Herat. They proudly talk about Baykar, who ensured peace in the country, and his friend Amir Alisher:

I will tell you, incomparable great Amir,

Lions among lions in chains, but superior lions!

The following events are connected with the image of the holiday organized in honor of the completion of the great deed of Mir Alisher Navai. In the course of poetic reflections, the work clearly demonstrates the subtle taste of Navai and Baikara, a deep sense of poetry, creativity, moments of inspiration, closeness and similarity of worldviews as a thinker and a bright talent.

To ensure the tension and drama of the events, the playwright connects the events with Badiuzzamon Mirza's campaign against Herat. Conflicts between father and son, episodes that do not lead to a bloody war, are indicative of the fact that they are covered on the basis of historical reality.

When we read the drama, we will get to know other historical figures, Momin Mirza, besides Navai and Hussein Baykara. From this point of view, the historical spirit prevails in the drama. In it, the characters act in specific historical conditions. We cannot imagine the historical process without heroes, and heroes without the historical process. They are inextricably linked with each other and form a mutual dialectical unity.

In the drama, events characteristic of the 15th century come to life before our eyes. But the writer did not think to show Navai only in the political arena. In the work, the image of Alisher Navai is interpreted and analyzed in a wide range. We call Alisher Navai a statesman, a sincere friend, a true lover. Muhammad Ali also skillfully approached the selection of important facts relating to the biography and the Navai period, characterizing the character of the writer in his own way.

Creating the image of Navai, the author singled out his most characteristic features. Raising it to the level of an artistic image, he was able to create a new, interesting artistic interpretation of the image of Navai, in contrast to such dramas ("Alisher Navai" by Izzat Sultan and Uygun, "The Pain of Amir Alisher" by Amon Mukhtar, "Iskander" by Shukhrat Rizaev, "Navai and Guli" by Naim Karimov, "Through the Golden Cage" by Aron Shalamaev, "Beautiful Samarkand" by Iqbal Mirza), who have created the image of Navai in drama so far. The new interpretation in the playwright's creative laboratory is manifested, first of all, in the depiction of the relationship between Navai and Baikara.

The friendship between Navai and Baikara, corresponding to the reality of life, is seen in the drama in the rise of the hero Alisher to the level of a perfect artistic type, in enhancing the drama of the work. The spirit of Khadichi Begim, Majididdin, Hussein Baykara played an important role in revealing the character of the characters in the wake of a strong drama. Based on both historical fact and realistic evidence, the writer recorded the realities of the drama with the artistic perception of our past history through these images. In the work, Muhammad Ali approached the psychology of portraying historical figures based on the life paths of the characters and their individual characters.

Great human friendship, heartache, joys and sorrows, the relationship between the people and the state, the problem of the role and fate of the people in society constitute the ideological content of the drama "Navai and Baikar". Particular attention is paid to the display of the spirit of the times in the depiction of the life and work of Navai. The drama masterfully reveals Navai's struggle for the ideals of a just king, the tragedy of evil and the factors that gave rise to the tragedy.

Navai has always given himself to the people in the truest sense of the word. Even at the time

when he was a minister, he sincerely sympathized with the long-suffering life of the people. To feel the tragedy of the country as one's own tragedy, to overcome these problems and difficulties, to constantly fight for the establishment of justice in the country is the basis of Navai's humanism. The poet believes that the meaning of life lies in caring for people, in tireless and courageous efforts to improve their lives. However, this great man, who devoted all his social and creative activity to the glorification of humanity, always stood on the ground of reformation in relation to man.

He tirelessly fought for the victory of language, thinking and human qualities, glorifying the principles of justice over injustice, justice over oppressors, enlightenment and generosity over ignorance, prosperous life.

In the drama, the struggle between Hussein Baykara and his son Badiuzzamon for the throne, the relationship between father and son can be seen as an important stage in the development of the characters. The tragedies that have occurred, especially the split between father and son due to the death of Mumin Mirza, are convincingly covered in a drama based on historical realities. The depiction of the situation between Badiuzzamon and Hussein Baykara, where the seeds of love have been sown again, makes it possible to revive Alisher's true friend and teacher, true humanity, in the eyes of the audience.

Hussein Baykara strengthens the power of the kingdom through the influence of the Navai. At the same time, it was also emphasized that he is a lifelong friend of Navai. He supports Navai's initiatives for the development of the country, the development of science, art and literature. This situation will intensify the fight against Navai by the evil forces led by Nizamumulk. The provocations of Mahdi Ule, the sharp struggle of the extremely intriguing, self-satisfied and hypocritical minister against Navai will cause new conflicts. Navai dreamed that his ideals would come true under Sultan Hussein Baykara. Especially for the friendship with Hussein Baykara, he considers it a sacred duty to serve the kingdom and the people. His actions as a brave and enterprising person in the fight against evil forces occurred as a requirement of this duty. In the drama, these aspects are given special attention.

As a result of the fierce struggle of evil forces with the good deeds of Navai and the influence of Sultan Hussein Baykara, Navai becomes a witness to a sharp conflict between his imagination and real life. In the country, the filth of oppressors will collide with false dreams. However, he continues to fight bravely without despair. When his heart was filled with various grievances, insults and slander, when his student Khondamir told Navai to leave Shah Hussein Baykara, he did not agree to this because of his loyalty to his friend (that he was a true friend of Shah Hussein Baykara). This situation shows that the poet devoted his life to the cause of the people and unparalleled friendship and looked with great confidence into a beautiful future. This method of struggle, which formed the basis of the drama, is indeed a reflection of historical reality. It is at this moment that the originality of the drama of Muhammad Ali manifests itself, in contrast to other dramas written about Navai.

According to the drama, due to the fact that Navai's reputation was extremely high with the people and the king, the evil forces did not dare to openly fight against him, but secretly tried to destroy him, strengthening the conspiracy and "finally piercing him with a needle". Hussein Baykara was smart, wise, enterprising, it was not easy for him to flatter, he had a good sense of humor, he knew how to draw the right conclusions from the logic of events and the nature, situation and behavior of people. That is why he held the throne in his hands for almost forty years in the most difficult conditions. These aspects are convincingly portrayed in the drama.

Also, with the development of events due to the murder of Mumin Mirza, the actions of the minister and Mahdi Ule will be revealed. It is revealed by the events taking place during the development of the conflict, the actions of the characters. The same task is somewhat successfully solved in Oybek's novel "Navai".[6] In this case, the representative of the reactionary

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[6]Aibek. Navai. East. Tashkent. 2012. P. 5, Naim Karimov Aibek's masterpiece. East. Tashkent. 2012. Page 490.

forces, Minister Nizamumulk Mumin, puts the king's hand to the order to kill Mirza through the trick of his beloved wife Khadichi Begim - to hold the fire with the wrong hands. "Although the king knows that Khadicha Begim is the cause of his grandson's tragedy, he keeps his head down and is silent, as if admitting that he is powerless to do anything about it". So, for certain reasons, the Shah cannot punish the Mahdi Ole for his actions. Khadija Begim knows in advance that he will not be able to punish, so he ventures on the most tragic act - to execute the prince. These life events, noted in the chronicles of our great history, are at the center of almost all stage works created about Navai. The events associated with the execution of the son of the crown prince, Navai's favorite student Mumin Mirza, constitute the finale of Aman Mukhtar's dramas "The Pain of Amir Alisher" and "Baykar and Navai". Both playwrights artistically interpreted real events from different angles. The tragedies of the era turned into tragedies in the life of such a great personality, great statesman and thinker as Navai, who managed to revive himself using the possibilities of the dramatic genre.

If Aman Mukhtar used real historical details to highlight the essence of the dreams, sufferings and pains of Navoi's heart, then Muhammad Ali's use of light, noble, sincere friendly feelings in the relations between Navoi and Baykara influenced the prosperity of Khorasan, the stability of the kingdom of Baykara, and as a result, the well-being of the country provided by the personality of Navai, and the character of Baikara, similar feelings, closeness, intellectual and noble goals united and gained spiritual strength, both of these great personalities became a symbol of the strength and power of the entire Timurid kingdom, both individually and together. Navai - "the leader of this kingdom, the leader of religious and statesmen, the leader of beneficence, the pillar of the kingdom", Baykara "the leader of justice, enlightenment, light, peace and development, the leader and hope of the people", "the sultan of the past", "the power of truth and religion" . - Nizamiddin Mir Alisher" - "a great man of his time, a great genius, created once in a thousand years!" - praises.

At the heart of the tragedies that Navai experienced was not only a property dispute, but also the weakening of the state due to the friendship of Navai and Baikara, the overthrow of the kingdom, supported by the power of two friends, the isolation of Baikara, and the fact that Navai turned away from him, popular discontent, the king acts and thinks with a deep understanding that his sincerity, trust and respect lead to the growth of internal and external conflicts. The playwright drew our attention to moments that were not fully reflected in the artistic interpretation of historical events, and allowed the reader to get to know and understand Navai's personality from new angles. The generosity of the Navai, the governorship and the power of wisdom, thus, are manifested in the interpretation of the cause and effect of such strong friendly ties with Baikara.

Although the friendship between Navai and Baikara is mentioned in the historical writings about Navai, it has not been placed at the center of a separate artistic thought in the drama genre, as in the work of Muhammad Ali. Unlike other creators, the writer Muhammad Ali skillfully illuminated the images of two powerful and great personalities of his time at the center of his work. In the whirlpool of social and political events, he managed to convey to the reader their worldview and spirit. They managed to artistically embody how strong the bonds of friendship are, which are symbols of the power of the kingdom and the country.

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Defects Observed in the Production of Thin –Walled Cast Products in a Sand – Clay Mold

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Abstract: In the article, the analysis of mechanical properties, analysis of micro – X – ray spectral phases is carried out in the study of the properties of the samples cut from the thin – walled lifting roof detail used in production enterprises. Also, the defects and shortcomings observed during the casting of thin – walled cast products in sand – clay molds using resource and energy – saving casting technologies, along with the analysis of model alloys, quantitative metallographic analysis and chemical analysis, are presented.

Keywords: cast iron, gray cast iron, lifting roof, liquefaction, foundry, pearlite, ferrite, graphite, carbides, iron carbide, model, sand – clay, mold, cementite, alloys.


Introduction

Casting of thin – walled cast products in sand – clay molds is resource – efficient, the molding process is not complicated, it is very important to obtain high – quality and cheap, competitive cast products today. Although thin – walled details are produced in various ways, their production in sand – clay molds is a complicated process [1 – 3].

Today, the most ductile alloy among metals and alloys is gray cast iron. In the field of casting, good fluidity of the alloy ensures good filling of the mold cavity and quality casting. Gray cast iron contains a large amount of carbon in the form of free graphite. The main reason why it is called gray cast iron is that when this type of cast iron is broken and the broken part is seen, the broken part appears gray due to reflection. Gray cast iron is also known as cast iron due to its high fluidity to the mold. In cast iron, graphite dampens vibrations well and is resistant to resonances. In addition, the high fluidity property of graphite cast iron makes it possible to obtain castings of various shapes [4 – 6]

Main Part

Today, at the "Uzmetkombinat" JSC foundry – mechanical plant, the problems and their causes were analyzed during the casting of the Sch 24 – 44 cast – iron lifting window detail for rolling mills in sand – toned molds (Pic. 1. 2). At the 2nd rolling shop of the "Uzmetkombinat" JSC the lifting roof detail is currently 300 pieces. Samples of the used part are now taken and its chemical composition and mechanical properties are analyzed.
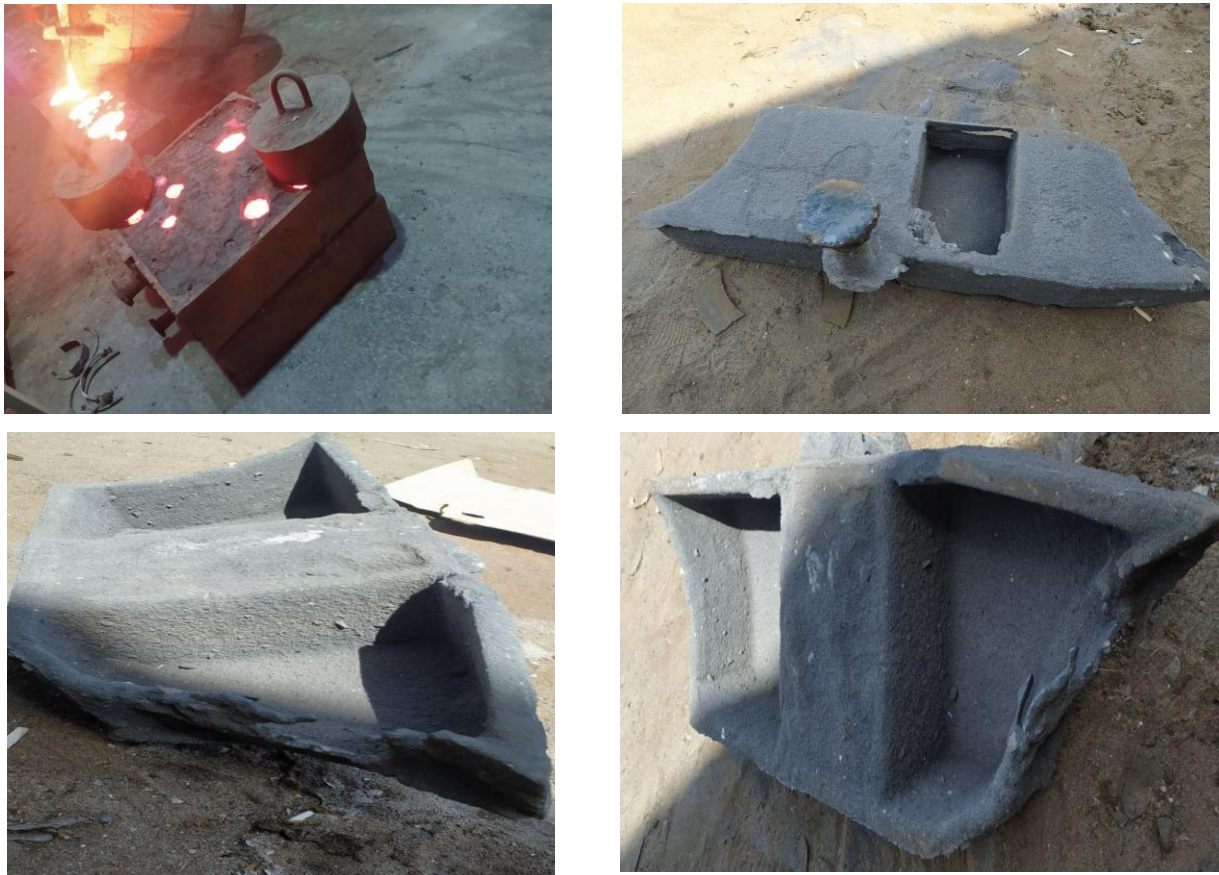
Pic. 1. Defects observed in the sand – clay molding of the lifting roof detail.
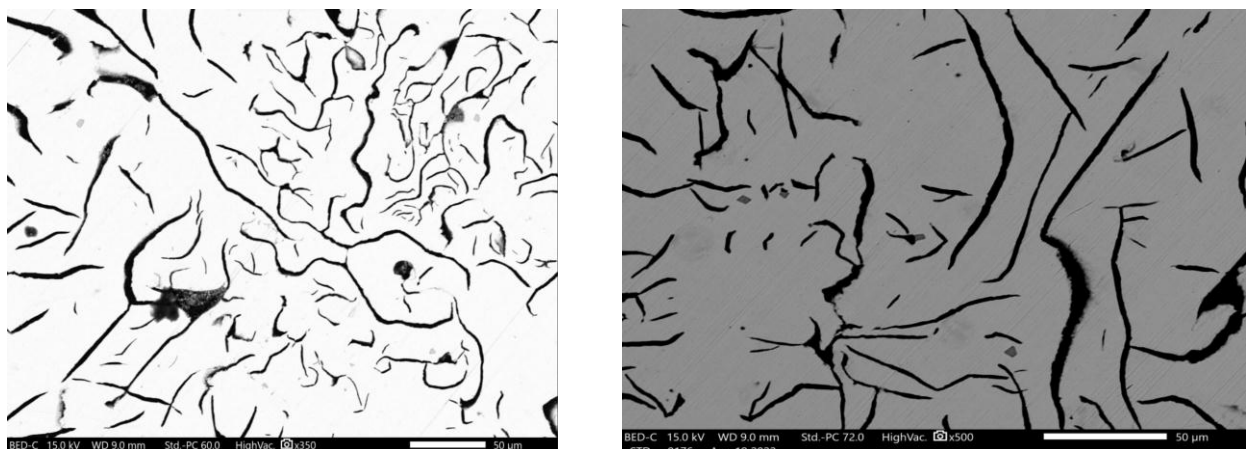
Pic. 2. Microstructure image of non – metallic inclusions in the alloy taken by Axiovert 40 MAT microscope

Currently, several research works have been carried out under the cooperation of Tashkent State Technical University, Andijan Machine – Building institute, Uzbek – Japan Innovation Center of Youth and JSC "Uzmetkombinat" plant. Thin – walled lifting roof used in the rolling shop was cast from SCH 24 – 44 cast iron in the "Casting – Mechanics" workshop of JSC "Uzmetkombinat" using new innovative casting technologies.

Due to the complex shape of the raised window detail, a vacuum furnace was used to cast its model. In this case, the model was first prepared from polystyrene material on a CNC Router digital machine (Fig. 3).
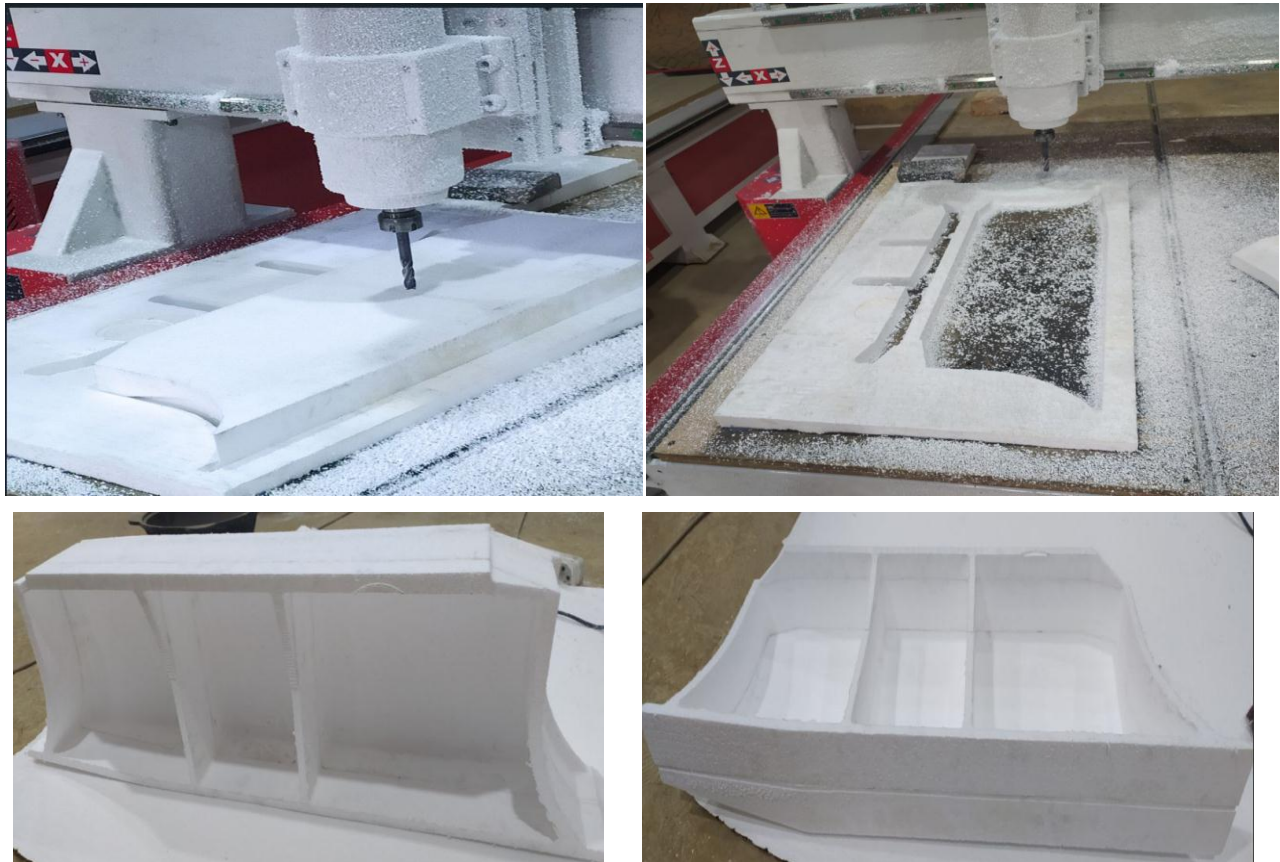
Pic 3. The process sequence of the part of the raised window made of polystyrene material on the CNC Router digital machine

This model was cast from duralumin in a 150 kg induction furnace at the "Uzmetkombinat" JSC manufacturing plant. Quartz sand was used in the molding of the furnace. The 3rd picture below shows the process of molding and pouring in sequence. Due to the thin walls of the raised window detail, two casting channels were used. Metal was poured into the mold at 1480 ^{0}C, and it is important that the metal fills the mold faster. Because the cooling process during metal filling in the metal mold walls reduces its fluidity and causes the mold not to be filled and defects are observed in the obtained detail [7 – 8].

The cast model of the raised sunroof was cooled at room temperature for about 2 hours and polished. Grinding is important in separating the model from the sand – clay mold. Because the model is thin – walled, it is difficult to separate the model from the sand – clay mold [9 –11].

Results

From the cast model, the part of the lifting window used in the 2nd rolling shop of "Uzmetkombinat" JSC was cast in sand – clay mold. Cu_3P_2 copper phosphide was used as a modifier to increase the fluidity of SCh 24 – 44 gray cast iron. In this case, the modifier was placed in a cast iron box at approximately 1400^{0}C in order to prevent the burning process when it was introduced into the furnace. When placing the modifier in the cast iron cells, it is necessary to pay special attention to ensure that it is not wet, rusty, or oily. This has a negative impact on human life and the economic efficiency of the production plants. A mistake made in the casting of the casting channel during the casting of the lifting roof detail caused the above – mentioned defects in the casting of this detail (Pic 4).

Pic. 4. Defects observed in the sand – clay molding of the lifting roof detail.

Results

In the course of this study, the shortcomings observed in the new technological innovation process of casting thin – walled lifting window detail used for the production of rolled products were described. During the research, it was found that the vacuum furnace has many conveniences and advantages in the casting of complex structural details with thin walls. Because the resource is efficient and accuracy in the casting process showed high efficiency. Also, the casting channel and casting temperature are important in casting these thin – walled parts.

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11. Development of High – Performance Enamel Coating on Grey Iron by Low – Temperature Sintering Dan Song, Ren Tang, Falin Yang, Yanxin Qiao, Jiapeng Sun, Jinghua Jiang, Aibin Ma

Reproductive Health of the Female Population and Ways to Optimize Obstetric and Gynecological Care at the Level of Primary Health Care

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Abstract: The study assessed the knowledge of primary care among visiting nurses (VN) on the topics: reproductive health and law, contraception and family planning, antenatal care (ANC), prevention of cervical cancer, sexually transmitted diseases (STD) and human immunodeficiency virus (HIV). Based on the results of the assessment, it can be concluded that it is necessary to improve the qualifications of VN for severe conditions in obstetrics. It is necessary to develop protocols for the management of ANC of pregnant and reproductive health for primary care, in particular VN, taking into account their working conditions.

Keywords: primary health care, antenatal care, reproductive health.

Introduction

The World Health Organization (WHO) considers primary health care as one of the components of the health care system, which has significant human resources [1]. In October 2003, at a conference in Alma-Ata dedicated to the 25th anniversary of the adoption of the Declaration on Primary Health Care (PHC), it was emphasized that the strengthening of the role of PHC will contribute to further improvement in healthcare to provide the population with affordable, high-quality medical care [2]

In Uzbekistan, the reproductive health (RH) of the population is one of the priority medical and social areas along with other institutions of the healthcare system [3, 4]. This is confirmed by the adoption of a number of legal acts aimed at regulating relations in the field of protecting the reproductive health of citizens, at further improving the quality of services in this sphere [9]. Increasing epidemiological risks in the world require the improvement of approaches in the fight against chronic diseases of women of reproductive age, based on existing capabilities, resources, conditions and experience gained [5,6]. It is necessary to review the methods of work of primary health care institutions for accurate diagnosis and treatment of conditions associated with pregnancy, to introduce a completely new system of healthcare organization in the field of reproductive health, including antenatal care.

Purpose of work: To analyze the quality of patronage services provided in the field of antenatal care and reproductive health.

Results of the study: As part of the study, based on the results of a survey of 812 patronage nurses (VN), a social portrait of a patronage medical worker providing home services to pregnant women, the elderly, the disabled and other categories of vulnerable groups of the population was compiled. The main part of the interviewed VN is nurses and nurses with an average age of 40 years who worked in polyclinics even before the introduction of the patronage system. The

average length of service of patronage nurses (VN) was 17–18 years. Primary care nurse knowledge was assessed in the following areas: knowledge of reproductive health and rights, contraception and family planning, antenatal care, cervical cancer prevention, sexually transmitted diseases (STDs) and human immunodeficiency virus (HIV). As can be seen from the chart, the top scores for female genital cancer prevention, low scores for antenatal care and contraceptive methods, these topics form the basis of antenatal care.
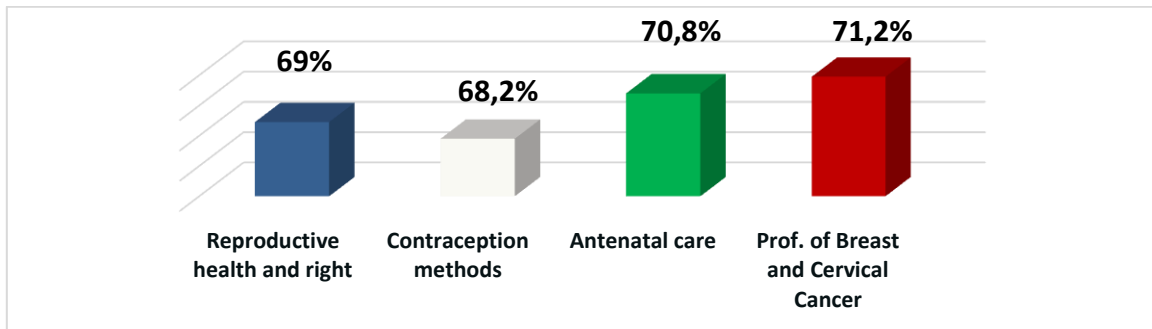

Figure 1. Primary care nurse knowledge assessed in different areas

Although the majority of VN - 77% were able to give a correct answer to the question about the timing of planned visits during the physiological course of pregnancy, 62% of patronage nurses were unable to demonstrate satisfactory knowledge of the diagnosis of severe conditions in obstetrics. In order to identify the level of professionalism and experience of patronage workers, they were asked a number of questions on the symptoms of diseases, tactics of primary medical services.

Headaches are one of the warning signs during pregnancy. According to the program of antenatal care in such cases, VN should warn the pregnant woman about alarm signals, in which the woman should urgently consult a doctor, since headache can be a symptom of preeclampsia [7]. 15.1% of the interviewed nurses believe that headaches during pregnancy are not an indication for going to the clinic. In the case of observing symptoms of severe preeclampsia, the patronage nurse must provide qualified emergency medical care in a hospital, that is, call an ambulance and notify the doctor. But, as can be seen from diagram 2, only 57.1% indicated the correct answer, and 14.6% gave a categorically wrong answer.
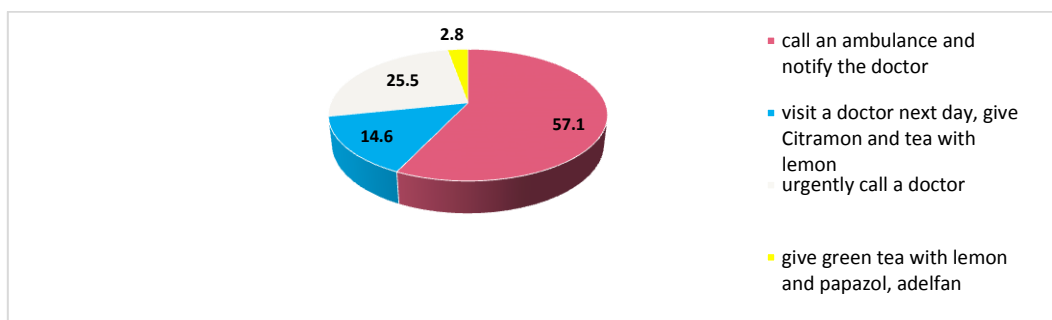

Figure 2. Answers of visiting nurses at the case of severe preeclampsia

Thus, we can conclude that it is necessary to improve the qualifications of VN for severe conditions in obstetrics. Screening under the ANC program should be carried out up to 12 weeks, according to the results of the respondents, satisfactory answers were received. We can talk about good awareness in this matter. The majority of respondents - 83.3 VN - correctly answered the question about medical examination. Unfortunately, 25.8% of medical workers believe that medical examinations should be carried out every month, which indicates a lack of understanding in matters of medical examinations, in particular, the frequency of its implementation. At the same time, according to the VN, the lack of doctors, the lack of modern diagnostic methods, the remoteness of the family polyclinic from the patient's place of residence have an impact on the medical examination of the population [8]. For a wider coverage of the population with medical examinations, it is necessary that each patronage worker inform the

population about the significance of medical examinations, and possess the skills of persuasion. According to the results of the survey, it can be seen that the load of each VN is different and there is no standard for the number of coverage of pregnant women per day. Almost every fifth VN indicates that they serve more than 4 women per day, which raises the question of the quality of services.
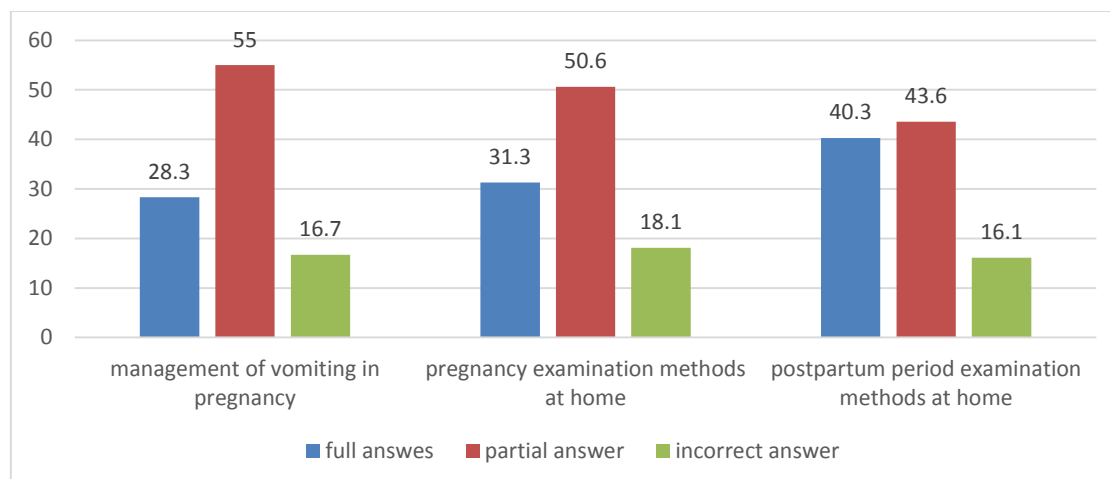

Figure 3. Answers of visiting nusres

As can be seen from Diagram 3, the questions presented, including methods of examination during pregnancy, in the postpartum period at home, 68.7% and 59.7% of the VN respondents did not have complete answers. The main part of VN's working time is occupied by manual filling of treatment cards, as well as reporting. Thus, 40.7% of respondents noted that 55% of the working time is spent on filling out questionnaires, while 36.2% noted even up to 70% of the working time. 64.9% of VN responded that the main sources of professional information on mother and child care are seminars and lectures.

Conclusions

1. It is necessary to develop protocols for the management of ANC for pregnant women and reproductive health for primary care. In particular VN, taking into account their working conditions (individually for each SVP and PRT) and resources, as well as take into account the staff of medical personnel and the mentality of women living in each individual district of the city and region).

2. Organize systematic training of medical workers of the patronage service in methods of identifying the needs of the population, information and educational work, including the need for regular medical examinations.

3. Emphasize the quality of visits, not the quantity. Moving from the principle of "identify the problem and redirect" to the principle of identifying the risk that can lead to a problem and eliminate / prevent it.

4. Consider digitalization opportunities for information collection and reporting.

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History of the Recording of Folk Epics

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Abstract: The article discusses the research of the founder of Uzbek folklore, Khodi Zarifov, for the first time in the history of folklore, a live performance of Uzbek folk epics and folklore works of all genres was recorded, organized archival work, and will talk about research on creating the history of Uzbek folklore.

Keywords: folklore, expedition, epic, proverb, bakhshi, genre.

The Hungarian scholar and traveler German Vamberi visited Khiva, Urgench and Kungirot, recorded samples of Uzbek folklore and published them in Leipzig in 1867 [1]. He translated the Uzbek text of the epic "Yusuf and Ahmad" written in Khorezm into German and included it in this book, and at the end of the epic he made comments on some difficult-to-understand words. Here is what Khodi Zarifov says about this: "Herman Vamberi made observations in many places and admitted that the Uzbeks had many epics, but for some reason put forward the erroneous opinion that the living traditions of epics had already died out, the heroic epic had not been preserved, urban culture and written literature supplanted him "he put forward a point of view" [2]. Accordingly, Khodi Zarifov believes that the history of Uzbek folklore as a new field of science should begin from the beginning of the 20s, more precisely, with expeditions organized by Gozi Olim Yunusov to the Syrdarya and Samarkand regions, Elbek to the Tashkent region and Ghulam Zafari to the Ferghana Valley. The reason is that these scientists recorded directly from the mouths of folk artists in expeditions organized by the Department of Education of Uzbekistan. In 1922-1923 samples of recorded folklore works were published in the then press in the form of the first scientific information articles. Gozi Olim Yunusov's article "Acquaintance among Uzbeks", published on December 18, 1922, number 38, pages 2-3 of the newspaper "Turkiston", who was the first in the history of the Uzbek epic to record excerpts from the epic "Alpomysh" by Fazil Yoldosh oglu and Khamrokul Bakhshi is one of the first scientific studies on folklore. In it for the first time: "The first epic of the Uzbek is "Alpomysh". This is a work equal to Homer's Iliad - our great epic was given a very high and true scientific assessment. He is also one of the first registrars of folklore works" [3].

Khodi Zarifov says that it is necessary to study Mahmud Koshgari, the great scholar of the 11th century, as a folklorist and ethnographer, and that the history of the recording of Uzbek folklore can be associated with the name of the great linguist, but emphasizes that the history of folklore should be studied from the early 1920s. Of course, there are certain reasons for this. Although Mahmud Koshgari cites examples of folk songs, legends and proverbs in his work "The Turk favors Devon", he did not create a system in terms of folklore.

It is impossible to ignore the fact that "The Turk favors Devon" contains a number of scientific and theoretical views of their authors on a particular genre of folklore, a particular song or proverb. I consider it expedient to study them not as examples of the history of folkloristics, but as the history of folklore views. As if to study the literary and aesthetic views of this or that writer... Although the history of folklore views goes back to a very deep era, the same cannot be

said about folklore, says Khodi Zarifov. – After all, the history of folklore begins with the recording of samples of folk art directly from the creators and performers, their publication and scientific study [2].

It is known that Khodi Zarifov began to write down folklore and ethnographic materials in 1923, and to write down and study folklore works in September 1926, that is, when he finished his studies in Baku, arrived in Tashkent and was hired by the Committee for the Study of Uzbeks of the Scientific center of the People's Commissariat of Public Education of Uzbekistan. Since the end of 1925, at the initiative of the scholarly works of Uzbek folklore, they have been recorded, published and scientifically studied in conditions of live performance, exactly without changes on the part of the creators and performers. So, to start studying the history of recording folk epics for live performance should be from 1925.

The name of Khodi Zarifov is associated with the work of identifying folk bakhshi, recording information about them and recording from their lips, exactly, without changes, performed in their dialect. In 1925-1929, Khodi Zarifov recorded more than forty epics, such as "Alpomysh", "Yusuf and Ahmad", "Alibek and Bolibek", "Shirin with Shakar", "Murodkhan", "Rano and Sukhangul", "Kuntugmish", "Yakka Ahmad", "Birth of Gyorogly", "Yunus peri", "Miskol peri", "Gulnor peri", "Avazkhan", "Khasankhan", "Dalli", "Ravshan", "Kunduz and Yulduz", "Butakuz" , "Malika Ayyor", "Intizor", "Zulfizar", "Khushkeldi", "Kholdorkhan" of Pulkan, Ergash son of Zhumanbulbul, Fazil son of Yuldosh, Muhammadkul son of Jonmurad. 22 of these epics are included in the "Gyorogly" cycle. In 1927, Khodi Zarifov recorded a fragment of the epic "Ghazali Sanobar" from Ergash son Zhumanbulbul, the epic "Khaldorkhan", in 1928 the epic "Ravshan" and the collection "Kunlarim", the quatrains "Tajnisli". In 1926-1927, with the poet Polkan, he wrote from the epics "Mardikor", "Hasan Batrak", "Shaibanikhan" and the collections "Ashikman" and "Soz" (1927), with the poet Fazil in 1927 collections such as "Ayladi", " Bolmas", "The Autobiography of Gyorogula", "Kunlarim", "Kerakdir", "Yarashmas", the 1st version of the epic "Ochildov" (1928), "Yusuf and Ahmed" (the first part was written by the poet Pulkan (1927-1928)). Khodi Zarifov recorded the "Shaibonikhan" epic in 1927 and published it in Samarkand in 1928 without any cuts or changes. This was the first publication of the text of the folk epic in Uzbek folklore. Together with the text, the scientist prepared his comments and a glossary [4].

As a collector, he was not limited to only one epic or one genre of folklore. He tried to follow the process live throughout Uzbekistan. Khodi Zarifov took part in the expeditions of the Kashkadarya and Surkhandarya regions under the leadership of Gazi Olim Yunusov and in 1929 identified such folk poets as Abdulla son of Nurali from Kitab, and Kholer son of Abdukarim from Baysun. In 1930, during the Khorezm expedition, such singers as Bola Bakhshi, Kurban Sozchi, Bibi Shoira, Ahmad son of Matnazar, Khodjayar bakhshi son of Voisa were discovered. The scientist himself personally writes down such epics as "Forty thousand" from Ahmad, the son of Matnazar [FAHZ. Inv. №41; FAHZ. Inv. №1481], "Asilkhan" from Khonimjon Halfa [FAHZ. Inv. №42]. In the memoirs of Khodi Zarifov, which Zubaida Khusainova wrote from his words: "I was also interested in the traditional epic in Khorezm. Because of this, I started directing Hanimjon Ayu into traditional epics. She is now creatively ready to sing in any congregation where she has learned to sing. After listening to her repertoire, I chose the epic "Asilkhan" ("Asil-karam") for recording. This was done with the intention that it would be an important fact in the study of the relationship between the people of Azerbaijan and the art of the Khorezm Uzbeks" [2]. Khodi Zarifov's investigations show that Kurbannazar Abdullayev received the nickname "Bola Bakhshi" for performing his epics among children until he was ten years old. Bola Bakhshi performed such epics as "Ashik Garib and Shahsanam", "Ashik Mahmud", "Bozirgon", "Khirmondali", "Forty Thousands", "Old Woman", "Safar Kusa". Bakhshi knew by heart about 20 epics.

The scientific activity of Khodi Zarifov occupies a special place in the art of the Uzbek bakhshi, the life and work of folk poets, the epic repertoire, Uzbek epics and their study. The highest

examples of the Uzbek epic under the guidance of the scientist are Ergash son of Zhumanbulbul, Fazil son of Yoldosh, Muhammadkul son of Jonmurad, Pulkan, Islam son of Nazar, Nurmon son of Abduvoy, Abdulla son of Nurali, Saidmurad son of Panoh, Bekmurod son of Joraboi, Berdiyar son of Pirimkul, Mardonakul son of Avliyakul, Umir Safarov, Usman son of Mamatkul, Bori Bakhshi son of Sadiq, Bola Bakhshi (Abdulla Kurbannazar), Kurban Sozchi (Kurban Ismailov), Ahmed Bakhshi, Ahmad Bakhshi son of Matnazar, Rahmatulla son of Yusuf, Zahir son of Kochkar.

In 1936-1937, Khodi Zarifov wrote the content of the epic "Oisuluv" from Ergash son of Zhumanbulbul, such collections as "Armoning Kolmasin", "Gorogly", "Gorolibek - zur batyr", "I came", in 1934-1937 such epics such as "Mulla Goyib", "Yodgor", "Jakhongir", "Rustamkhan" from Fazil son Yuldash, in 1931-1932 such collections as "Active", "Corporate thieves" from the poet Polkan, in 1944 the collection "Bormi jahonda" from the poet of Islam. From the well-known scientists of the poet Ergash, the poet Pulkan, the poet Fazil and the poet of Islam, he personally recorded 12 epics and 20 collections. The researches of the scientist show that more than sixty epics were written by famous poets Ergash son of Jumanbulbul, poet Pulkan, Fazil son of Yoldash, poet Islam. These epics almost never repeat each other. If we add to them the bakhshis recorded from other people with their variants, then the total number of our epics will exceed three hundred. From Fazil, the son of Yuldash, wonderful epics were recorded, such as "Alpomysh", "Yodgor", "Yusuf and Ahmed", "Malika Aiyar", "Mashriko", "Zulfizar", "Balogardon", "Sentence of Avazkhan to death", "Intizor", "Nurali", "Jahangir", "Murodkhon", "Rustam", "Shirin and Shakar", "Farhad and Shirin", "Leyli and Majnun", "Bahrom and Gulandom", "Rano and Suhangul", "Zevarkhan". From Ergash, the son of Jumanbulbul, Muhammadkul, the son of Jonmurad and Pulkan, many epics were recorded, such as Alpomysh, Yakka Ahmad, Aisuluv, Kuntugmysh, Kironkhan, Yusuf and Ahmed, Alibek and Bolibek, "Ernazar", "The Birth of Gorogula", "Yunus Peri", "Miskol Peri", "Gulnor Peri", "Khushkeldi", "Khasankhon", "Chambil Kamali", "Dalli", "Ravshan", "Avazkhan", " Kunduz and Yulduz", "Butakuz", "Khaldorkhan", "Khilomon", "Berdiyar Otalik", "Zamonbek", "Khydirali Elbegi". At present, more than five hundred epics have been collected in the Folklore Archive of the Institute of the Uzbek Language, Literature and Folklore of the Academy of Sciences of the Republic of Uzbekistan.

In a word, Khodi Zarifov started recording Uzbek folk works, including epic works, based on the requirements of folklore, directly from the creators and performers, paid special attention to the scientific study of the history of folklore.

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What Comes First - A Fact or a Topic?

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Abstract: There are different approaches to the issue of "Which comes first - the fact or the topic?" This article discusses about the fact and the topic, understanding this problem, looking at it from different perspectives.

Keywords: fact, topic, problem, types of problem, problem analysis, problem material, approaches.

There are also different approaches to the question "What is primary - a fact or a topic?" The topic always pops up in different ways. Sometimes you come up with an incredible topic, and when you express it, it becomes clear that this topic needs a mass audience. Usually you choose the facts for this topic. Sometimes the opposite happens, that is, the facts push to the topic. Any topic appears unexpectedly: suddenly some event occurs or information about some problem appears, and you want to understand this event, this problem, look at it from different points of view. In today's rapidly changing world, there is no need to think about the topic, there are many cases of its spontaneous occurrence. A thought-provoking topic may be outdated before it even gets thought about.

Some have a different opinion on this matter, namely that the topic is never born by itself. It is always a product of experience: it comes from a lot of reading. The more you read, the more you realize what you don't know, and the more curious you become. Or you will run into unanswered questions in the press. There is a desire to find answers to these questions and write about them. In general, three things make a journalist look for a new topic: to surprise, that is, to write about the old in a new way, to find answers to thought-provoking questions, and, most importantly, to seek the truth. Fourth - do not get lost in the flow of unfounded information. It also happens that a journalist is interested in a topic, and the topic completely overwhelms him. In fact, any topic for a journalist is an unresolved problem: it is a public concern. Therefore, a journalist always tries to come to a fair conclusion, comprehensively analyzing this or that conflict in the material.

Therefore, the emergence of a journalistic topic is always related to the search for an interesting object or subject of the work to be written. Each artist has his own opinion on this. For some, the topic may be an unknown event or hero, for others, an unexplored problem or an interesting life event, situation.

It is also important to study how journalists approach their subjects. Some qualified journalists admit that various state-level meetings, briefings, press conferences (press-conferences) are one of the sources of information.

Another source of topics is the work of colleagues. In addition to getting information on the topics covered by qualified journalists, you can also learn how to work on the topic and prepare material. It is natural for this information to generate new ideas and topics.

Searching for interesting topics is a constant problem of a journalist. Because in search of amazing or interesting aspects among the events that occur in everyday life, ingenuity is required to find new, unknown aspects of concepts. Only then can the chosen topic become a unique and sensational article.

Well-known journalists always try to deviate from the usual and generally accepted norms in their work. Therefore, new aspects are always noticeable in their material. In today's information age, there is a great need for such unique, sensational materials.

An interesting feature of a sensational article is that it chooses an unconventional topic. It is interesting to note that when a dog bites a person it is not news, but when a person bites a dog it is sure to become a sensational article. Critics say, why do newspapers print a lot of bad news? Because bad news is always unusual and attracts attention. And no one is interested in reading about ordinary things. Typically, a news topic will have at least one of the following elements:

Impact strength. The impact depends on how many people were involved in the incident, how many people were injured, how many cars, etc. was damaged. The greater their number, the stronger the impact of the event.

Proximity. The closer the audience is to the event, the stronger their interest in it. Suppose a train collides with a bus in Bangladesh. This news item can fill three inches of a column in the newspaper pages after the sports news. In the country where this incident occurred, the news will certainly be printed on the front pages of newspapers.

To be given on time. The latest news will always take precedence over, say, the news from a week ago. Therefore, it is desirable to transmit the message in a timely manner.

Popularity. The public is usually interested in knowing more about famous people, getting more information about them. For example, if the mayor is seen running, the reporter immediately captures it. If an ordinary worker or employee is running, his actions may not attract much attention.

News. If the event is unique, rare, once-in-a-lifetime or the last time, its significance is always more significant than the recurring events.

Conflict. News about war, politics, crimes has always found its place in the news.

Actuality. News becomes relevant because of its interest to the reader.

Information you need in life. The information you give to the reader is always interesting.

To be interesting to people. If everyone is talking about an event, then it can be news. While it's slower to respond to other demands, if it catches people's attention, it'll be in the middle of the news.[1]

The birth of the journalistic topic is always connected with creative research, determining its relevance and importance for the public, following all changes in various spheres of people's life, highlighting the problems that need to be disclosed and helping to find solutions to them, finally defining the scope of events. Also, the topic is "the subject of studying a specific situation in a large-scale problem based on certain views"[2].

In the journalistic creative process, choosing a topic and perspective for an article is one of the most important stages of text writing. However, most creators spend more time on this process than they should. This makes them confused and nervous.

Writing is an art, it should be a fun process. Before you start writing, you need to find a relevant topic. You can't create an article without a topic and perspective. When finding a topic for an article, you should consider the following issues:

[1] С.Шамақсудова, М.Исраил. ОАВда ёзма матн. Нутқ ва мунозара.– Т.: Тафаккур булоғи. 2020. Б.150.

[2] Мельник Г.С., Почкай Е.П. Методы научного анализа журналистского творчества. – СПб., 1996. С. 6.

1. Organization of thoughts. A journalist gets a lot of feedback when writing an article. It is important to organize ideas. Journalists usually start writing with a plan. In this process, thoughts have the form of visual and motor. In this process, there is an opportunity to gather and disassemble thoughts. This helps the journalist to create better content.

2. Definition of the audience. Knowing exactly what the reader wants creates brainstorming. For example, it is useless to write about culinary secrets in the Sport newspaper. When studying the relevance of a topic, it is useful to know the latest information on this topic, to imagine who can read the article.

3. Continue. In order to create a new idea, it is necessary to study the previously written articles on the demand level and further develop the ideas presented in them. A talented journalist should always have several hot topics. In this case, there is no need to spend a lot of time choosing an idea and working on the topic.

4. Be curious. Learning, research should become a hobby for the creator. Learning the facts about the subject is one of the first requirements. But it is also important for a journalist to know for which publication he is preparing material. Must know the intricacies of the selected publication. This not only makes a good impression on the editor, but also defines the scope of the topics.

5. Don't rush! Every writer experiences a creative crisis at some point in the writing process. However, it is necessary not to postpone the work and not to overdo it. If it is difficult to find an ideal subject, it is possible to suspend the work for a certain time and start again when you are ready to work. After all, "Rome was not built in a day!" Sometimes you need to stop for a while to get the speed you need.[3]

Creativity is a process in which everything does not go smoothly. In some cases, even if the journalist is experienced, it is difficult to find a topic. Where to get ideas for writing? Then choosing the Google service from Pressfeed will help.

If you can't find a topic for a blog or article, you can use Google tips. Google has a special Keyword Tool service for finding advanced information through keywords. If you enter the desired word or phrase, the service will display similar, popular topics. Even unexpected requests can be found.

Keyword Planner Google is primarily used to create organizations in the context of advertising, but can also help you find unique or irrelevant topics. The planner provides information on the number of searches per month. Google Trends shows when an entered query was most popular. Popularity is influenced by the season, important events in the world and the country, sensational news, as well as holidays. If you are hesitant to choose one topic, you can compare the popularity of Google Trends data. The service can also show the popularity of words and phrases related to the topic. If Google doesn't help, you can turn to social media analysis.

Buzzsumo service determines how a topic is discussed in social networks and how many people use it.

Articles published on Facebook, Linkedin, Twitter and Pinterest are searched by keywords. In it, you can see popular topics on any social network. Relationships (likes and reposts) for the last day, month, even the last five years are taken into account. Buzzsumo is free and has several advanced and paid versions.

Fact, evidence is always an important element of cognitive activity, a component of the system of connections and relationships that arise during its implementation.

Identification and understanding of a fact and its formation in the publicist's mind, the beginning of interpretation are inextricably linked with its evaluation. The reflection of the truth occurs on the basis of the fact, which is subjectively approached by the publicist. Therefore, the idea that

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[3] https://www.writerscollegeblog.com/how-to-choose-topics-to-write-about/

the facts are covered objectively is somewhat unacceptable.

Publication of a fact is always a moment of change in reality, therefore, the process of assimilation of facts in journalistic research differs from that in scientific research, because a scientific fact implies the maximum elimination of the researcher's personal relationship to it.

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Innovative Technologies in Pedagogical Education

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Abstract: This paper examines modern approaches to learning based on Internet technologies, presents the main factors that determine the need for the use of distance learning technology in the education system, shows the advantages and disadvantages of distance education as an innovative form of learning. The author considers both positive and negative aspects of distance learning and focuses on certain issues of the criteria for evaluating the effectiveness of distance education. There are two types of factors for the use of distance learning in the education system: external and internal factors.

Keywords: innovation, informatization of education, distance education technologies, quality of education, methods and forms of education.

Introduction. Today, international higher education is based on completely new principles. The main position is the so-called principle of social participation. Each consumer in the field of education now has the right to make their own requirements for the form and content of the educational process, to influence the choice of educational information and resources. In higher educational institutions, special attention is paid to the interests of students who have needs for a certain level of knowledge in a specific subject area. In other words, education is gradually becoming part of the economic sphere, a system that is designed mainly with the interests of the consumer in mind. As you know, any product enters the market only under certain conditions, which then provide it with a stable economic situation. The orientation of the modern educational system to the consumer is determined, of course, by the development of innovative and communication technologies.

Distance learning is strongly associated with innovative computer-assisted and digital learning technologies. An important means of distance learning are computer training programs, computer telecommunication networks. Computer programs for the educational process are any software that is specially developed or adapted for use in teaching and for which methods of application in the educational process have been developed.

The global goals of informatization of education are the training of teachers who are ready and able to apply new information technologies in the process of teaching and managing education, who are actively involved in the process of informatization of education [1].

Innovations, or innovations, are characteristic of any professional activity of a person and therefore naturally become the subject of study, analysis and implementation. Innovations do not arise by themselves, they are the result of scientific research, advanced pedagogical experience of individual teachers and entire teams.

A significant advantage is significantly lower training costs, any distance learning is about 60% cheaper than the corresponding training using traditional methods [2]. It is important to note that the quality of educational services at the same time increases dramatically. This is because there is increased competition between both faculty and universities. This fierce competition ensures a constant increase in the quality of training. The student has the opportunity to choose the best

programs around the world. It is also important to note another advantage of distance education - it is a flexible work schedule for both teachers and students. The student and the teacher can use the convenient time to study.

The introduction of distance learning allows students to independently master the material, develops the ability to express thoughts in writing, ask questions, improves their level of knowledge, develops intellectual abilities. E-learning materials are easily updated, thus achieving a dynamic course. On the other hand, it makes it possible to save on publishing educational materials in the form of books.

Main part. The concept of "innovation" means innovation, novelty, change; innovation as a means and process involves the introduction of something new. In relation to the pedagogical process in professional education, innovation means the introduction of new things in the goals, content, methods and forms of teaching, the organization of joint activities of teachers and students [3].

The results of the conducted research show that in recent decades, a new problem of the development of the education system has emerged. Knowledge ages every 3-5 years, and technological knowledge ages every 2-3 years. It will take a little more time and it will be 1.5-2 years, and the required amount of knowledge for graduates of educational institutions doubles every 3-4 years. If educational technologies are not changed, the quality of training of specialists will objectively lag behind the requirements of the labor market. Students ' acquisition of knowledge with the help of information and communication technologies, according to the lowest estimates, is 40-60% faster, or more, per unit of time, than with conventional technologies (more knowledge is given in the same period).

One of the types of innovations in the organization of vocational education is the introduction of distance learning.

In recent decades, distance education technologies in the world have received intensive development. The era of informatization of the educational process has come. The current phase of its development can be characterized as telecommunications. This is the phase of communication, the phase of information and knowledge transfer. Training and work today are synonymous: professional knowledge ages very quickly, so it is necessary to constantly improve it – this is open education! The developing modern telecommunications infrastructure makes it possible to create systems of continuous self-learning, universal information exchange, regardless of time and space zones. Distance learning has entered the XXI century as the most effective system of training and continuous maintenance of a high qualification level of specialists.

There are two types of factors for the use of distance learning in the education system: external and internal factors.

External factors. In the information society, a high degree of education of its members becomes a priority. Only highly educated people are able to effectively use information as a powerful productive resource. The effect of the "information explosion" requires each member of society to constantly update their knowledge. A person does not have enough "education for life", he needs "education for life". Learning objectively becomes continuous. The nature of the learning process itself is also changing significantly.

It is also necessary to note the importance of the introduction of information and communication technologies (ICTs) in the global aspect:

first, ICTs create new opportunities for education and provide an opportunity to reach a wide range of people and meet the needs of the individual in the pursuit of knowledge, professional development in the chosen field and professional activity;

secondly, they eliminate barriers to access to the necessary information and reduce the costs of information exchange;

third, they help attract investment to the country and promote advanced technologies in production and management;

fourth, ICTs increase the efficiency of the economy and significantly accelerate the pace of globalization, etc.

All this makes the further introduction of ICT a necessary condition for the successful introduction of distance learning technologies in Uzbekistan.

Internal factors. Modern requirements dictated by the reform of the economy and society have led to a significant increase in the resource intensity of the educational process. The use of mainly extensive methods of providing educational services and the existing approach to organizing systems of advanced training and retraining of personnel, leads to a significant restriction on the growth of the volume of the trained contingent, reduces the availability and effectiveness of educational services and, as a result, narrows the range of their potential opportunities.

In a number of educational institutions and professional development centers, there are questions related to the lack of highly qualified specialists and high pedagogical skills.

To reduce the resource intensity of the educational process, to ensure greater accessibility of training in educational institutions, training technologies should become as effective as possible, that is, providing a high degree of economy of the educational process with a higher quality of training. It is necessary to widely use innovative teaching methods that intensify the learning process. All this can be achieved by the widespread introduction of modern pedagogical and information and communication technologies into the educational process.

Results and Discussions. Guided by the above, we can identify several main reasons for the creation and implementation of distance learning technology in the education system of the Republic of Uzbekistan:

1. Professional development and retraining of personnel. The higher education system of Uzbekistan includes 58 higher education institutions, including 16 universities, 12 of which were established during the first two years of independent development of Uzbekistan and 42 institutes with a student population of 164 thousand people. Currently, the contingent of teachers of higher educational institutions of the Republic is about 18.5 thousand teachers. At the beginning of the 2019/2020 academic year, the number of teachers of professional colleges reached 17.5 thousand people. In the 2019/2020 academic year, 138.1 thousand students were enrolled in higher education institutions, compared to the corresponding period last year, their number increased by 23.8 thousand people, which amounted to 114.5 thousand students, or it increased by 20.6% [4]. According to forecast calculations, in 2021, with the introduction of new and reconstructed educational institutions, the need for pedagogical and engineering-pedagogical personnel in the Republic will amount to more than 80 thousand people. Teachers of higher educational institutions will continue to be involved in teaching activities, especially in academic colleges and lyceums. In accordance with the Law "On Education" adopted by the Legislative Chamber on May 19, 2020, every teacher must be trained in the advanced training system once every three years [5]. This means that every year about 30 thousand people should be trained in various courses of advanced training and retraining. However, at present, the existing system of advanced training and retraining is not able to meet this need. The creation and implementation of distance learning systems in such situations will contribute to solving this problem by reducing the time of their on-the-job training.

2. Improving the quality of education. This issue is dictated by the level and pace of development of international education systems and the National Training Program. Improving the quality of education is achieved by:

➢ opportunities to attract highly qualified scientific and pedagogical personnel and specialists to the creation and teaching of courses;

➢ high intellectual potential of the information environment, formed by both the variety of sources used and the high degree of relevance of the information contained in them;

➢ application of modern pedagogical technologies based on the advanced achievements of science and technology;

➢ opportunities for regular individual communication between the teacher and the student;

➢ regular monitoring and self-monitoring of learning material assimilation;

➢ a high level of independence in the cognitive activity of students;

➢ the use of a large number of different tasks, including research tasks, in training;

➢ use of the potential of collective creativity of students.

3. Wide provision of educational services for persons with disabilities (disabled people) on social adaptation. There are people with disabilities in all countries of the world and in every group of society. Their number in the world is significant and continues to grow. We cannot ignore the fact that there are people in society for whom the future is from birth unpromising. Of course, the causes and consequences of disability vary from country to country. These differences are due to different socio-economic conditions and different measures taken by States to ensure the well-being of their citizens.

According to the official data of the Society of Disabled People, more than 700 thousand disabled people live in our Republic, while more than 150 thousand live in the city of Tashkent, including 100 thousand children with disabilities under the age of 16, and therefore 42.6 thousand of them can potentially receive educational services [6]. Of these, those who have a higher education and a job are the most successful at adapting. Thus, thanks to education and rehabilitation, disabled people can become more active and useful for the life of the state and society. After all, higher education in personal terms gives freedom of life choices and goals, spiritual and material independence, gives vitality and harmonizes existence, which is especially important for young people with disabilities. Higher education transforms disabled people from passive consumers of social services into active, creative and qualified citizens. To solve the above problem, the most optimal is the use of distance learning technology.

4. Comfort of learning and teaching. It is achieved due to the ability of both the student and the teacher to conduct the learning process at a convenient time, in a convenient place and pace. An unregulated period of time for the development of the course provides students with the opportunity to master the course, both in less and in more time than a strictly regulated traditional course. For the teacher, the share of the classroom-learning load is reduced.

5. Creating a competitive environment in education. The introduction of a distance learning system in education will create a competitive environment between traditional and distance education, which will certainly stimulate the improvement of the quality of education, as it will strive to increase its competitiveness in the education system.

Conclusion. From this we can conclude that the new, "informational" stage of the development of the world education system is objective and irreversible. The use of information technologies in teaching that correspond to the world level is the main and effective way to develop the domestic education system. Distance education provides students with access to non-traditional sources of information, increases the efficiency of independent work, provides completely new opportunities for creativity, acquisition and consolidation of various professional skills, and allows teachers to implement fundamentally new forms and methods of teaching using conceptual and mathematical modeling of phenomena and processes. At this stage of the development of distance technologies, our task is to organize the educational process so that the new forms of education give at least the same result in terms of quality as the traditional ones. In addition, there are many questions related to the methods of measuring the effectiveness of distance learning. But be that as it may, a huge "plus" of distance technologies is that they allow anyone to learn continuously – all their life.

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Multimedia Technologies in the Educational Process of Higher Education

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Abstract: This article describes the features of the use of multimedia technology in education. The article analyzes the use of multimedia technologies in teaching university students, and suggests ways to improve the efficiency of using modern technologies in the learning process.

Keywords: multimedia, technology, education, informatization of education.

Modern information technologies require higher education institutions to introduce new approaches to education, ensuring the development of students' professional knowledge that meets the needs of society at the present stage.

The introduction of multimedia technologies in the educational process of higher education is a new stage in the design and presentation of educational materials. In higher education, multimedia technologies are increasingly used - this includes the development of a holistic concept for building the educational process, training programs, and the design of individual topics of the course being studied. Multimedia technologies are a set of modern means of audio, television, visual and virtual communications used in the process of organizing, planning and managing various activities. The advent of the multimedia system has made great changes in the system of education, art, computer training, computer games, and translation. The advent of the multimedia system has been prepared both from a practical and theoretical point of view, but the development of technical and systematic tools plays an important role in the rapid growth of this field.

Multimedia systems are currently successfully used in education and training, publishing (e-books), business computerization (advertising, customer service), information centers (library, museum), etc.

A special place in deepening knowledge, reducing the duration of training is occupied by computer educational multimedia systems that allow one teacher to increase the number of students.

The idea of the effectiveness of multimedia technologies lies, first, in the use of various ways of presenting educational material: video and audio accompaniment of texts, animations and graphics allow you to make the educational material informative and attractive for perception. Multimedia technologies are a powerful didactic tool, thanks to the ability to simultaneously influence various channels of perception of educational information.

The richest opportunities for this are presented by modern information computer technologies. Unlike conventional technical means of teaching, ICTs allow not only to saturate the educational material with a large amount of ready-made, strictly selected, appropriately organized knowledge, but also to develop the intellectual and creative abilities of students.

The use of multimedia technologies in higher education helps to solve the following didactic tasks: to organize the assimilation of basic knowledge in the studied discipline in an active form; to systematize the acquired knowledge; to form the skills of design and presentation of educational material; to activate the independent work of students.

Multimedia technologies, thus, most optimally and effectively correspond to the solution of the trinity of didactic goals of education: learning (students' perception of the educational material, their understanding of the connections and relationships in the objects of study); development (search, analysis, synthesis, creative design of scientific information, activation of the target initiative of students); education (professional outlook, the ability to clearly organize independent and group work).

When using multimedia educational materials, the ability to perceive information from the screen, to recode a visual image into a verbal form, to evaluate the quality of the image series and to exercise selectivity in the search and design of information develops. Flexibility and integration of various types of multimedia educational information provides creative assimilation of the principles and laws of the studied science activate educational and cognitive activities, independent work on the assimilation of knowledge and its application in practice.

Multimedia design by students of sections and individual topics of the discipline under study leads to significant results, since the knowledge acquired in this way is the property of students; learned actively, they are more deeply remembered and easily updated, more flexible and have the property of transferring to other situations; solving such problems acts as a kind of simulator in the development of intelligence; this kind of work increases interest in the content of educational material and strengthens professional training.

An important condition for the implementation and implementation of multimedia technologies in the educational process is the presence of specially equipped classrooms with a multimedia projector, a computer for the teacher, a screen or a multimedia board, as well as the availability of an accessible environment in which the educational process takes place (computer classes, electronic libraries, media libraries, Internet access, etc.). At present, the issue of completing the higher school with ready-made multimedia educational materials is also very acute.

Various companies develop multimedia materials that have a wide range of topics-from school training materials to serious professional research programs, but they, of course, cannot fully take into account the specifics of training in a particular university, and therefore are not always suitable for use.

The development of our own multimedia resources, taking into account the specifics of a particular university, involves the presence of special departments that have highly qualified specialists in the field of multimedia technologies who are able to develop electronic courses.

The use of multimedia technologies in the educational process of higher education allows us to move from methods and forms of passive learning to active ways of organizing educational activities. Multimedia technologies as methods of active social and psychological training contribute to the solution of such tasks of training, development and education as: mastering professional knowledge; formation of personal and special skills; development of attitudes necessary for a variety of successful activities; development of the ability to adequately and fully know yourself and other people; activation of the relationship system.

When selecting and using multimedia technologies, the teacher takes into account the uniqueness and features of a particular academic discipline, provides for the specifics of the science being studied, its conceptual apparatus, and features of methods for studying its patterns. Multimedia technologies fit seamlessly into the learning process.

By engaging in the learning process with the use of multimedia technologies, the student becomes the subject of interaction and cooperation with the teacher, which has a positive effect on increasing his self-esteem as a subject of educational activity.

In conclusion, it is worth noting that the use of multimedia technologies, of course, is not an end in itself, since for a higher school teacher, any technology has practical meaning only to the extent that it helps him to carry out a purposeful solution to specific didactic tasks.

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