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OPPORTUNITIES TO USE FOREIGN EXPERIENCE IN IMPLEMENTING PUBLIC PROCUREMENT

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Abstract: *This thesis discusses the possibilities of applying foreign experience in public procurement and the achievements that can be achieved as a result. In addition, some aspects of the US public procurement system are highlighted.*

Keywords: *public procurement, procurement system, public orders, procurement planning, corruption, national budget.*

Public procurement is the purchase of goods and services by the state and state-owned enterprises that provide socially important services (transport, water supply, communications, energy). They include a number of processes: needs assessment - supplier selection - final payment. In general, the usual international principles governing the European Union, the WTO and other international organizations apply to public procurement. In the world, public procurement is increasingly seen as a central tool for ensuring the effective and corruption-free management of public funds. From this point of view, the requirement of "integrity" is imposed on the organization and functioning of the public procurement system. Its meaning is that states must make every effort to:

- ensure that the public procurement process is transparent and that all participants are treated equally and fairly;
- use public funds related to public procurement for their intended purpose and effectively;
- the level of training and behavior of officials working in the field of public procurement is in line with the goals of their organization (procurement);
- the ability of the decisions made by the procurement system to respond to specific problems, ensure accountability and public control.

World practice shows that the most effective way to implement all the principles of procurement is to conduct public tenders. There is no worthy alternative to the process of placing public orders, since their closed nature and the subjectivity of their implementation lead to corruption and waste of budget funds.

In almost all developed countries, the state is the most important customer of products for domestic needs. For example, in the USA, the share of public procurement is about 15% of the allocated part of the national budget.

The management of the US public procurement system is based on three main principles, which are derived from the state's approach to its tasks:

1. Achieving fairness, that is, ensuring conditions for equal participation of contractors in the selection of government orders;
2. Integrity and combating corruption in public procurement;
3. Economy and efficiency, that is, ensuring the purchase of necessary goods and services at the lowest possible prices with minimal procurement costs.

The main stages of public procurement in the US include the following procedures.

- Purchase planning;
- Order placement;
- Selection of suppliers and conclusion of contracts;
- Management of contract execution;
- Evaluation of contract execution results.

When studying foreign experience, the most striking aspect was that the stage of public procurement in the United States, called the assessment of contract execution results, provides a great service in ensuring the effectiveness of budget funds.

In our opinion, before applying foreign experience in public procurement in Uzbekistan, it is necessary to take into account the level of existing business entities. The reason is that the laws and regulations adopted for the functioning of the public procurement system abroad may not exist in our country.

In conclusion, we can say that in improving public procurement, it is necessary, first of all, to identify existing shortcomings, analyze and eliminate them, as well as implement the achievements of foreign experience that are suitable for the republic's public procurement system.

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Abstract: *The article discusses the humane pedagogy of Sh.A. Amonashvili. The teacher is an intermediary between the student and the spiritual values of the past and modern generations.*

Key words: *humane pedagogy, students, teacher, pedagogical process.*

Аннотация: *В статье рассматривается гуманная педагогика Ш.А. Амонашвили. Педагог является посредником между учеником и духовными ценностями прошлого и современного поколения.*

Ключевые слова: *гуманная педагогика, учащиеся, педагог, педагогический процесс.*

Academy of Humane Pedagogy: Education through Love and Understanding The Academy of Humane Pedagogy is not just an educational institution, but a unique oasis where Shalva Amonashvili's pedagogy is brought to life. Founded in Russia, the Academy strives to educate not just educated people, but harmoniously developed individuals capable of empathy, self-realization and creation. Its activities are based on the principles of humane pedagogy developed by the outstanding Georgian educator and psychologist Shalva Amonashvili, whose approach to education is fundamentally different from traditional models. Shalva Aleksandrovich Amonashvili is a truly legendary figure. His works, such as "Reflections on Humane Pedagogy", "How to Love Children", "Hello, Children!" and many others, are becoming reference books for teachers seeking a deeper understanding of the child's soul. The key idea of his pedagogy is unconditional acceptance of the child, respect for his personality, his individual pace of development and unique abilities. Amonashvili believes that love, trust and understanding are the foundation of successful upbringing and education. He rejects authoritarian methods, preferring dialogue, cooperation and creating an atmosphere of psychological comfort for each student [1]. [40-47 p]. The Academy of Humane Pedagogy follows these principles in all aspects of its work. Here they do not simply teach subjects of the school curriculum - here they educate the individual.

The teachers of the Academy undergo special training, deeply studying Amonashvili's methods and practicing them on their students. They learn empathy skills, the ability to listen and hear the child, support him in difficult situations and help to reveal

his potential. Unlike traditional schools, the Academy pays great attention to the development of creativity, independence and critical thinking in children. Here, interactive teaching methods, project activities, and game techniques are widely used, promoting deep immersion in the educational material and developing an interest in knowledge. The educational environment is aimed at creating trusting relationships between teachers and students, where everyone feels respected and safe [3]. [2017. — 432 p.]. However, it should be noted that humane pedagogy does not mean a complete absence of discipline. Amonashvili emphasizes the importance of establishing reasonable boundaries, but at the same time rejects punishment as a method of education. Instead of punishment, she offers an understanding of the causes of negative behavior and assistance to the child in correcting it.

The Academy of Humane Pedagogy is an experimental platform where advanced methods of upbringing and education are tested in practice. Its work includes not only educational programs for children, but also professional training of teachers, seminars and conferences aimed at disseminating the ideas of humane pedagogy. This is a place where education is seen as the art of influencing the heart and mind of a child, and where love for the business and for children is the fundamental principle of all activities [2]. [134-136 p. [1996].

Humane pedagogy of Shalva Amonashvili is not just a teaching method, but a holistic philosophy of education that focuses on the personality of the child and his harmonious development. Its essence lies in creating an educational environment permeated with respect, trust and love, where each student feels valuable and significant. Unlike traditional approaches focused primarily on the acquisition of knowledge and assessment of results, Amonashvili's humane pedagogy focuses on the development of emotional intelligence, creativity and inner freedom of each child [4]. [2012.-241 p.]

This is the path to the formation of not just educated people, but harmoniously developed individuals capable of self-realization and creation. The main ideas of Amonashvili's humane pedagogy are based on several key principles. Firstly, it is the unconditional acceptance of the child as he is, with all his strengths and weaknesses. The child is not seen as an object of learning, subject to standardization and assessment according to strict criteria, but as a unique individual with his or her own pace of development and individual needs. Secondly, it is the priority of the child's emotional well-being. Amonashvili emphasizes that successful learning is impossible without a comfortable emotional atmosphere, where the child feels protected, loved and accepted. Stress, fear and self-doubt are obstacles to learning that must be eliminated [8]. Thirdly, it is faith in the potential of each child. Amonashvili is convinced that each child has enormous potential that must be revealed by creating favorable conditions for this. The methods and practices of humane pedagogy differ from traditional approaches. Instead of strict discipline and punishment, Amonashvili offers cooperation, mutual understanding

and support. Learning is based on dialogue, active interaction between the teacher and students, and not on passive perception.

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**INTERNATIONAL FINANCIAL RELATIONS, MARKET INVESTORS
AND THEIR ROLE IN THE DEVELOPMENT OF THE COUNTRY**

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Abstract: *This article provides information about international financial relations and their explains their mutual relations. In the article, foreign investments, international trade, currency-credit operations, distribution of financial resources, cooperation with financial institutions and topics like others are covered.*

Key words: *leasing, corporation, balance of payments, transnational corporations, economic integration, profitability, currency parity.*

The development process of the world economy is the development of international financial relations is inextricably linked with its evolution. International financial relations of the world economy takes a special place in the formation process. International financial relations gradually world became a structural element of the economy. Currently, international financial relations as an independent economic system formed as a result of the development of the world economy can be evaluated. To the objective laws of the market economy of the world economy a set of interrelated national economies through subordinate international financial relations as a global economic system.

International finance - the complex of international financial resources and their movement is an expressive concept. International financial relations have specific goals distribution of financial resources formed at the international level for implementation and represents economic relations in the process of their use. Here it is relations include international currency relations, international credit, investment, trade, tax, leasing relations and management of balance of payments of countries, international finance covers several internal and external relations, such as relations with organizations.

The international movement of capital is especially direct in the development of international financial relations penetration into one or another country in the form of direct foreign investment, as well as international the development of trade in products, various services, and technologies is a positive factor is influencing as. Growth of world

trade, specialization of production and expansion, development of international capital movement, cross-border goods, services and labor migration of power to the development of international financial relations, as well as world finance to the development of markets and the expansion of activities of transnational corporations, enabled acceleration of other aspects of international financial activity.

Globalization process - growth of world trade, specialization of production and expansion, development of international flow of capital, internationalization of services and products movement laid the foundation for the development of international finance. This situation is international financial to the emergence of corporations, world financial markets and interstate economic relations led to the complication of other aspects of activity.

International finance is the state and development of constantly changing international monetary systems, separately changes in the balance of payments of countries, international financial markets, international financial represents corporations, international banking and investment activities. International finance the following are the main participants of the system: banks, transnational corporations, investors and international official debtors. International economic operations is a force that seriously affects the financial system of individual countries. International finance represents financial relations that have an objective basis. This international financial transactions between countries as the material basis of activity flows, including cash flows - payments for imported goods and services and foreign exchange earnings from the export of products and services, these directions are economic may represent the finances of holding entities, but they belong to different countries will be. As a result, it shows the movement of money flows between countries.

Also, the flow of credit funds is two-way, on the one hand on the other hand, its repayment and payment of interest appears with Based on these flows, countries of financial resources the movement between them occurs. The distribution of resources between the countries is the same on the one hand, based on exchange rates, and on the other hand, based on customs tariffs managed. Financial resources activities of international financial organizations and institutions is formed and used in the process. These institutions and organizations are international has a structure and performs certain tasks. Their financial support generalized (for example, the budget of the United Nations) or targeted (specific programs and events) are carried out through funds. Economic resources the centralization of a certain part at the international level ensures the needs of the world economy, are the economic conditions for the formation of these resources, and are economic strengthening of integration, implementation of international projects and programs in various fields participation of countries, development of credit and trade relations.

So international finance is the formation of the international financial market and international institutions, production based on the movement of financial resources, including distribution and use. It is a complex system based on the structure of relations.

The following are the features of the country's public finances:

- does not leave the territory of one country;
- does not attract foreign entities;
- implemented on the basis of national legislation;
- represents the calculations carried out within the country.

International finance studies various aspects. These are economic categories, funds of financial resources and development of international economic relations meeting common needs of international significance and the profitability and continuity of social reproduction at the global level used to provide. At the same time, institutionally and economically learns.

Banks, currency and stock exchanges, international financial institutions, regional finance and credit organizations, a set of international and regional economic organizations and associations, the movement of world financial flows is carried out through them. It should be noted that the movement of capital, services and goods in the world market is national in the form of money arising in the process of redistribution of products relationship. It includes interstate and transnational financial and credit relations and represents the participation of foreign elements in them.

The main functions of international finance include:

- distribution function;
- control function;
- international currency-credit and finance with the help of finance to the reproduction process regulatory function related to the intervention of organizations;
- stabilization function.

This function is stable for economic and social relations in the world economic system is manifested in the creation of conditions. Formation of international financial relations and the main factors of its development are:

- Emergence of world markets, especially commodity markets;
- International division of labor;
- Internationalization and globalization of economic relations;
- Strengthening of integration processes in economic and social spheres;
- Scientific and technical development;
- Aggravation of global problems in the world economy.

International finance is considered one of the determining systems of the world economy has a significant impact on the world economy. International financial activity as a whole system shows and its elements include:

- world currency system;

- national and reserve currencies, international collective currencies;
- terms of mutual conversion, currency parity, exchange rate, regulation of exchange rates national and international mechanisms of comparison;
- international accounts.

International currency-credit and financial organizations - stabilization of the world economy in order to regulate international currency and financial-credit relations economic organizations established on the basis of international agreements. International finance entities such as transnational corporations and transnational banks play an active role in its development plays.

The objective basis of international financial relations is the international division of labor and the world economy and the system of economic relations in it. Today's world economy is a global economic system consisting of the sum of national economies, the market to objective laws of economy, international division of labor, production and changes according to the international movement of capital. International financial relations.

The impact of its development on the national economy is manifested through the following important features will be. In short, international finance is finance between countries is a set of properties representing operations and interactions. This relations with foreign investments, international trade, currency-credit operations, financial distribution of resources, cooperation with financial institutions, development of world markets and in strengthening the financial systems of countries and the world through others plays an important role in the formation of the economy.

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THE IMPORTANCE OF INTERACTIVE METHODS IN DEVELOPING ORAL SPEAKING SKILLS OF PRIMARY CLASS STUDENTS

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Annotatsiya Boshlang'ich sinf o'quvchilarining og'zaki nutq ko'nikmalarini rivojlantirishda interfaol metodlarning ahamiyati mavzusidagi ushbu maqola, o'quvchilarning og'zaki nutqini samarali rivojlantirishda interfaol metodlarning o'rni va ahamiyatini tahlil qiladi. Interfaol metodlar, o'quvchilarni faollikka undash, ularni o'z fikrlarini erkin va mantiqiy tarzda ifodalashga o'rgatish, muloqot qilishda ishtirok etishga imkon yaratadi. Ushbu metodlar yordamida o'quvchilar nafaqat nazariy bilimlarni, balki amaliy ko'nikmalarni ham o'zlashtiradilar.

Kalit so'zlar: *Interfaol metodlar, davra suhbatlari metodi, nutq ko'nikmalari, dialog, muloqot, rol o'yini.*

Abstract *This article on the importance of interactive methods in the development of oral speech skills of primary school students analyzes the role and importance of interactive methods in the effective development of students' oral speech. Interactive methods encourage students to be active, teach them to express their thoughts freely and logically, and make it possible to participate in communication. With the help of these methods, students acquire not only theoretical knowledge, but also practical skills.*

Key words: *Interactive methods, method of round discussion, speech skills, dialogue, communication, role play.*

INTRODUCTION. Today, it is of great importance to develop students' oral speech skills, shape their thinking abilities, and ensure their effective participation in communication within the education system. This process plays a significant role, especially for primary school students, in laying a successful foundation for secondary education. Students' oral speech not only supports their language proficiency skills but also contributes to their social and emotional development. In today's educational process, in addition to traditional methods, the active implementation of interactive methods and techniques is helping to more effectively develop students' speech skills. Interactive methods allow students to actively communicate with the teacher and each other, helping them express their thoughts clearly and fluently, expand their vocabulary, and develop the skills to make quick and correct decisions in various situations.

LITERARY ANALYSIS AND METHODOLOGY. The theory of teaching speech and working with interactive methods has been studied by several scholars, including Zimnyaya, E.I. Passov, E.V. Korotova, and S.S. Kashlev. I.A. Zimnyaya identified and described the complex three-stage structure of speech activity [1]. According to E.I. Passov, interactivity is always accompanied by communication and is often considered a condition for comprehensive communication between students [2]. E.V. Korotaeva studied various aspects of the theory, methodology, and practice of interactive learning [3]. Communication is a dynamic process of interaction that involves effectively conveying thoughts, ideas, and emotional values.

RESULTS. At the center of the communication process is verbal communication between two or more people, which consists of many verbal and non-verbal elements. The success or failure of transmitting information depends on how these elements are utilized. The structure of speech activity consists of three stages: motivational-incentive stage, interactive-research stage, and executive stage. In the motivational-incentive stage, the teacher's efforts should be focused on maintaining internal motivation, which sets and directs the course of educational activities. By increasing their own motivation, students understand the need to participate in the communication process and set their own goals for learning a foreign language. In the interactive-research stage, the tools and methods for constructing the thinking process are identified. A meaningful speech plan is created, and the selection of lexical and grammatical tools is ensured. The executive stage of speech activity reflects the real outcome of the activity, expressed in speech. Factors influencing the success of speech are varied: fear of criticism or rejection, lack of knowledge and personal opinion on the discussed topic, and others. In modern conditions, interactive forms and methods of teaching are highly popular in the practical work of teachers, distinguishing them from traditional teacher-centered models and primarily aimed at ensuring freedom of communication and interaction among students.

DISCUSSION. Interactive methods, i.e., methods based on interaction, dialogue, and the exchange of thoughts and information, are widely used. In the pedagogical process, interactive methods are very common, such as "Brainstorming", "Brown Movement", and "Choose the Policeman". Let's examine the most popular methods.

"Round Table" (Davra subhati) method. This method involves students expressing their thoughts and opinions on a given problem or questions around a round table. When applying the "Round Table" method, desks and chairs should be arranged in a circle. This helps each student maintain "eye contact" with one another. There are both oral and written forms of round-table discussions. In an oral round-table discussion, the teacher introduces the topic and asks students to share their thoughts on the question. Each student then verbally presents their opinions around the circle. The student speaking is listened to attentively, and if discussion is necessary, it will take place after all thoughts have been

shared. This encourages independent thinking and the development of speech culture among students.

“Brainstorming” method. This method is based on considering any student’s opinion on a given problem. All speeches should be written without evaluating their content, without requiring justification or proof of the argument. This approach saves time when dealing with large volumes of information and also encourages active participation from students who might otherwise lag behind or fear criticism. Students are given complete freedom to add to and develop other students’ ideas without criticizing them. This method helps students who fear criticism to develop their speech.

“Brown Movement” method. This method involves the teacher creating questionnaire cards on a particular topic. At the same time, students are given full freedom of movement in the classroom and engage in small dialogues and discussions with their classmates in an effort to gather the most complete information for their surveys. Such tasks are suitable for practicing lexical units and also help alleviate tension within the group and promote cohesion. Questionnaires may vary in difficulty levels, but through communication, students develop their speech.

CONCLUSION. The importance of interactive methods in developing the oral speech skills of primary school students is significant. Interactive methods enhance students' engagement, encourage independent thinking, and help them express their thoughts freely and clearly. These methods allow students to understand the material more deeply, participate in communication, and exchange ideas with one another. Through interactive methods, students not only acquire theoretical knowledge but also develop the skills to apply it in practice.

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SOLVING PROBLEMS RELATED TO THE THEORY OF ELECTROLYTIC
DISSOCIATION

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Annotation. *This article serves to strengthen the knowledge of students on the topic of dissociation theory of chemistry and to further improve their skills in solving problems in chemistry. The article presents some new types of problems related to the theory of electrolytic dissociation and their solution based on mathematics and formulas, which will help students to further improve their thinking skills and solidify their study of this topic.*

Keywords: *Degree of dissociation, number of electrons, cation, dissociation constant, anion, Ostwald's dilution law, proportion.*

Login" The most big wealth this is intelligence and science, the most big inheritance it 's good education, the most big poverty This is ignorance. Progress base the stone, the country powerful, nation great to do power is also science , education and Education is tomorrow . Our day, our homeland bright prospect, first next, education system and to our children giving closely related to our upbringing " it depends ," he said. was Uzbekistan president Shavkat Mirziyoyev [1].

Modern science and technique development general education in schools chemistry science to teach new approach , students this from science absorption necessary was knowledge and skills content and to the level high requirements is putting .[2] Today to the day come and study information size too much outside increasingly gone to students not only knowledge to give , maybe " read " them and to study "to teach" demand is doing .[3] Changing rapidly and developed going informed in society activity show and to live from students not only just ready knowledge to master , but variety in appearance information independent looking for find and again to work and from them various vital in situations effective use requirement is doing .[4] In our article chemistry in science electrolytic dissociation topic separately place Electronic dissociation theory electrolytes in the water in solutions going reactions all interionic reactions that confirms. Reactions ionic equations in the making less dissociable, rare soluble and gas in the case of substances molecules in the style of Chemistry science many on topics issues processed and this dissociation We connect it with the theory.[5]

Literature analysis and methodology

In the literature following kind of issues given:

1. If the degree of dissociation of a 0.01 M solution of CH_3COOH is 2%, find the concentration of H^+ ions?

2. If 86 out of 173 molecules of an electrolyte are dissociated into ions, what is its degree of dissociation?

3. NH_4OH The dissociation constant of a 0.00001 N solution of $1,8 \cdot 10^{-5}$ is equal to -. Find its degree of dissociation.

4. The number of hydrogen ions in 0.24 l of water is $3.01 \cdot 10^{15}$. How many undissociated water molecules are there for each water molecule dissociated into ions? Below we will consider a new type of problems and their solutions on the topic of "Electrolytic Dissociation Theory".

Discussion

1 – issue the following 2 methods seeing Let's go .

Method 1: 1) First, the dissociation equation of the substance is written: $CH_3COOH \rightleftharpoons CH_3COO^- + H^+$ Taking into account the formation of 1 mol of H^+ ions, it is put into the following formula: (The given percentage is always taken as a fraction)

$$2) C_{ion} = \alpha \cdot C_M \cdot n = 0,02 \cdot 0,01 \cdot 1 = 2 \cdot 10^{-4}$$

Method 2: Molar concentration in solutions expresses the number of moles of a given substance in 1 liter of solution. Knowing this, the following proportion can be constructed:

$$\begin{array}{l} 0.01 \text{ M} \text{ ——— } 100\% \\ X \text{ ——— } 2\% \end{array} \quad X = 2 \cdot 10^{-4}$$

Answer: $2 \cdot 10^{-4}$

Problem 2. This example can be solved in 2 different ways . proportion and formula based on we work

Solution : Method I : proportion through :

$$\begin{array}{l} 173 \text{ ——— } 100\% \\ 86 \text{ ——— } X \end{array} \quad X = 49.7\%$$

Method 2: found by the formula: $\alpha = \frac{n}{N} \cdot 100\%$

Here N is the total number of molecules;

$$n\text{-number of dissociated molecules; } \alpha = \frac{86}{173} \cdot 100\% = 49,7\%$$

Answer: 49.7%

Issue 3. In this issue Ostwald's dilution in the law from the formula come out is considered .

Solution:

The following formula is used to solve this problem:

$$\alpha = \sqrt{\frac{K}{C}} = \sqrt{\frac{1,8 \cdot 10^{-5}}{0,00001}} = \sqrt{1,8} = 1,34\%$$

Answer : 1.34 %

Result

Solution: 1) Using the density of water as 1, the given volume of water is converted to mass.

$$0.241 = 240\text{g}$$

2) Using the given mass of water, the total number of water molecules is found.

$$240 \text{ — } X$$

$$18 \text{ — } 6.02 \cdot 10^{23} \qquad X = 8.026 \cdot 10^{24}$$

3) Then, using the given number of hydrogen ions, the number of water molecules dissociated is found.

$$3.01 \cdot 10^{15} \text{ — } X$$

$$6.02 \cdot 10^{23} \text{ — } 6.02 \cdot 10^{23} \qquad X = 3.01 \cdot 10^{15}$$

4) The number of water molecules that are not dissociated into ions is found:

$$8.026 \cdot 10^{24} - 3.01 \cdot 10^{15} = 8.025 \cdot 10^{24}$$

4) The ratio of the number of water molecules dissociated into ions and not dissociated into ions is determined:

$$3.01 \cdot 10^{15} \text{ — } 8.025 \cdot 10^{24}$$

$$1 \text{ — } X \qquad X = 2.66 \cdot 10^9$$

Answer : It is in the ratio $1 : 2.66 \cdot 10^9$.

Conclusion

I believe that such problems will help chemistry students expand their thinking and understand issues related to the degree of dissociation and dissociation constant. This will increase the effectiveness of mastering the subject and improve the quality of education.

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PSYCHOLOGICAL IN PRE-SCHOOL EDUCATIONAL INSTITUTIONS
THE IMPORTANCE OF COACHING IN SERVICE ORGANIZATION

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Abstract: *Coaches need to train any skills they know Coaching is not theoretical knowledge but practical benefit. Kindergarten interest in the life of children and their mental growth. The coach has a big role in the growth, interest is like a need, something of the child's one of the motivating factors. That is why curiosity is a complex mental phenomenon related to the cognitive process.*

Key words: *Coach, aesthetic taste, ontogenesis, motive, elementary hygiene, skills, etc.*

It is necessary to create a safe environment so that the coach can interpret what is happening and make decisions based on his experience and wisdom. The word "coach" is derived from the English word "coach" and means "mentor". In ontogeny, the period from 3 to 7 years old is the period of kindergarten or preschool age. is considered Very fast quality in the psychology of preschool children for 3 periods (3-4 years) junior preschool (4-5 years) junior kindergarten age secondary school period (secondary, kindergarten age) 6-7 years and senior preschool can be allocated to young people. In the process of development, the child interacts with the world of objects and events created by his generation. The child actively learns and acquires all the achievements of humanity.

In this, the acquisition of the world of objects, actions performed with their help, language, relationships between people, the development of activity motives, the growth of abilities, adult it should be implemented with the direct help of people. Basically, from this period, the independent activity of the child begins to increase. Education of children of kindergarten age, mastery of their complex movements, formation of elementary hygiene, cultural and labor skills, development of speech and social it is the period of forming the first buds of moral and aesthetic taste.

According to the famous Russian pedagogue Lesgaft, the period of a person's kindergarten year is such a stage that during this period children's examples of character traits are formed and the foundations of moral character appear. One of the outstanding characteristics of children of kindergarten age is their mobility and imitability.

The main law of the child's nature can be expressed as follows: the child requires continuous activity, but he not from the result of the activity, but from the sameness and chronicity of the activity. Moral standards of the child through the relationship with adults

and peers, to understand people, as well as learn about positive and negative relationships starts. A child of kindergarten age can now control his body well. Its movement is coordinated. During this period, the child's speech begins to develop rapidly. He feels the need to reinforce what he knows about the acquisition of news. It is characteristic of children of this period to hear the fairy tale that they know over and over again and not get bored of it.

The needs and interests of children of kindergarten age are growing rapidly. First of all, this is the need to reach a wide range, the presence of the need to interact and play. Kindergarten-aged children, due to their relatively complete mastery of speech and excessive external mobility, have relationships with people close to them and peers. There is a need to be. They begin to strive for a wider range of relationships from a narrow one. Now they try to play together with the neighbors' children.

The need to know everything increases. Another of the strong needs inherent in the nature of a child of kindergarten age is the novelty of everything as an attempt to learn it in every way. In the life of children of kindergarten age and their mental growth, the role of interest is great, interest is like a need for a child's activity is one of the motivating factors. Therefore, with the process of knowing, the interest it can be said to be a complex mental phenomenon.

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THE TERM OF HISTORICAL PROSE AND ITS USE IN UZBEK LITERATURE

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Annotatsiya Maqolada jahon adabiyotida mavjud tarixiy mavzuda yozilgan turli janrdagi asarlarni birlashtirib turuvchi “tarixiy nasr” (historical prose, историческая проза) atamasining mazmuni, o‘zbek adabiyotida mazkur atamasining qo‘llanilish zaruriyati haqida fikr yuritiladi. O‘zbek adabiyotida mavjud “tarixiy janr” atamasining mazmuni va bugungi kundagi ahamiyati baholanadi. “Tarixiy janr” atamasi ifodalay olmaydigan tarixiy hikoya, tarixiy qissa, tarixiy roman kabi janrlarni umumiy nomlashda “tarixiy nasr” atamasidan foydalanish imkoniyatlari o‘rganilgan.

Kalit so‘zlar: tarixiy janr, tarixiy nasr, historical prose, историческая проза

Abstract The article examines the meaning of the term "historical prose," which unites various works in the genre of historical literature, written in different genres, and the necessity of applying this term in Uzbek literature. It evaluates the content of the term "historical genre" in Uzbek literature and its relevance today. The article explores the possibility of using the term "historical prose" to refer to genres such as historical short story, historical novella, and historical novel, which are not encompassed by the term "historical genre."

Keywords: historical genre, historical prose, historical prose.

INTRODUCTION. The term "historical prose" is used to refer to works in various genres written on historical themes in world literature. This term serves to collectively name works in the genres of story, play, novella, and novel that deal with the past. In literary studies, this term is primarily used to generalize works related to a specific author, people, or era (such as Walter Scott’s historical prose, Russian historical prose, 20th-century historical prose, etc.).

LITERARY ANALYSIS AND METHODOLOGY. Historical prose has been widely used in European and Russian literature, particularly gaining significant attention in the second half of the last century, when its study as a term in literary studies developed extensively. According to sources, historical prose is a distinctive genre of literature that not only conveys historical information but also aims to present it in an engaging manner. Unlike documentary history, historical prose allows freedom in selecting historical data and incorporates fictional characters to ensure the narrative remains interesting. Its main task is to depict a chain of real events using artistic means, that is, to separate plot, climax, and conflict in the sequence of events and unify them based on a particular historical event or concept. In Uzbek literary studies, the term "historical prose" has been mentioned

in the works of a few scholars, and this term is primarily found in scholarly research written in Russian. E. Samandarov [Samandarov I. E. *Historicism in Uzbek Historical Novels*, Abstract of the Dissertation for the Candidate of Philological Sciences. Tashkent, 1992, p. 22], Z. Nurmuhamedova [Nurmuhamedova Z. D. *The Problem of Creating the Character of a Historical Figure (On the Issue of the Role of Fact and Imagination)*, Abstract of the Candidate Dissertation, Tashkent, 1974, 22 p.], A. Arkhangelskaya [Arkhangelskaya A. K. *The Problem of the Concrete Historical Figure in Uzbek Soviet Prose*, Abstract of the Candidate Dissertation, Tashkent, 1977, 28 p.], and A. Zayniddinova [Zayniddinova A. K. *The Depiction of Character and Circumstances in Uzbek Historical Novels of the 1970s*, Abstract of the Candidate Dissertation, Tashkent, 1981, 24 p.] all use this term in their research on Uzbek literature written in Russian. In Uzbek-language research, however, the term "historical genre" is often used instead.

RESULTS. An important element of historical prose is that it pays great attention to the linguistic characteristics, moral norms, social conditions, and other details of the period depicted in the work, which took place in the past. The author of a historical work deeply studies historical reality and notable historical figures, striving to portray them vividly, which allows readers to better understand how these figures interacted with their environment.

In Uzbek literary studies, all works on historical themes are generally grouped under the term "historical genre." Sources define the historical genre as one of the main genres or themes in literature and art, describing a collection of works written on historical topics related to the past [See: *Uzbekistan National Encyclopedia*, Volume 5, edited by M. Aminov, T. Daminov, T. Dolimov, et al., Tashkent: State Scientific Publishing House, 2003].

DISCUSSION. The genre that unites all works with a historical theme in artistic creation aims to depict and bring history to life, and it is not only widespread in literature but also in practical art forms such as music, painting, and sculpture. However, the term "historical genre" is not always appropriate in literary works. Examining the significance of this term in literature, A. Hayitmetov writes:

“The term “historical genre” is often applied to works on historical themes. This is scientifically incorrect. The definition “historical” does not indicate a specific type of genre, but rather emphasizes the characteristics of the material related to the subject or another genre. Each of the genres in Uzbek literature can be dedicated to various interesting themes, and no genre is exclusively “specialized” in historical themes. Therefore, the term “historical genre” is neither scientifically nor practically successful” [Hayitmetov A. *On the Creative Methodology of Eastern Literature*, Tashkent: "Fan," 1970, p. 85]. As A. Hayitmetov emphasizes, using the quality of historicity in relation to a genre is not entirely correct.

In modern literature today, there cannot be a separate genre solely dedicated to historical themes. When an author writes a historical work, they refine it based on contemporary issues. That is, historicity, as a theme, certainly demands a certain form — that is, a genre. Therefore, today historicity refers to a quality that can be relevant for all genres. In this sense, lyrical, dramatic, and prose genres can be classified as historical lyricism, historical drama, and historical prose when expressing historical themes.

CONCLUSION. The term “historical genre” should be appropriately applied to works of art in other fields, such as music, sculpture, and painting, that reflect historical qualities. However, from the perspective that literature is the art of words and that it artistically portrays life’s themes or issues, the term “historical genre” does not fully justify itself in this context. In literary works, historical elements can appear not as a separate genre but as a distinct feature of various existing genres (such as historical novels, historical dramas, historical short stories, historical ballads, etc.).

In addition to the above, it is also important to highlight another aspect of the use of the term “historical prose” in Uzbek literary studies. Aligning our national literary scholarship with the advanced scientific practices of the world’s developed nations is crucial for the progress of the field. By comparing existing theoretical concepts with internationally used terms and rules, it is possible to accelerate the integration of our scholarly work with global literary studies.

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THE ROLE OF MARKETING IN HIGHER EDUCATION

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Abstract: *Marketing has become an indispensable tool for higher education institutions in today's competitive and globalized educational environment. About the role of marketing in higher education institutions in the Republic of Uzbekistan and its specific features in the development of educational organizations.*

Keywords: *Marketing in higher education, student recruitment, digital market, competitive education market, modern management, marketing system, concept, marketing objective, information and communication technologies, market structure.*

Introduction

What is marketing?

Marketing is (English: market - "market", "market movement", "activity") - a form of organization and management of the production and sale of goods by an enterprise. The term "marketing" was introduced into use by McCovern in the 1960s. [1]

Most people think that "Marketing services are used only in the production and sale of products." In fact, in today's rapidly changing market conditions, as well as in all systems where a strong competitive environment has been created, the need for marketing services is growing by itself. Because in such an environment, the only way to achieve superiority on the basis of healthy competition is to establish marketing well.

Today, the number of young people wishing to receive higher education in our country is increasing year by year. In turn, based on this demand, the number of private higher education institutions and branches of foreign universities operating on an equal footing with state higher education institutions is also increasing in our country. More precisely, a strong competitive environment is also emerging in the field of providing higher education to young people. The competitive environment creates the basis for improving the quality of education, ensuring that the graduating staff is fully mature and knowledgeable.

Modern management involves the systematic development and mastery of knowledge, skills and abilities of future managers and their training, as well as the effective use and application of modern knowledge and innovations, advanced foreign experience, the widespread introduction of information and communication technologies into the educational process, and the intensive mastery of foreign languages. [2]

In an era of intense competition and globalization, the importance of marketing in higher education has emerged as a key element of institutional success. Higher education

institutions (HEIs) operate in a dynamic landscape where student aspirations, technological advancements, and financial pressures are converging to challenge traditional operating paradigms. By utilizing marketing strategies, HEIs can achieve several goals, including attracting diverse student populations, building strong institutional brands, and fostering long-term stakeholder engagement.

In the context of the globalization of the Uzbek economy, the socio-economic role of marketing in implementing a modern management system in higher education institutions is increasing. Moreover, it is important to focus on the proper implementation of marketing services in the management system of world research and higher education institutions, understanding its theoretical foundations, and properly monitoring its modern innovative development in education. Considering that marketing is an important concept in higher education institutions, we can say that it is necessary to establish a good marketing system and monitor its activities. The main reason for this is to form knowledge and skills about marketing in students and to provide them with the necessary information. However, before determining the role of marketing in higher education institutions, it is necessary to first consider its main tasks, knowing that marketing is a necessary and integral part of all the industries around us. [3]

Marketing is a complex, dynamic, multifaceted concept, which indicates that it is impossible to give a completely universal definition of marketing. Nowadays, marketing is exerting its influence in all industries around the world. According to one of the leading theorists of management, Peter Drucker, "The purpose of marketing is to eliminate the need to sell. Its purpose is to study and understand customers in such a way that goods and services are tailored to their needs and ultimately sell themselves." Most people think that marketing services are used only in the production and sale of products. In fact, in today's rapidly changing market conditions, as well as in all systems where a strong competitive environment has been created, the need for marketing services is growing by itself. Because in such an environment, the only way to achieve advantage on the basis of healthy competition is to establish marketing well. [4]

The recently existing concept of expanding the scope of higher education, improving the quality of training of highly educated specialists, introducing digital technologies and modern methods into the educational process, actively involving personnel customers in the process of training highly qualified specialists, as well as ensuring the financial independence and stability of higher educational institutions, strengthening their material and technical support, is also envisaged. This definition can also be seen directly in the case of the higher education system. Before talking about marketing, it is necessary to determine the need for the possibility and necessity of using marketing tools in education. It follows that managers and specialists are considered part of the process of directly participating in market relations in the marketing civilization, which is related to the lifestyle of market participants.[5]

The demand for marketing, taking into account the increasing competition in the educational services market, will require marketing research to assess potential demand and monitor it. The main purpose of this study is, firstly, to identify educational needs, correctly assess their satisfaction and provide educational needs. The second main purpose is to predict the future of the market and improve the quality of education, which helps to solve many of the obvious differences between education that is in demand and education that is being implemented using marketing tools. Its main advantage is that it provides a subjective position of the educational process by ensuring changes in the internal environment, that is, the convenience and success of classes, and such definitions are also very necessary in the field of marketing education.

The main directions of comprehensive market research based on marketing activities can be:

- study of demand;
- determining the structure of the market;
- study of the product;
- study of competitive conditions;
- analysis of sales forms and methods.

It is important that demand research is also an important part of the marketing process in the education system. It follows that it is important to study the level of demand for all types of equipment and necessary technologies in the field of education before introducing them to higher education institutions and applying them in marketing. [6]

Determining the market structure is an important task that follows the demand study. Because, knowing the availability of specialists in the education market who meet the requirements of the time for higher education institutions and selecting personnel with high knowledge and skills from them is an important step for work efficiency. The remaining areas are a composition of areas that complement each other and are sequentially related in their implementation. Who performs marketing functions:

- Personnel trainers;
- Consumers;
- Marketing specialists

Conclusion

The role of marketing in higher education has become integral to addressing the complexities of a competitive and dynamic global environment. This study found that effective marketing strategies, particularly those that leverage digital tools, data analytics, and artificial intelligence, have a significant impact on student recruitment, institutional branding, and financial sustainability.

In conclusion, marketing is no longer an accessory to higher education, but a critical enabler for growth, innovation, and global competitiveness. By investing in data-driven, technology-enabled, and student-centered marketing strategies, higher education

institutions can address future challenges, seize emerging opportunities, and effectively fulfill their mission in an increasingly interconnected world.

In order to ensure the implementation of the priority tasks set out in the "Concept for the Development of the Higher Education System until 2030", it is necessary to establish a new marketing service in each higher education institution that can analyze current labor market offers, establish contacts with employers and foreign partners on mutually beneficial terms, and review the activities of existing marketing departments.

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THE ROLE OF FOREIGN INVESTMENTS IN THE DEVELOPMENT OF THE UZBEKISTAN ECONOMY

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Abstract: *This article briefly describes the investments that have made a significant contribution to the development of the economy of the Republic of Uzbekistan, the measures taken in this regard, and the results achieved.*

Keywords: *investment, the role of investment in the economy, types of investment, investors, foreign investment, income, profit.*

Introduction

In the modern world, investments have firmly entered the lives of many people and have become an integral part of financial literacy. Foreign investments can be considered as all property, financial, intellectual wealth of a completely different state, mobilized by foreign investors in the economy, entrepreneurship and other activities in order to obtain high income and achieve efficiency. Foreign investments are fundamentally different from domestic investments and are attracted by stimulating entrepreneurial activity. Agreements with the investing state, enterprise or owner relate to loans and debts that are required to be repaid with interest rates.

Today, many enterprises located in the territory of the Republic of Uzbekistan, in particular, our state policy, pay special attention to the development of investments, promotion of entrepreneurship in the annual production and profit-making processes. In this regard, the President of the Republic of Uzbekistan Shavkat Mirziyoyev also held a separate presentation on October 22 of this year, in which he introduced the necessary measures and the state of investments in 2024.

Literature analysis and methodology

Uzbek economists D.G.Gozibekov and T.M.Qoryaliyev define investment as “all types of property and intellectual wealth that bring benefit (profit) or social effect and are involved in entrepreneurial and business activities that are not prohibited by the state.”

According to N.V.Igoshin, “Investment is the expenditure of funds to recreate, maintain and expand capital. In the most general sense, “Investment” is the expenditure of free funds on various forms of financial and material wealth.” In general, investment in the economy is the process of capital accumulation.

Therefore, the development of investment policy is not only a part of economic policy, but also one of the main resources for the modernization of the economy.

According to research and statistical data, as of August 1, 2024, the number of enterprises and organizations with foreign investment operating in the region amounted to 1,612, and over the next five years, the number of enterprises increased by 1.1 times. The leading place was occupied by the People's Republic of China, which has a full or partial share in 575 enterprises. In Uzbekistan, the volume of investments in fixed capital in January-March 2024 amounted to 107.1 trillion soums. It is known that the share of total foreign investments and loans in fixed capital reached 68.9 percent.

The countries with the highest share in the volume of total foreign investments and loans:

1. China-23 percent
2. Russia-13.8 percent
3. Turkey-8.5 percent
4. Saudi Arabia-7.2 percent
5. UAE-4.8 percent
6. Germany-3.8 percent

At a meeting with the Minister of Investments, Industry and Trade of Uzbekistan Laziz Kudratov and the Vice President of the Asian Infrastructure Investment Bank Konstantin Limitovsky, the parties reviewed the process of implementing promising projects in the energy, education, healthcare and water supply sectors. The program envisages financing 12 projects worth a total of \$2.58 billion, including green energy, water supply, road reconstruction and infrastructure development.

Discussion and results

In order to formulate an economic policy in line with the standards of the modernizing world economy and further accelerate developments in society and business activities, it is necessary to take a number of measures and develop new innovative ideas. In particular, one of the main tasks is to open up wide opportunities for investments, especially foreign investments, which are important for all business sectors, and to widely promote them to the public.

In particular, the implementation of separate economic programs developed by the President of the Republic of Uzbekistan for each year and full implementation of the adopted decisions are a key step in the development of the state economy. At the same time, entrepreneurs would not be limited to attracting foreign investment to business, but would take sufficient action to increase the share of their investments in foreign countries and take a place among the leading countries.

The Cabinet of Ministers of the Republic of Uzbekistan adopted a resolution on measures to implement the investment program for the second quarter of 2024. According to this resolution, such issues as actively attracting foreign investment to sectors of the economy and regions, introducing modern technologies into production, expanding the production volumes of high-value-added export-oriented products, creating permanent

jobs, and consistently continuing measures aimed at ensuring employment of the population were put forward.

It is necessary to continue the active investment policy, to concentrate efforts and rational use of available resources, taking into account the measures being taken to actively attract and effectively develop investments, including direct current investments, for the implementation of strategically important investment projects for the technical and technological re-equipment of existing production and the organization of new high-tech production, as well as on this basis to increase the employment of the population, their standard of living and quality of life. On October 22, 2024, our President Shavkat Miromonovich Mirziyoyev held a meeting on localization, development of public-private partnerships, and attraction of foreign investments. It was reported at the meeting that over the past seven years, more than \$78 billion of foreign investments have arrived in Uzbekistan. A law on PPPs has been adopted, and more than a thousand projects have been launched. The production of 1,800 new products has been launched in the country.

Today, 366 large projects worth \$140 billion are being implemented in all sectors. Among the investment projects, \$15 billion worth of equipment, raw materials and construction materials are being imported annually. The head of state notes that the local share in each of them can be increased. The president said at the presentation that a total of \$78 billion in foreign investment has flowed into Uzbekistan over the past seven years, including \$23.7 billion in January-September 2024. As a result, 1,800 new products have been launched, and 120 large capacities have been put into operation.

According to the Statistics Agency under the President of the Republic of Uzbekistan, in January-December 2023, a total of 352.1 trillion soums were invested in fixed capital, which was 122.1% compared to the same period in 2022. In January-March 2024, a total of 107.1 trillion soums were invested in fixed capital, which was 174.5% compared to the same period in 2023. From this data, we can see that the volume of capital investment in Uzbekistan has decreased significantly this year compared to 2023.

If we look at the growth rates over the last five years, it reached 104.6 percent in 2020, decreased slightly in 2021 to 97.8 percent, increased in 2022 to 115.2 percent, and has continued to grow until now, reaching 174.5 percent. In conclusion, today the President of our country is also paying great attention to our economy and business activities. As a vivid proof of this, we can see that 2024 was named the "Year of Youth and Business Support" kin. We can say that in the conditions of New Uzbekistan, a stability rating of business entities has been established, attention is paid to this. There is a significant contribution of foreign investments to all areas of entrepreneurship. At the same time, local investments have their place in entrepreneurship. But working together with a foreign country is important for the development of the country and the business process. If foreign investments are made in one area (business), then of course, if investors are also attracted in parallel, the development indicator will increase sharply.

In the world where globalization is currently in full swing in all areas, it is difficult for any activity that is limited to only local or national investments, in general, to reach high peaks and victories. Therefore, working together with foreign investments, projects and innovations is one of the appropriate steps to implement and promote foreign programs in our field.

Experience shows that by following the above recommendations, it will be possible to achieve a wider formation of foreign investments in the development of the economy of New Uzbekistan.

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PEDAGOGICAL MOTIVATION IN PRIMARY EDUCATION: THE ROLE OF THE TEACHER AND STUDENTS' THINKING PROCESSES

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Abstract: *This article is dedicated to studying the significance of pedagogical motivation in primary education and the role of the teacher in this process. Pedagogical motivation helps to increase students' interest in learning, their motivation to strive for success, and their enthusiasm for achieving their goals. The article outlines two types of motivation: intrinsic and extrinsic motivation, as well as the main methods that teachers use to motivate students. The teacher's activities, such as providing interesting and creative tasks, encouraging success, and fostering critical thinking, serve to develop students' thinking processes. The article also emphasizes the role of positive teacher-student relationships in enhancing motivation. This work helps to understand how pedagogical motivation is a crucial factor in students' success and personal development in education.*

Keywords: *Primary education, pedagogical motivation, teacher's role, students, intrinsic motivation, extrinsic motivation, thinking processes, educational effectiveness, encouragement, student activity, pedagogical approaches, interest in learning, student development.*

Pedagogical motivation is one of the main factors that determine students' success in learning and their overall development in primary education. Pedagogical motivation helps to increase students' interest in learning, their drive to work, and their enthusiasm for achieving their goals. In this process, the role of the teacher is very important, as the teacher is the main tool in shaping students' motivation and involving them in the active learning process.

Pedagogical motivation refers to students' interest in learning and their engagement in educational activities, driven by goal-directed efforts and encouragement. Motivation is a key factor in successful education, supporting not only cognitive development but also emotional and social growth.

In primary education, pedagogical motivation is divided into two main types:

1. **Intrinsic Motivation:** This is driven by the student's own desire, satisfaction, and interest in the learning process.

2. **Extrinsic Motivation:** This involves external encouragement from the teacher, such as grades, rewards, or other external factors.

Intrinsic motivation encourages students to achieve long-term success in learning because they value personal development and acquiring new knowledge. Extrinsic motivation, on the other hand, provides more short-term encouragement, guiding students toward short-term goals.

The teacher plays a crucial role in the formation and development of pedagogical motivation in primary education. The teacher's activities should be focused on inspiring students, awakening their interest in learning, and building their self-confidence in their abilities.

Key methods of enhancing motivation by the teacher:

1. Providing interesting and creative tasks: Creating engaging and creative assignments is important for stimulating students' interest in learning new material and enhancing their thinking processes. For instance, using games, scientific experiments, or interactive exercises can increase student participation.

2. Encouraging success in learning: Teachers can boost students' motivation by recognizing and rewarding even small achievements, thus encouraging them to strive for greater efforts.

3. Encouraging critical thinking: Teachers should support students in expressing their ideas freely and in developing critical thinking on various topics. This, in turn, fosters their logical and creative thinking processes.

4. Personalized approach: Each student has unique interests and abilities. The teacher should consider each student's individual needs and adapt their teaching methods accordingly. This enhances students' self-confidence.

5. Establishing positive relationships between teacher and student: Respect and kindness from the teacher, belief in students' success, and creating opportunities for students to express their opinions freely are crucial for enhancing motivation.

There is a direct connection between students' thinking processes and their motivation. To inspire students to learn new knowledge and foster interest, their thinking processes must be active. For effective learning, it is essential to encourage students to answer questions, solve problems, and engage in logical thinking.

To encourage students' thinking, teachers can use the following methods:

1. Asking questions and engaging in dialogue: Teachers can help students express their ideas by asking open-ended questions. This promotes independent thinking.

2. Problem-solving tasks: Providing students with practical problems or challenges encourages their creative and critical thinking.

3. Allowing students to express their ideas: Giving students the opportunity to express their thoughts, participate in debates, and discuss changes with others enhances their motivation.

Pedagogical motivation in primary education plays a significant role in students' success in the learning process. The teacher's role is a crucial part of the motivation

process, as they inspire students, ignite their interest, and engage them in active learning. By developing appropriate pedagogical methods, the teacher helps to enhance students' thinking processes and contributes to increasing educational effectiveness.

Thus, the teacher's approach to pedagogical motivation in primary education is extremely important in enhancing students' interest in learning and guiding them toward achieving success.

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THE ROLE OF DIGITAL STORYTELLING IN CONTEMPORARY LITERATURE

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Abstract. *This study determined the effectiveness of the Digital Storytelling in a developmental English class at a community college which utilized digital storytelling as a pedagogical tool. Building upon the many years of research of best practices in the field of developmental education, The goals of the study are to contribute to the existing body of literature on developmental education best practices and women's learning as well as merge the two with the 21st century technology of digital storytelling. Within the contemporary literature on digital storytelling, themes of identity formation, multiple literacies, and empowerment through emancipation are pervasive. This study offers insight into and advances the understanding of digital storytelling by including the field of developmental education with an exclusive focus on women's ways of learning.*

The study responded to research questions regarding narratives and storytelling and by this storytelling aided in restoring identity among traditionally disadvantaged and marginalized communities and groups. In using digital storytelling, people were taught how to utilize digital media tools to create video narratives about themselves and their experiences.

Keywords: *digital storytelling, narratives, age, gender, marginalization, digital technology*

INTRODUCTION. Teaching Literature is getting more demanding in the 21st century. The birth of the current technology-driven world twinned with challenges in the teaching and learning process of traditional classrooms Behind this emergence, technology integration in education is pushed to intensify the interests of students to learn. The practice of storytelling is strongly established in African-American culture. It enhances the continuity of wisdom and claims the voice of oppressed groups such as African-Americans and women. The use of narrative and facts to express a subject of interest or concern to an audience is storytelling. Storytelling might be factual, improvised, or embellished to convey the appropriate message. Storytelling is significant in African-American culture because it develops connections between people and ideas. Storytelling connects African-Americans through their shared culture, history, and ideals.

LITERATURE REVIEW AND METHODOLOGY

This study makes use of literature review as the research methodology. Their argument is derived from the existing knowledge. The author collects and evaluates previous research and thus establishes a firm foundation for building and transferring knowledge and facilitating the development of theory.

Developmental Education: My Personal Connection Before teaching at the postsecondary level, the majority of my teaching experience was in the field of elementary education. I knew very little about the community college with the exception of having taken some college transfer courses during summer. I had never heard of developmental education until I began my career as an instructor at the community college. A literary piece reflects the past. This will open the minds of the young readers to the important events in the history.

Literature had a high functional element; most students commented on its role in the improvement in English Language. There was consensus among students and teachers that the study of Literature in English contributed greatly to increasing students' proficiency in English Language,

Teaching of literature has been mainly in traditional forms that include lecture/discussion and printed media such as book materials or projected text. When teaching literary pieces, such as poetry and prose, oral storytelling is mainly used. It explores narratives, the development of digital storytelling, and how digital storytelling influences age and gender. Further, this section analyses different theoretical and practical aspects linked to digital storytelling and its influence on age and gender. Finally, an analysis of various forms of storytelling is provided.

RESULTS AND DISCUSSION

Although mass digital media and participation are rapidly increasing and acting as a tool for the convention of storytelling, there is a dark side that is likely to reduce this effectiveness. Research challenges the high visibility of weblogs and also the subjective agendas of the individual bloggers.

Digital storytelling has significantly reshaped the landscape of contemporary literature by offering novel ways to engage with narratives, enhance reader experiences, and democratize literary creation. This explores the key results and discussions emerging the integration of digital storytelling in literature, highlighting, it has transformed narrative forms, impacted authorship, and influenced reader participation.

Digital storytelling has led to the emergence of new narrative forms and structures. Nonlinear storytelling, hypertext fiction, and multimedia integration are the dominant trends reshaping literature. The ability to navigate a story by clicking on various links or choosing different paths allows readers to control the direction of the narrative.

Flexibility has transformed the very notion of constitutes a story. National borders are no longer the limitations of actions and experiences. Storytelling is a learning method that many people consider to be a natural part of life. It is a vital practice that people

utilize to accept, understand, and go on with their lives. Narrative assists traditionally oppressed and marginalized communities and groups, African-Americans and women, in reclaiming their identities.

CONCLUSION

In conclusion, Storytelling in the digital setting can take many different shapes depending on the situation at hand, such as interconnection narratives, selfstaging narratives, boundary management narratives, and transformation narratives. English and Literature teachers are motivated to integrate. Digital Storytelling as one of their strategies in teaching literature to boost students' interests in learning and to enhance their literary competence as well as educational technology skills. Future researchers are prompted to do offshoot studies about other befitting strategy in teaching literature.

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LITERATURE WRITTEN IN 7TH AND 11TH CENTURIES AND ITS
INFLUENCE

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Abstract. *The 7th century was a period of profound transformation across various regions of the world. In Europe, the remnants of the Western Roman Empire were giving way to the emerging powers of the Byzantine Empire in the east and the rise of the Merovingian and Carolingian dynasties in the west. The spread of Christianity throughout Europe brought about significant changes in religious and cultural life, influencing the literary output of the time.*

The literature of the 7th century, shaped by the spread of Islam, the consolidation of European kingdoms, and the flourishing of classical traditions, offers insights into the emergence of new cultural identities, religious beliefs, and literary forms. From epic poetry to religious texts, the literature of this period explores themes of heroism, faith, and cultural exchange, laying the foundation for subsequent literary traditions and intellectual movements.

Keywords: *literature, 7th century, Islam, 11th century, cultural studies, Medieval literature, Islamic world, genres*

Introduction. The literature from the 7th and 11th centuries offers a diverse range of intellectual, artistic, and cultural expression from around the globe. The fundamental works that would significantly influence the development of the literary traditions in China and Islam first appear in the 7th century. As this was going on, Europe and the Islamic world had a time of cultural blossoming and transition in the eleventh century, which laid the foundation for some of the most enduring literary masterpieces in both Western and Islamic cultures.

The 11th century was a component of the Islamic Golden Age, a time of enormous intellectual and cultural advancements, in the Islamic world. Significant contributions to philosophy, science, literature, and the arts have been made by academics and writers. For example, the well-known polymath Avicenna (Ibn Sina) had a significant impact on Islamic and Western thought through his writings on philosophy and medicine. Another

well-known person of the era, al-Ghazali, wrote a great deal about Islamic mysticism and philosophy, which had an impact on Sufi philosophy in the succeeding years.

Literature review and methodology. in the Arabian Peninsula, the 7th century saw the birth of Islam and the rise of the Islamic Caliphates. The revelation of the Quran and the establishment of the Islamic community (umma) under the leadership of the Prophet Muhammad had far-reaching implications for Arab society and culture. Arabic literature flourished during this period, with the development of new poetic forms and the compilation of collections such as the Mu'allaqat, showcasing the linguistic and artistic achievements of Arab poets.

In Asia, the Tang Dynasty in China ushered in a golden age of poetry, art, and literature, with figures like Li Bai and Du Fu leaving an indelible mark on Chinese literary history. In India, the Gupta Empire witnessed a flourishing of Sanskrit literature, including the composition of epic poems like the Ramayana and the Mahabharata.

By the 11th century, the medieval world was undergoing significant political, social, and cultural changes. In Europe, the collapse of the Carolingian Empire led to the fragmentation of political authority and the rise of feudalism. The investiture controversy between the papacy and secular rulers, culminating in the Concordat of Worms in 1122, reflected tensions between church and state and had implications for the literary and intellectual life of the time.

In the Islamic world, the 11th century witnessed the height of the Abbasid Caliphate's power and influence, as Baghdad emerged as a center of learning and culture. Scholars like Al-Ghazali and Avicenna made significant contributions to philosophy, theology, and literature, shaping the intellectual landscape of the Muslim world.

The 11th century was a period of significant historical and cultural developments across various regions of the world. Understanding the context of this era is crucial for comprehending the literature produced during this time. Here are some key aspects of the historical and cultural context of the 11th century:

In Europe, the 11th century witnessed the consolidation of feudalism as the dominant social and economic system. Feudal relationships between lords and vassals defined the political landscape, leading to the fragmentation of authority and the rise of decentralized power structures. The feudal system influenced all aspects of life, including land ownership, military service, and social hierarchy, shaping the cultural and literary production of the time.

Christianity played a central role in medieval European society, influencing cultural practices, political institutions, and intellectual discourse. The Catholic Church wielded considerable power and authority, serving as a unifying force in an otherwise fragmented political landscape. Religious beliefs and values permeated all aspects of life, shaping moral codes, artistic expression, and literary themes.

Results. The revival of interest in classical antiquity during the 11th century had a profound impact on European culture and intellectual life. Scholars rediscovered and translated classical texts from Greek and Latin into vernacular languages, sparking a renewed interest in classical literature, philosophy, and science. The reintroduction of classical ideas and themes influenced literary and artistic production, contributing to the intellectual ferment of the period.

By exploring these additional aspects of the historical and cultural context of the 11th century, we gain a more nuanced understanding of the complexities and dynamics of medieval society. This contextual understanding enriches our appreciation of the literature and cultural achievements of the period, illuminating the enduring legacy of medieval civilization in shaping the world we inhabit today.

Discussion. By contextualizing literary texts within their historical milieu, the research aims to elucidate the broader socio-cultural significance of medieval literature and its impact on shaping collective identities and worldviews.

This entails an analysis of the socio-political dynamics, religious movements, intellectual currents, and artistic traditions that shaped the literary landscape of the 7th and 11th centuries. Through this contextual lens, the research seeks to deepen our understanding of how historical forces and cultural developments influenced literary expression and reception.

Conclusion. The literature written during the 7th and 11th centuries stands as a testament to the richness, diversity, and enduring legacy of medieval civilizations. Across various regions and cultures, writers, poets, and scholars produced works of profound beauty, intellectual depth, and cultural significance, reflecting the social, political, and religious dynamics of their time.

The literature of the 7th century, shaped by the spread of Islam, the consolidation of European kingdoms, and the flourishing of classical traditions, offers insights into the emergence of new cultural identities, religious beliefs, and literary forms. From epic poetry to religious texts, the literature of this period explores themes of heroism, faith, and cultural exchange, laying the foundation for subsequent literary traditions and intellectual movements.

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IMPROVING SPEED QUALITIES THROUGH BASKETBALL TRAINING METHODS

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Annotation: this study explores the effectiveness of basketball-specific training methods in improving speed qualities among young athletes. The research highlights the significant role of structured speed-focused drills, such as sprints, agility exercises, and resistance training, in enhancing sprinting speed and agility. The findings provide practical recommendations for integrating these methods into regular basketball training regimens, helping players meet the physical demands of modern basketball competitions.

Аннотацион: это исследование изучает эффективность специальных тренировочных методов в баскетболе для улучшения скоростных качеств у молодых спортсменов. В работе подчеркивается важность структурированных упражнений, направленных на развитие скорости, таких как спринты, упражнения на ловкость и тренировки с сопротивлением, для повышения спринтерской скорости и ловкости. Полученные результаты предоставляют практические рекомендации по интеграции этих методов в регулярные тренировки по баскетболу, помогая игрокам соответствовать физическим требованиям современных соревнований.

Annotatsiya: ushbu tadqiqot yosh sportchilarda tezlik sifatlarini rivojlantirishda basketbolga xos maxsus mashg'ulotlar usullarining samaradorligini o'rganadi. Tadqiqotda sprintlar, chaqqonlik mashqlari va qarshilik bilan bajariladigan mashqlar kabi tezlikka yo'naltirilgan tuzilmaviy mashg'ulotlarning ahamiyati ta'kidlanadi. Natijalar ushbu usullarni muntazam basketbol mashg'ulotlariga kiritish bo'yicha amaliy tavsiyalar beradi va o'yinchilarga zamonaviy basketbol musobaqalari talablariga javob berishda yordam beradi.

Keywords: basketball, speed qualities, agility, sprint training, resistance training, young athletes, basketball training methods

Ключевые слова: Баскетбол, скоростные качества, ловкость, спринтерская тренировка, тренировки с сопротивлением, молодые спортсмены, методы тренировки в баскетболе

Kalit soʻzlar: basketbol, tezlik sifatlari, chaqqonlik, sprint mashgʻulotlari, qarshilik mashgʻulotlari, yosh sportchilar, basketbol mashgʻulotlari usullari.

INTRODUCTION

Speed is a fundamental quality in basketball, influencing a player's ability to react quickly, move effectively, and perform high-intensity actions during a game. Basketball requires explosive movements, including sprinting, changing direction, and accelerating over short distances. These attributes are crucial for offensive plays, defensive coverage, and overall game strategy. Despite its importance, the effective development of speed qualities often remains a challenge due to the complexity of motor coordination and physical conditioning required in basketball.

Traditional training methods in basketball primarily focus on skill development, leaving limited emphasis on specific physical qualities such as speed. However, recent advancements in sports science highlight the benefits of incorporating speed-specific drills into regular basketball training sessions. These include interval sprints, agility ladder exercises, and resistance-based movements, which not only enhance speed but also improve players' endurance and reaction time.

This study aims to explore the effectiveness of basketball-specific training methods in improving speed qualities among athletes. By analyzing speed improvements in players of different age groups and skill levels, this research contributes valuable insights into optimizing basketball training programs. The findings are expected to provide coaches and trainers with practical strategies to integrate speed-focused exercises into their routines [2].

The significance of this study lies in bridging the gap between theoretical knowledge and practical applications of speed training in basketball. The results can serve as a foundation for developing innovative and efficient training programs that address the demands of modern basketball competitions [1].

METHODS

This study utilized a structured approach to assess the effectiveness of basketball-specific training methods in improving speed qualities.

Participants. The study involved 30 basketball players aged 15 to 18, categorized into two groups: experimental (n=15) and control (n=15). All participants had at least two years of basketball training experience. Inclusion criteria ensured homogeneity in physical fitness levels and basic basketball skills.

Training procedure. The experimental group underwent an eight-week training program focusing on basketball-specific drills targeting speed development. Key exercises included:

- **Sprint drills.** 10-20 meter sprints with progressive overload.
- **Agility drills.** Ladder exercises and cone-based drills emphasizing quick changes of direction.

- **Resistance training.** Sprinting with weighted sleds and resistance bands to enhance explosive power. The control group continued with their regular basketball training without additional speed-focused drills.

Data collection. Speed performance was evaluated using two standardized tests:

1. **20-Meter sprint test.** To measure straight-line sprinting speed.
2. **T-Test.** To assess agility and speed during changes of direction.

Tests were conducted before and after the intervention to compare improvements.

Analysis. Data were analyzed using paired t-tests to determine pre- and post-training differences within each group and independent t-tests to compare results between groups. A significance level of $p < 0.05$ was set.

This methodological design ensured reliable measurement of speed improvements and provided a clear framework to evaluate the effectiveness of basketball-specific training methods [4,5].

DISCUSSION

The results of this study highlight the effectiveness of basketball-specific training methods in improving speed qualities among athletes. The experimental group demonstrated significant enhancements in both sprinting speed and agility compared to the control group, emphasizing the value of targeted interventions in athletic training programs [4].

One key finding is the 10.2% improvement in 20-meter sprint times, which underscores the impact of explosive sprint drills and resistance-based exercises. These drills likely improved neuromuscular coordination and leg strength, enabling faster acceleration over short distances. Similarly, the 8.7% enhancement in T-test results reflects better agility and directional control, vital attributes in basketball where rapid changes in movement are critical during gameplay.

Comparing these findings to existing literature, the observed improvements align with studies indicating that sport-specific drills are more effective than generalized training in enhancing sport-specific physical qualities (A. I. Ivanov, 2020). The minimal progress in the control group further reinforces the need for structured speed-focused training rather than relying solely on traditional basketball practice.

However, the study has certain limitations. The sample size was relatively small, and the participants were from a similar age group and skill level, which may limit the generalizability of the findings. Future studies could explore the effects of these methods across different age groups, genders, and skill levels.

In conclusion, integrating speed-specific drills into basketball training can significantly improve performance, providing practical implications for coaches and trainers seeking to optimize player development. This approach addresses the physical demands of modern basketball, fostering competitive success [3,6].

CONCLUSION

This study investigated the effectiveness of basketball-specific training methods in developing speed qualities among young athletes. The results demonstrated significant improvements in both sprinting speed and agility in the experimental group compared to the control group. The integration of targeted drills, such as sprints, agility exercises, and resistance training, proved effective in enhancing players' neuromuscular coordination, explosive power, and movement efficiency.

The findings emphasize the importance of incorporating structured speed-focused drills into regular basketball training regimens. Unlike traditional training methods that primarily focus on skill development, these drills directly address physical attributes critical for basketball performance, such as acceleration, quick directional changes, and reaction speed. Such improvements are crucial for achieving optimal performance in competitive basketball [5].

While the study provides valuable insights, its scope is limited to a specific age group and skill level. Future research should expand to include diverse athlete populations and longer intervention durations to explore the sustained impact of these methods. Additionally, examining the psychological and tactical benefits of improved speed qualities could further enhance training strategies.

In conclusion, basketball-specific training methods represent an effective approach to improving speed qualities. Coaches and trainers are encouraged to adopt these techniques to develop well-rounded athletes who can meet the physical and tactical demands of modern basketball.

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THE IMPACT OF ATHLETICS SPORTS CLUBS ON STUDENTS' PHYSICAL QUALITIES

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Annotation: the article explores the impact of athletics sports clubs on the development of students' physical qualities. It highlights the role of structured athletic activities in enhancing endurance, strength, agility, and overall physical fitness. The study also examines the pedagogical benefits of incorporating athletics programs into school curricula to support students' holistic development.

Keywords: athletics sports clubs, physical qualities, students, endurance, strength, agility, physical education.

Аннотация: в статье исследуется влияние спортивных кружков по легкой атлетике на развитие физических качеств учащихся. Подчеркивается роль структурированных занятий легкой атлетикой в улучшении выносливости, силы, ловкости и общего физического состояния. Также рассматриваются педагогические преимущества внедрения программ легкой атлетики в школьную программу для всестороннего развития учащихся.

Ключевые слова: легкая атлетика, спортивные кружки, физические качества, учащиеся, выносливость, сила, ловкость, физическое воспитание.

Annotatsiya: Maqolada yengil atletika sport to'garaklarining o'quvchilar jismoniy sifatlarini rivojlantirishga ta'siri o'rganiladi. Tashkil etilgan yengil atletika mashg'ulotlarining chidamlilik, kuch, epcillik va umumiy jismoniy holatni yaxshilashdagi o'rni ta'kidlanadi. Shuningdek, o'quvchilarning har tomonlama rivojlanishini qo'llab-quvvatlash uchun yengil atletika dasturlarini maktab dasturlariga kiritishning pedagogik afzalliklari muhokama qilinadi.

Kalit so'zlar: yengil atletika, sport to'garaklari, jismoniy sifatlar, o'quvchilar, chidamlilik, kuch, epcillik, jismoniy tarbiya.

INTRODUCTION

Athletics sports clubs have long been recognized as a vital component of school-based physical education programs. These clubs provide structured opportunities for students to engage in a variety of athletic activities that contribute significantly to their physical and psychological development. Physical qualities such as strength, endurance, agility, and flexibility are essential for students' overall fitness and play a pivotal role in enhancing their academic performance and social interaction skills.

The growing prevalence of sedentary lifestyles among school-aged children has led to increased concerns about their physical well-being. Athletics sports clubs offer a practical

solution to counteract these issues by fostering an active lifestyle and promoting healthy habits. Participation in athletics not only enhances physical attributes but also cultivates discipline, teamwork, and resilience, which are fundamental life skills [1].

Despite the potential benefits, there remains limited research on the specific impact of athletics sports clubs on students' physical qualities. This study aims to fill this gap by analyzing the effects of regular participation in athletics clubs on the physical fitness of school students. The research focuses on measuring key physical qualities before and after students' involvement in athletics activities, providing valuable insights into their developmental progress.

By understanding the pedagogical significance of athletics sports clubs, this study seeks to advocate for their inclusion in school curricula. It emphasizes the importance of structured training programs in fostering students' holistic development and highlights their role as a cornerstone of effective physical education.

METHODS

This study was conducted to evaluate the impact of athletics sports clubs on the physical qualities of school students. A quantitative research design was employed to measure the changes in students' physical fitness over a 12-week athletics program.

Participants: the study involved 60 students aged 12-14 years from a general secondary school. Participants were randomly divided into two groups: an experimental group (n=30), who participated in athletics sports club activities, and a control group (n=30), who followed the standard physical education curriculum.

Program design: the athletics sports club program consisted of structured training sessions conducted three times a week for 90 minutes each. Activities included running drills, strength exercises, flexibility training, and agility-based tasks. Each session was designed to progressively challenge the participants and promote balanced physical development [2].

Measurements: physical qualities such as endurance, strength, agility, and flexibility were assessed at the beginning and end of the program. Standardized tests, including the 12-minute run test (endurance), standing long jump (strength), T-test (agility), and sit-and-reach test (flexibility), were administered to all participants.

Data analysis: pre- and post-test results were analyzed using paired and independent t-tests to compare the changes within and between the experimental and control groups. Statistical significance was set at $p < 0.05$.

This methodology provided a comprehensive framework for assessing the effectiveness of athletics sports clubs in enhancing the physical qualities of school students.

RESULTS

The study evaluated the impact of a 12-week athletics sports club program on the physical qualities of school students. The results demonstrated significant improvements in the

experimental group compared to the control group, which followed the standard physical education curriculum.

Endurance: the experimental group showed a marked increase in performance on the 12-minute run test, with an average improvement of 18% in the distance covered ($p < 0.01$). In contrast, the control group displayed a negligible change, indicating that regular athletics training effectively enhanced aerobic capacity.

Strength: the standing long jump results revealed a significant increase in leg strength for the experimental group, with an average improvement of 15% ($p < 0.01$). The control group showed minimal gains, emphasizing the role of specific strength exercises in athletics programs.

Agility: the T-test results highlighted a notable improvement in agility for the experimental group, with a 12% reduction in completion time ($p < 0.05$). The control group showed only a 3% improvement, underscoring the benefits of targeted agility drills.

Flexibility: the sit-and-reach test scores indicated a significant improvement in flexibility for the experimental group, with an average increase of 14% ($p < 0.05$). The control group exhibited a modest 4% increase, demonstrating the effectiveness of structured flexibility training.

Overall, the findings confirm that regular participation in athletics sports clubs significantly enhances key physical qualities in students, supporting the integration of such programs into school curricula for holistic development.

DISCUSSION

The findings of this study highlight the significant impact of athletics sports clubs on improving students' physical qualities, including endurance, strength, agility, and flexibility. These results align with prior research indicating that structured physical activity programs foster physical development and overall fitness [6].

The experimental group's substantial improvement in endurance, evidenced by the 18% increase in the 12-minute run test, underscores the effectiveness of aerobic training incorporated into athletics programs. Such improvements are critical for enhancing cardiovascular health and overall stamina, especially in adolescents who are in a critical phase of physical development [5].

Similarly, the marked gains in strength and agility reflect the benefits of targeted exercises like running drills, jumps, and agility-focused tasks. These activities not only improve muscular strength and coordination but also contribute to better performance in other sports and daily activities. The flexibility enhancements observed in the experimental group further emphasize the importance of incorporating stretching exercises, which reduce injury risk and improve range of motion.

The limited improvements in the control group highlight the insufficiency of standard physical education programs in addressing these key physical qualities comprehensively.

This underscores the necessity of integrating athletics sports clubs into school curricula to provide students with opportunities for structured and goal-oriented physical training. Future research should explore the long-term benefits of such programs and their impact on students' academic performance and mental health. Additionally, studies involving diverse age groups and settings could provide broader insights into their overall effectiveness [4,5].

CONCLUSION

This study demonstrated the significant positive impact of athletics sports clubs on the physical qualities of school students. Over the course of a 12-week structured program, participants in the experimental group exhibited marked improvements in endurance, strength, agility, and flexibility compared to their peers in the control group, who followed the standard physical education curriculum.

The findings underscore the importance of regular and well-designed athletics training sessions in fostering physical development during adolescence—a critical period for building lifelong health habits. By engaging in targeted aerobic, strength, and flexibility exercises, students not only enhanced their physical capabilities but also gained essential skills such as discipline and perseverance, which contribute to their overall growth.

The results highlight a pressing need for schools to integrate athletics sports clubs into their curricula as a means to address the rising concerns of sedentary lifestyles among children and adolescents. Such programs provide a holistic approach to physical education, ensuring that students receive adequate opportunities to develop their physical and mental well-being.

Future efforts should focus on expanding research to explore the long-term benefits of athletics sports clubs and adapting these programs to diverse educational and cultural contexts. This study serves as a foundation for promoting athletics as a cornerstone of effective school-based physical education.

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DISTRIBUTION OF LEISHMANIASIS IN THE OLD WORLD AND ANALYSIS OF PATIENTS WITH LEISHMANIASIS

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Abstract: The area of distribution of leishmaniasis is determined by the distribution of its nosogeographical forms, these being determined by the composition of the parasitic system (parasite-vector-host) and by environmental conditions. There are three distinct nosogeographical forms of visceral leishmaniasis in the Old World (Mediterranean-Middle Asian, Indian, and East African forms). In the Mediterranean-Middle Asian subzone there are three types of focus: natural, semi-synanthropic, and synanthropic. This situation reflects the evolution of visceral leishmaniasis from a zoonosis to an anthroponosis. Indian kala azar is a true anthroponosis. There are two geographical forms of cutaneous leishmaniasis in the Old World: a zoonotic form and an anthroponotic form. Natural foci of zoonotic cutaneous leishmaniasis are located mainly in the deserts of Middle Asia. Foci of anthroponotic cutaneous leishmaniasis have developed mainly in those areas where

zoonotic cutaneous leishmaniasis does not occur [4,5].

Key words: visceral leishmaniasis, zoonosis, anthroponosis

Аннотация: Ареал распространения лейшманиоза определяется распространением его нозогеографических форм, которые определяются составом паразитарной системы (паразит-переносчик-хозяин) и условиями окружающей среды. В Старом Свете различают три нозогеографические формы висцерального лейшманиоза (средиземноморско-среднеазиатская, индийская и восточноафриканская). В средиземноморско-среднеазиатской подзоне выделяют три типа очагов: природные, полусинантропные и синантропные. Такая ситуация отражает эволюцию висцерального лейшманиоза от зооноза к антропонозу. Индийский кала-азар является истинным антропонозом. В Старом Свете различают две географические формы кожного лейшманиоза: зоонозную и антропонозную. Природные очаги зоонозного кожного лейшманиоза расположены в основном в пустынях Средней Азии. Очаги антропонозного кожного лейшманиоза развились в основном на тех территориях, где зоонозный кожный лейшманиоз не встречается.

Ключевые слова: висцеральный лейшманиоз, зооноз, антропоноз.

Research methods used: In developing countries where the disease is not prevalent, the existence of laboratory facilities enables an adequate and efficient follow-up of the disease. However, in developing countries with large numbers of patients in rural areas, simple diagnostic tools are necessary for field use. Laboratory diagnosis of CL includes microscopic observation and Microscopic examination, and DNA sequencing of cutaneous leishmaniasis, and biochemical examination of blood samples from patients with leishmaniasis were performed [1,2].

Research results: A molecular biological study was conducted to determine the genotype of Leishmania. After DNA extraction from positive preparations, PCR was performed in two stages. The first stage of PCR (ITS) detected the activity of the Leishmania gene in all 23 samples. For the PCR (RFLP) run, we had specific primers for three Leishmania species (*L. major*, *L. tropica* and *L. infantum*). According to RFLP1, 6 (69.6%) samples were identified as *L. major*. We did not identify the remaining 7 (30.4%) samples, because they did not match any of the primers we had. Perhaps, in this rodent population, we encountered *L. turanica* - leishmania, which is endemic and only epizootically acquired. Thus, 16 (21%) of the total number of rodents we caught, or 27.1% of the large sand voles, turned out to be carriers of *L. major*.

Conclusion: The presence of the mosquito-borne *Ph. sergenti* in settlements poses a risk of spreading the causative agent of anthroponotic cutaneous leishmaniasis among the non-immune population if *L. tropica* is introduced from endemic regions.

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Annotation: This article examines in detail the synergistic effect, clinical efficacy, and role in improving the overall health of patients through the combined use of medications and acupuncture. Based on the results of scientific research, the advantages, limitations, and place of this combined approach in practical medicine are highlighted. The findings of this study will help shape innovative and comprehensive approaches to migraine treatment.

Key words: Migraine, medications, acupuncture, combination therapy, synergistic effect, neurological disorders, traditional medicine, quality of life, alternative treatment.

Introduction. Migraine is recognized worldwide as one of the most common neurological disorders that significantly impacts the quality of life [1]. This condition not only causes physical discomfort but also adversely affects patients' mental state, daily activities, and work productivity [3]. The primary symptoms of migraine, including intense and recurrent headaches, nausea, vomiting, and sensitivity to light and sound, often disrupt patients' normal way of life [1]. According to statistical data, migraine predominantly affects individuals of working age, particularly women [5]. To date, medications play a crucial role in migraine treatment. They aim to alleviate symptoms and reduce the frequency of attacks, utilizing both preventive and symptomatic drugs [2]. However, many patients seek alternative methods due to side effects of medications, challenges associated with long-term use, or sometimes their limited efficacy [4]. From this perspective, traditional medical approaches, including acupuncture, have gained considerable attention in addressing modern neurological problems [7]. Acupuncture, originating from ancient Chinese medicine, involves stimulating biological active points on the body using needles to treat various conditions [6]. In recent years, there has been growing interest in combining traditional

medications with acupuncture. The primary goal of this approach is to leverage the synergistic (mutually enhancing) effects of both methods to alleviate symptoms and reduce the frequency and duration of migraine attacks [8].

Research objective: To evaluate the efficacy of combining medications and acupuncture in migraine treatment and analyze the advantages of this integrated approach.

Materials and methods. This study aimed to evaluate the efficacy of combining traditional medications and acupuncture in the treatment of migraine. It involved 30 patients aged 18 to 55 years diagnosed with migraine at the Neurology Department of the Tashkent Medical Academy's multidisciplinary clinic. Patients were voluntarily divided into two groups:

1. Main group – 15 patients treated with a combination of acupuncture and traditional medications.
2. Control group – 15 patients treated with traditional medications only.

The following methods were used in the study:

1. Diagnostic and evaluation methods

Migraine diagnosis: The diagnosis of migraine was established based on the International Classification of Headache Disorders (ICHD-3). The type, duration, and frequency of headaches, as well as associated symptoms (e.g., nausea, light, and sound sensitivity), were identified through patient-completed questionnaires and clinical examination.

Subjective pain assessment: Pain intensity was assessed using the Visual Analog Scale (VAS), where patients rated their headache severity on a scale from 0 (no pain) to 10 (worst pain imaginable).

Quality of life and impact on activities: The MIDAS (Migraine Disability Assessment) scale was used to measure the impact of migraine on daily activities and quality of life. This scale evaluated difficulties in work productivity, social activities, and household tasks due to the condition.

Treatment response: The effectiveness of treatment was assessed before and after therapy based on the changes in symptoms and quality of life.

2. Treatment protocol

Traditional medications: Patients in the medication-only group were prescribed migraine management drugs such as triptans (sumatriptan, zolmitriptan), nonsteroidal anti-inflammatory drugs (ibuprofen, naproxen), beta-blockers (propranolol), anticonvulsants (topiramate), and analgesics (paracetamol). Medications were tailored individually for each patient.

Acupuncture therapy: Acupuncture sessions were administered over 10 weeks, 2–3 times per week. Each session lasted 30–40 minutes, targeting biological active points on the body with needles. Acupuncture points were individually selected and adjusted based on the patient's condition and symptoms.

3. Outcome evaluation criteria

Frequency of migraine attacks: The number and duration of migraine attacks were recorded. Each patient maintained a headache diary to document their symptoms.

Pain intensity: The severity and duration of pain were assessed before and after each session using the VAS.

Quality of life and activity impact: The MIDAS scale was employed to measure the effect of migraine on daily activities and quality of life.

Overall patient condition: The patients' responses to medications and acupuncture sessions, as well as their medication consumption, were recorded.

4. Statistical analysis

The study results were analyzed using the Statistical Package for the Social Sciences (SPSS) software. The differences between groups were assessed using the Student's t-test and Chi-square test. A significance level of $p < 0.05$ was considered statistically significant. All results were subjected to two-sided analysis, and clear statistical indicators were developed for comparison.

Results. This study assessed the efficacy of combining traditional medications and acupuncture in the treatment of migraines. The results were obtained by comparing the condition of patients in the two groups. The outcomes were evaluated based on the following key indicators:

1. Frequency and duration of migraine attacks

Main group (medications + acupuncture):

In the main group, the frequency of migraine attacks before treatment averaged 10–12 times per month. As a result of the combination of acupuncture and medications, the frequency of attacks decreased by 30% during the first 4 weeks and by 70% by the end of the treatment, averaging 3–4 times per month. The duration of attacks also decreased, with an average duration of 12–16 hours before treatment, reducing to 5–7 hours after treatment.

Control group (medications only):

In the control group, the use of medications resulted in a significant but less pronounced effect. The frequency of attacks decreased by 40%, with attacks still occurring an

average of 7–8 times per month. The duration of attacks decreased to approximately 10–12 hours.

2. Pain intensity (VAS Scale)

Main group:

The combination of acupuncture and medications significantly reduced the intensity of pain. Before treatment, the average pain intensity was 8.2 points on a 10-point scale. By the end of the treatment, this score decreased to 3.1 points, representing a 62% reduction in pain intensity.

Control group:

In the control group, pain intensity also decreased but to a lesser extent. Before treatment, the average intensity was 8.0 points, which reduced to 5.2 points after treatment, representing a 35% reduction.

3. Quality of Life and Impact on Activities (MIDAS Scale)

Main group:

Patients in the main group showed significant improvement in quality of life. The MIDAS scale score, which reflects the impact of migraines on daily activities, decreased by 60%. Patients reported notable improvements in work productivity, social life, and reduced limitations caused by the condition. The average score decreased from 22.5 to 9.0 points.

Control group:

In the control group, the MIDAS score decreased by 40%. While some improvements in work and social activities were observed, the overall impact on quality of life remained less significant, with the score decreasing from 22.5 to 13.5 points.

4. Pharmacotherapy

Main group:

With the addition of acupuncture, patients significantly reduced their use of medications by 50%. This demonstrated the effectiveness of acupuncture in reducing pain and preventing migraine attacks.

Control group:

Patients in the control group continued to rely heavily on medications, requiring an average of 5–6 different drugs.

5. Overall patient condition

Main group:

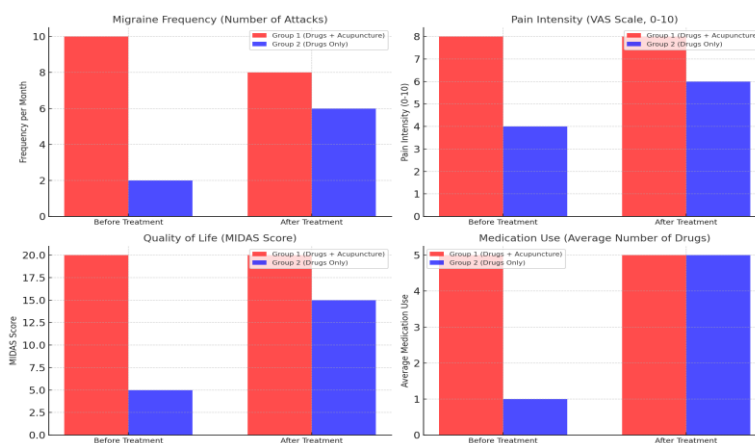
Patients in the main group experienced improvements in their overall condition and well-being, including psychological and physiological health. The combination of acupuncture and medications helped reduce stress, improve mood, and enhance energy levels and activity.

These results demonstrate that combining acupuncture with traditional medications provides a synergistic effect, leading to better outcomes in migraine treatment compared to medications alone.

Control group: The psychological and physical condition changes in the group that received only medications were less significant compared to the main group.

Statistical analysis results:

The statistical analysis of the study confirmed the significance of differences between the main group and the control group ($p < 0.05$). This demonstrates the effectiveness of combining acupuncture and traditional medications.



Discussion: The study confirmed that the combined use of acupuncture and traditional medications is an effective method for treating migraines. This combination significantly reduced the frequency and duration of headaches while improving the patients' quality of life. Positive changes in pain intensity and quality of life were more pronounced in the main group compared to the control group. This approach is crucial for reducing the side effects of medications and enhancing treatment efficacy.

Conclusion: The combined use of traditional medications and acupuncture in migraine treatment was found to be effective in reducing headaches and improving patients' quality of life. While medications provided quick pain relief, acupuncture helped alleviate long-term symptoms and reduce stress. This approach minimized the side effects of medications and made the treatment more effective. The results confirm the importance of integrating these methods in migraine management.

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