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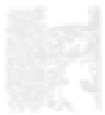
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THE GENERAL AND SPECIAL CHARACTERISTICS OF PARTICLES IN UZBEK LANGUAGE

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Abstract. This article describes the lexical-semantic and functional-stylistic typological and differential (general and various, private aspects) of particles in Uzbek. In both languages, the role of particles is discussed in translation.

Keywords: particle, particulation, comparative partiality, auxiliary words, vocabulary, Uzbek, English, translation, grammar.

Introduction.

In world linguistics, the place of auxiliary words in language and speech, their semantic, syntactic and stylistic features is one of the important issues that have long attracted attention. Also of particular interest is the role of lexical units, grammatical and pragmatic meanings, which, in addition to independent words, add additional meaning and serve to connect them.

Literary Review. Particles in modern German, English, Russian, Turkish, Uzbek [15; 8; 9; 5; 13; 3], some studies of assumptions in their meaning [12], mutual comparison [1, 5, 14].

M. Askarova [2], O. Bozorov [4], R. Rasulov [11], U.E. Rahimov [12], Z. Isokov [7], A. B. Pardaev [10], on the subject of particles in the Uzbek language and their comparison with particles in English and German [14; 5] There are also partly studied studies. However, in our comparative linguistics the peculiarities of occurrence of particles in the lexico-grammatical system have not yet been specifically studied. Therefore, based on the available theoretical descriptions of these particles, it is necessary to study the features of their expression in English and Uzbek, their ways of translation in a comparative aspect.

Basic analysis and results. The comparative particiology of English and Uzbek shows that in the grammar of these structurally different languages, participles or prepositions have a special place as one of the auxiliary groups of words, but there are some differences as well as common features between them. They are mainly as follows:

first, particles form one of a separate set of auxiliary words as a linguistic phenomenon in both languages. Particles, like other functional words such as auxiliary words, connectors, perform certain grammatical functions, although they have no definite lexical meaning. Thus, they are different from independent words and are classified separately among auxiliary words according to their grammatical meaning and form, grammatical function;

Secondly: in the process of speech, prepositions as functional words expressing grammatical relations perform the function of interconnecting language units belonging to an independent group of words, giving them different meanings;

Third: it does not change its appearance as it is added to a word or sentence as an additional part;

Fourth, neither the maker nor the form-maker has the right to do so, because he cannot accept the addition;

fifth, it has only grammatical meaning, grammatical form, and grammatical function;
 sixth, although it is often found in the form of a word, it does not mean a noun;
 seventh, it cannot be a part of speech, but is a part of speech;

eighth, it cannot be underlined. Although particles cannot be underlined, the word before them is underlined. In particular, suffixes in the complementary form (-mi, -chi, -a, -ya, -u, -yu, -da, -ku, -gina (-kina, -qina) receive no emphasis at all. For example, dadam / chi.

Both in English and in Uzbek the download files are highlighted in the text as separate words, so it is easy to find them. But because they have different subtleties of meaning, only the text can determine the meaning from which they come. As R. Begmatova noted, "The semantics of particles is clear when they function and for what purpose they are used. Because of this, only the person who uses it in his or her speech can understand which particle he or she is using for what purpose. Human influence on language plays a role here".

Particles in the Uzbek language seem to be studied in two parts. These are:

1. Word particles: akhir, even (ki), nahot (ki), ham, girt, only, only, exactly, same, qoq, no, sira, na ...

2. Additional loadings: -mi, -chi, -a, -ya, -u, -yu, -ku, -da, -oq, -yoq, -e, -gina, -kina, -qina, -ki, is

It should be noted that particles in English are mostly in the form of words. In Uzbek, on the other hand, additional particles play a significant role.

Particles in Uzbek can be studied in three parts:

Соф юклама	Кўшимчасимон юклама	Ярим юклама
ахир, ҳатто, фақат, ҳам, нақ, худди, наҳот	-а, -я, -ми, -ку, -у, -ю, - да, -оқ, (-ёқ), -е, -гина (-кина, -қина), -дир, -ки, (-ким)	ёлғиз, якка, баъзан, бир, биргина, эмас, яна, тагин, тугул, холос

Partial words, similar in form to prepositions, perform the function of particles in three English constructions. In particular, words that express agrammatical relationship with other words but have no clear lexical meaning - phrases, pseudo-modal verbs and participles in the context of descriptive phrases in English perform the grammatical function of particles.

Generally, in English grammar, functional words consisting of prepositions represent grammatical relationships with other words. Functional words have a clear grammatical function but no clear lexical meaning because they do not have a definite noun meaning.

In English grammar, grammatical forms that can serve as a preposition are accepted as participles because of the enumeration of words that have an agrammatical form that signifies a grammatical meaning and perform a definite grammatical function.

In English, only one grammatical form can perform the grammatical function of a particle. Such a series of words with a particle name consists of prepositions or prepositions that do not perform the function of prepositions or prepositions, including prepositions in phrasal verbs, verbs of almost modal character and descriptive expressions, infinitive (action noun) structures.



It should be noted that in English, the particle is usually placed before the word to which it is attached. In rare cases, they may come after the word with which it is attached. For example: "I don't remember him at all. I've even forgotten what he looks like." (Translation: "I can't remember him at all, I've even forgotten what he looked like.")

In Uzbek, particles may go before or after the word to which they are attached. For example, the preposition alone is often used before the word it distinguishes, sometimes even in inverted sentences and in poetic works after the word to which it refers. But by themselves, these circumstances do not prevent the particle from being presupposed. For example: Just don't blame me, mother.

It is also observed that in both languages, one or more particles belonging to the same group of meanings, or particles belonging to more than one group of meanings in the same sentence, are used in combination. For example: "I had a wonderful party, but you didn't even pay attention, you didn't call me, you didn't call me, you just ignored everything." (Translation: "I had a great night, but you didn't even pay attention. You weren't visiting, you didn't call, you just denied everything.")

If you drop the load, there will be less lying around in terms of happiness. Such a statement was made by the German charger G. Weidt.

In English and Uzbek, prepositions are either affixes or word structures, lexical units that add meaning to words and sentences, as well as words and syntactic devices of speech. They are linguistically recognized as allomorphic and isomorphic functional units of the lisonium and are included in the swz series. Particle producers depend on the multilingual system and the process of communication. They acquire emotionality, modality, functionality in speech and exhibit various stylistic features.

Particles are quantitatively small, so although they can be listed, their use in speech is active. This is due to the fact that particles appear in speech as linking words and sentences together, loading them with additional meaning, a metachet in the communication metachet, a modifier of speech actions, a frame marker. In the process of speech the functions of the particle form (homonymy), semantics (synonymy), polysemantic (multiple meanings) and functions of emotionality, expressiveness, intensity, event evaluation, recommendation (suggestiveness), practicality (actualization), modification (modification)) appear. One particle may have different meanings. Their interaction with the linker and some auxiliaries is observed.

In speech, presupposition is determined on the basis of the pragmatic meanings of particles, as well as various linguistic means. The meanings of prepositions are understood according to pragmatics, and, based on their pragmatic meanings, different presuppositions arise in different speech processes. Through them the linguistic presupposition is realized.

Particles create the same connection. Consequently, conjunctions can serve to connect related, contradictory, negative parts of a coherent unified sentence. The interrogative word and command are involved in shaping the type of sentence according to the expressive purpose of the sentence. Encouragement can also provide sentence formation.

Although the meaning of texts created in English or Uzbek, which are translated, is realized in the process of mutual translation using language tools specific to each of these languages, it is important to use the downloaded files correctly. After all, when studying the lexico-grammatical system of each language, particles also play a role in it. They also have a place in the interpretation of the language system.

Thus, because particles have a certain perception in mind, language, and speech, it turns out that their use in language and speech depends on linguopsychological conditions. Although particles are small linguistic units, they are widely used in speech as a source of social and psychological influence and impact due to their ability to evaluate events. Thus, the translation of particles faces many presuppositional situations. The emotionally expressive stylistic coloring of particles in comparable languages is understood on the basis of the linguocultural context.



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ON THE QUESTION OF THE MAIN CONCEPTS AND THEORIES OF THE ORIGIN OF THE STATE**Zhadan V. N.**PhD in Law, Associate Professor
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Abstract. The article is devoted to the discussion of the main concepts and theories of the origin of the state based on the analysis of General theoretical provisions of legal science, scientific approaches and author's understanding.

Keywords: question, basic, concept, theory, origin, state, analysis, General theoretical provisions, approaches.

In the science of state and law (and especially the theory of state and law), there are many scientific materials that consider the laws of the origin, development and functioning of the state and law, historical types, forms, functions and other aspects that characterize the state and law [1-2]. Many scientists specializing in the theory of state and law (and in other areas of scientific research) offer their views on the theoretical characteristics of the state and law, their features, state-political forms and functions, and many other aspects, which does not deprive the author to Express his opinion on some issues related to the discussion of the origin of the state.

The subject of this review will be questions about the main concepts and theories of the origin of the state.

Based on the research subject of interest the following questions: what is a theory of the origin of the state; what the right science is called basic theory of the origin of the state; what are the terms "concept" and "theory"; which is accepted to highlight the concepts and theories of the origin of the state; how key concepts and theories explain the emergence of the state?

The author shares the scientific approach that the study of theories of the origin of the state (and law) is not only cognitive (theoretical), but also political and practical in nature [3, p. 97], as it allows us to understand the social nature of the state based on the proposed scientific theories and explanations of the causes, conditions and other circumstances that characterize the corresponding concepts and theories of the origin of the state.

The scientific literature and Internet resources offer many definitions of the term "theory of the origin of the state".

Thus, in one of the scientific dictionaries, theories of the origin of the state are understood as theories that explain the meaning and nature of changes, conditions and reasons for the emergence of the state [4].

In most sources that consider the theory of the origin of the state and law, the most well-known (basic) and widespread in the scientific community are usually called such theories as: theological (divine); Patriarchal; contractual; violence; psychological; racial; materialistic (class) [5]. In other sources, when describing theories of the origin of the state and law, the following are called: 1) theological (religious, divine); 2) Patriarchal (paternal); 3) contractual (natural law); 4) organic; 5) psychological; 6) irrigation; 7) violence (internal and external); 8) economic (class) [6]. Thus, it can be noted that the main theories of the origin of the state and law include: 1. the Theological (divine)

theory of state and law. 2. Patriarchal theory of state and law. 3. Contractual theory, or the theory of the contractual origin of the state and law. 4. Organic theory of state and law. 5. The theory of violence. 6. Psychological theory of state and law. 7. Materialistic (Marxist) theory of state and law [7].

Even in legal science, when describing the theories of the origin of the state and law, it is customary to name the full names of the founders and successors of these theories, namely: 1) the divine theory (F. Aquinas); 2) the Patriarchal theory (Aristotle, V. Mikhailovsky); 3) the contractual theory (G. Grotius, B. Spinoza, T. Hobbes, D. Locke, J. A. Radishchev); 4) theory of violence (L. Gumplovich, E. during, K. Kautsky); 5) organic theory (Plato, G. Spencer); 6) materialistic theory (F. Engels, K. Marx, V. I. Lenin); 7) psychological theory (L. I. Petrazhitsky); 8) racial theory (I. Kant, F. Hegel) [8].

Based on the principle of pluralism (from lat.pluralis - multiple (i.e.several or many) scientific views, opinions and approaches, which is due to the historical experience of mankind and the peculiarities of the formation and development of society, public consciousness and understanding, socio-economic system, the characteristics and originality of various regions on the world map, the specifics of ideological and philosophical views and representations (trends) or ideological attitudes, the influence and commitment of individual authors to the goals and tasks that they can set and, of course, set for themselves or others set for them, in other ways, the reasons and conditions for the formation of society and the state, and therefore distinguish certain concepts and theories of the origin of the state.

The emergence of the state (and law) from ancient centuries to the present time is considered to be among the most debatable in science, and there are many different concepts and theories in the world that explain the emergence of the state and law, which are usually called the main, most well-known and widespread.

It is generally recognized in science [9] that based on materialistic foundations, the dominant approach is that one should distinguish two historical ways of the emergence of the state. The first is the Eastern way of origin of the state ("Asian mode of production"), which involves traditional for Asian and African countries socio-economic relations, land community, collective property, the formation of a social group (estates, castes) that manage this property and then transformed into state bodies, etc. The second historical way States arose is called the "Western mode of production" on European territory, which provides for the identification of fundamental factors in the producing economy, such as the emergence of private property, the stratification of society into classes and classes, the aggravation of contradictions between them, the formation of management and enforcement bodies, etc.

The author adopts a scientific approach that at the stage of producing economy based on division of labor, the formation of the Patriarchal family, military conquest, the emergence of collective and private ownership, stratification of society into classes and the classes of administration and coercion, and other factors inevitably lead to a new organizational form of society - the creation of the state [9].

In addition to these approaches, which characterize the origin of the state through the definition of theories and historical ways (ways) of the origin of the state, it is also common to call scientific concepts and theories of the origin of the state, based on possible causes, conditions and other circumstances that suggest the emergence of the state (statehood).

According to the author, the approach that distinguishes the concepts of the origin of the state, and they in turn are characterized by the corresponding theories of the origin of the state, is of scientific interest. At the same time, based on the epistemological plan, the presence of many concepts and theories of the origin of the state indicates the relativity of human knowledge, the impossibility of creating an absolute theory in this area. Therefore, each of the concepts and theories has a cognitive value, since they complement each other and contribute to a more complete reconstruction of the process of origin of the state [4].

Let's consider what concepts and theories of the origin of the state are defined in legal science, and briefly how they are characterized?

First of all, let's find out how the terms "concept" and "theory" are defined in legal science and dictionaries, and how they relate?

In one of the scientific dictionaries on the Internet under the term "concept" (from lat. *conceptio*-understanding, system or "system of understanding") is understood as a set of views on something that are related to each other and form an interconnected system; a certain way of understanding, interpretation of any phenomena; the main point of view on the subject; the guiding idea for its systematic coverage [10].

In turn, under the term "theory" (from Greek. *theoria*-consideration, research) is understood as a set of statements closed with respect to logical sequence; a system of generalized reliable knowledge about a particular fragment of reality, which describes, explains and predicts the functioning of a certain set of its constituent objects [11].

Based on the above definitions, it can be noted that a concept is a system of interrelated views on a phenomenon, process or object of research (a certain approach), and a theory is a summation of knowledge about a certain part of the phenomenon, process or object of research.

We can agree with the opinion of I. I. Churilov that "at present, in many areas of activity, the concept is called a complete, ordered, meaningful knowledge about any complex subject or system, about the trends and directions of its (its) development, the main methods, stages of its (its) theoretical and practical development. Therefore, the concept of "concept" is now broader than the concept of "theory". The scope of this concept (concept) includes a complete knowledge of the stages, stage means of controlled transformation of the object or system to achieve a number of goals. Therefore, the concept of "concept" is easily combined with the concept of "reform" of any system, strategy and tactics of its implementation" [12].

Let's consider the concepts and theories of the origin of the state, and briefly how they are characterized. At the same time, the proposed classification of concepts includes not only the above-mentioned theories, but also other theories of the origin of the state.

The author shares the scientific approach that "... even in ancient times began to think about the causes and ways of the emergence of the state and law. A wide variety of theories were created that answered such questions in different ways" [13].

Among the first concepts are the mythological and religious concepts of the origin of the state (Plato (Aristocles), Quintus Tertullian, Aurelius Augustine, John Chrysostom, Thomas Aquinas, Jean Maritain), which are based on worldviews and ideas about the divine (supernatural) origin of the state, the General system of power, rules of social behavior. Their main characteristic is the absence of division between society and the state [4]. Such concepts appeared at the time of the formation of the first human communities and remain to this day.

Accordingly, according to these concepts, the theories of the origin of the state in

legal science include: ancient Greek theory, ancient Indian theory, ancient Chinese theory, and theological theory.

According to the ancient Greek theory, and its founder was the ancient Greek philosopher Plato, the state appeared in the era of Zeus and the Olympian Gods, who divided all the countries of the earth. Attica (the territory of ancient Athens) went to Athena and Hephaestus, and the island of Atlantis went to Poseidon. At the same time, Athena and Hephaestus populated Attica with noble people and gave them an understanding of the democratic state structure. On Atlantis, Poseidon established a state in the form of hereditary Royal rule and fixed the foundations in laws. Plato also believed that for the organization of correct forms of earth life, it is necessary to imitate as much as possible the mythical cosmic-divine prototypes of human government. First of all, the device of Athens (where the philosophers rule), and second, the device of Atlantis (where the laws rule) [4].

According to the ancient Indian theory, the God Indra provided for a General cosmic and earthly order, as well as laws and customs (Ritu). They also maintained this order.

According to the ancient Chinese theory, there was an order in the middle Kingdom, an organization of power, rules of behavior based on the will of the divine Sky. At the same time, the Emperor is the bearer of power as the son of Heaven [4].

According to the theological (theocratic) theory (John Chrysostom, Thomas Aquinas, Jacques Maritain), the state was created by the will of God. One of the founders of this theory was Thomas Aquinas (XIII century). Power in such a state is eternal, dependent on religious figures and organizations. At the same time, everyone is obliged to obey the sovereign in everything. As for the existing inequality of people, it is determined by the divine will, which must be accepted and not resist the continuation of the power of God on earth. Disobedience to the authorities was regarded as disobedience to the Almighty. The main role in society is given to the Church and religious organizations, and due to their position and influence, the clergy have a significant influence on the formation of the corresponding public opinion. At the same time, the theological theory, like any dogma, cannot be directly refuted, as it cannot be directly proved, and the question of its truth is decided along with the question of faith [14, p. 214]. In modern conditions, this theory is enshrined in the official documents of the theocratic state-the Vatican city.

S. S. Alekseev noted that the theological theory is one of the most ancient, and its creators believed that the state exists forever by virtue of the divine will, and therefore everyone is obliged to submit to this will, obey it in everything [9].

The next concept of the origin of the state is called paternalistic and Patriarchal concepts of the origin of the state (Plato, Aristotle, Confucius, Robert Filmer, Nikolai Mikhailovsky). These concepts are based on the worldview of the emergence of the state based on one of the cells of society, as a family, and, respectively, public and state authorities are derived from the power of the father or the ancestor of the family. These concepts also include theories of the origin of the state, namely: paternalistic theory, Patriarchal theory, and maternal theory.

According to the paternalistic theory (from the Greek pater - father), the state is created from the family. The famous Chinese thinker and philosopher Confucius, defined the Emperor as "the son of Heaven" and the executor of the will of Heaven, at the same time likened the power of the Emperor to the power of the head of the family, and the state - a large family. The government is built, as the management of the family - based on the norms of virtue, care of senior on Junior, filial devotion and piety of the

younger towards the elder. This theory was used by Russian scientists and was justified by the public consciousness, when the basis of traditional views was the belief of the General population in the "Tsar-father" and in any authority as "father" [4].

In turn, in the Patriarchal theory (from the Greek. patriarchesot - ancestor), the state is considered as a natural stage of formation and development (expansion) of the family, while the concept of the state is not equated with the concept of family. The famous Greek thinker and philosopher Aristotle considered the state as the best, complete form of social development according to the family-village-state scheme, which is formed and developed in order to achieve the common good. He also believed that it is not the primacy of the state before the family, but about the person as a political entity, that is, in the most developed form, the state is the communication of free and equal citizens [4].

The organic concept of the origin of the state (Herbert Spencer, Auguste Comte, Rudolf chellen) is based on the idea of the state as a living organism, a product of social evolution (similar to biological evolution), and therefore a more important organ corresponds to a higher status and more significant power in the organic system of society and the state. Accordingly, in social organisms in the process of struggle (including wars), natural selection occurs, on the basis of which specific States are created, governments are formed, the management structure is improved, and this social organism absorbs its members [4].

The natural-legal (contractual) concept of the origin of the state [15] (Epicurus, Hugo Grotius, Thomas Hobbes, John Locke, Louis de Montesquieu, Jean-Jacques Rousseau, Alexander Radishchev, Thomas Jefferson) is based on the origin of the state on the basis of a contract. Thus, Epicurus pointed out that "justice, which comes from nature, is a contract of utility - in order not to harm each other and not to suffer harm", and therefore the state arose as a result of a social contract on the rules of cohabitation, according to which people transfer part of their rights inherent in their birth to the state as a body representing their common interests, and the state, in turn, undertakes to ensure human rights.

The natural-legal concept also includes theories of the origin of the state, such as the theory of Hugo Grotius (the state arises as a result of a contract of people (their will), the theory of Thomas Hobbes (the state arises from the requirements of natural laws that encourage people to conclude a contract to establish a state (sovereign General power), keeping people in fear and directing their actions to the common good), the theory of John Locke (the state arises to ensure the inalienable natural right of a person to his property, life, freedom, property, etc.), the theory of Jean-Jacques Rousseau (the state arises as an agreement concluded to overcome social inequality and create state power and laws that will be obeyed by all, that is, the creation of a Political body (community) as a true contract between peoples and rulers) [4].

According to the violent concept of the origin of the state [16] (Eugene Durin, Ludwig Gumplovich, Karl Kautsky, Franz Oppenheimer), the emergence of the state is carried out as a result of violence (internal or external), for example, by conquering weak and defenseless tribes with stronger and more organized ones, that is, the state is not the result of internal development, but an externally imposed force, an apparatus of coercion.

The violent concept also includes theories of the origin of the state, such as the theory of E. during (internal violence; based on internal violence, the political system (the

state) is generated, and as a result of such violent enslavement of some by others, property and classes also arise), the theory Of L. Gumplovich (external violence; the state arises as a result of the aspirations of the people (flock, community) to expand its influence and power, to increase their well-being, this leads to war, and as a consequence to the emergence of a state structure and appearance of property and social stratification of the population), the theory of Karl Kautsky (the state appears as an apparatus of coercion of the conquerors (winning tribe) over the vanquished, the further development of society, the state transformed into an instrument of universal harmony, to protect and ensure the common good of both strong and weak) and others.

According to the psychological concept of the origin of the state [17] (Lev Petrazhitsky, James Fraser, Sigmund Freud, Gabriel Tard, Nikolai Korkunov, Fyodor Kokoshkin, Mikhail Reisner), the emergence of the state is due to the properties of the human psyche, the individual's need to live in a collective, his desire to search for authority, whose instructions could be guided in everyday life, the desire to command and obey. At the same time, the state is a product of resolving psychological contradictions between proactive (active) individuals who are capable of making responsible decisions, and the passive mass, capable only of imitative actions that execute these decisions.

The psychological concept also includes theories of the origin of the state, such as the theory of T. Bashtim (the transition to the state and the development of various social and political-legal institutions are based on primary factors, such as discovery and imitation, as well as adaptation as a way to resolve social contradictions), the theory Of Petrazhitsky (based on the imperativeness of emotions, which are a state of will of the individual and experienced as a possible pressure towards a certain behavior, and the attribution of these emotions is that such obligated behavior of one person is imposed on another, and the state is considered at the same time as "projections" of legal experiences, as "phantasms" of the psyche), Korkunova (the basis of all law is the individual consciousness, and the basis of power in the state is not simply the will, and the strength that comes from mental people's ideas about their dependence on the state, that is, power is power, is not due to the will of the ruling and consciousness based on subject) and others.

The next concept of the origin of the state is called the materialist and Marxist concepts of the origin of the state [18].

According to the materialist concept of the origin of the state, the emergence of the state is the result of changes in socio-economic relations, the mode of production, the emergence of classes and, consequently, the struggle between them. At the same time, the state acts as a means of oppressing people, maintaining the rule of one class over others.

The materialist concept also includes theories of the origin of the state, for example, max Weber's theory (the emergence of the state is characterized through the development of the economy based on three major divisions of labor, related to the improvement of tools, the emergence of surplus products, forms of ownership (collective, private). At the same time, private property is the basis for allocating public power, which did not coincide with society and did not Express the interests of all its members). The materialist concept of the origin of the state also assumed that due to fundamental changes in the economic sphere, there are significant changes in the material conditions of society, which leads to the emergence of corresponding classes and the domination of one class over others.

According to the author, the materialistic concept also includes the potestary (from Latin potestus - power, power) theory of the origin of the state (crisis theory) [4; 19,

p. 28-31] (Gordon child, Anatoly Vengerov, Lyudmila Morozova) is based on the impact of climate change and environmental crises that led to the destruction of the natural environment of people, to their transition to a productive economy ("Neolithic revolution"), that is, to the formation of agricultural, pastoral and other communities of people, the division of labor and new types of labor, obtaining surplus products, social stratification of society (the appearance of estates, classes), the emergence of private property, the emergence of government bodies, etc., which characterize the process of emergence of the state.

According to this theory, the state as an organizational form of society arises as a result of the "Neolithic revolution", that is, in the process of humanity's transition to a productive economy, changes in socio-economic relations in society, the formation of governing bodies, etc.

Based on these provisions, we can agree with the opinion of A. B. Vengerov that the materialistic, class-based approach is preserved in the potestar theory [20].

The Marxist concept of the origin of the state (Karl Marx, Friedrich Engels, George Plekhanov, Vladimir Lenin) is also called materialistic (Marxist, historical-materialist, dialectical-materialist) and class theory of the origin of the state [21], which is based on the emergence of the state is associated with the emergence of private property, the split of society into classes and class contradictions, and "the state is the product and manifestation of irreconcilable class contradictions". According to Marxist theory, political power in the state belongs to the economically dominant class, as an elite that uses this power in the interests of the ruling class and applies a consistent materialistic approach.

In the Marxist concept, it is customary to distinguish several understandings of the state. According to Karl Marx, the state is an organ of class oppression of one class by another. By F. According to Engels, the state arose out of the need to keep the opposition of classes in check; the state is exclusively the economic ruling class and is essentially a machine for the suppression of the oppressed, exploited class. By V. I. According to Lenin, "the state is the product and manifestation of irreconcilable class contradictions", the state arises where, when, and insofar as class contradictions cannot be objectively reconciled [9].

In addition to these concepts and theories of the origin of States in the scientific literature and materials of Internet resources, there are other theories of the origin of the state (patrimonial theory, the theory of absolute spirit, economic theory, diffusion theory, space theory, sports theory, elite theory, voluntaristic theories, and others) that require independent consideration, and will be the subject of the second part of the author's research on this topic.

Thus, this research can be understood as an analysis of theoretical positions, scientific approaches and the author's understanding of some controversial issues about the main concepts and theories of the origin of the state.

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ISSUES OF INSTITUTIONALIZATION IN THE DEVELOPMENT OF DIGITAL ECONOMY

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Abstract-This article discusses the institutionalization of the digital economy, the criteria for the institutionalization of the current stage of development of the digital economy, the model of interaction between the subjects of the digital economy at different levels, the specifics of institutionalization.

Keywords- institutionalization, institutionalization of the digital economy, criteria for institutionalization of the digital economy, crowdsourcing, subjects of the digital economy.

I. INTRODUCTION

Today, the digital economy is rapidly changing the usual forms and ways of doing business around the world. It is rapidly entering various sectors of the economy and has begun to take a strong position in the real sector of the economy [1].

The digital economy can be viewed from different perspectives: in a broader sense, as a separate institution focused on the digitization and systematization of its own culture, relationships, laws, interactions, subjects, objects, and narrowly oriented areas of the economy [2].

Institutionalization is the process of identifying and strengthening norms, rules, positions and roles that are able to act in the direction of meeting certain social needs, and systematizing them. Institutionalization is the replacement of spontaneous and experimental behaviors with expected, modeled, and regulated behaviors.

II. LITERATURE REVIEW

The institutionalization of the current stage of development of the digital economy is tested using the following criteria [3]:

- a) In terms of the development of productive forces:
 - On the basis of computerization, e-mail, electronic document management, the company has become a regular internal electronic document management;
 - Connecting not only computers to the Internet, but also products as the latest stage in the development of the Internet, which in turn is characterized by the creation of business models based on the processing of data of material objects connected to the Internet;
- b) changes in the structure of the subjects of the digital economy - through the number of subjects of institutional structures of civil society:
 - e-participation, ie the use of information and telecommunication technologies to engage citizens in political activities and the development of new effective forms of cooperation with public authorities. Electronic participation is a two-way exchange of information between representatives of civil society (citizens, business associations, non-governmental organizations, other institutional structures of civil society) and the competent government agencies at all levels. To expand e-participation on government

websites, citizen-friendly interaction tools should be created, which should take into account the level of citizen participation in the use of these tools and their changes in the development and adoption of important socio-economic decisions;

- Development of an effective feedback mechanism within the institution of e-government, which provides electronic participation of citizens in the discussion and organization of government initiatives, exchange of views of various institutional structures of civil society, public control over the activities of ministries and departments;

- crowdsourcing - the organization of citizens via the Internet to solve socially important tasks, that is, the interaction of many volunteers who coordinate their activities using IT.

The digital economy can be seen as a separate institution with its own norms, laws and concept of governance, its own infrastructure that ensures the interaction of subjects in the digital environment [4].

One of the conditions for the sustainable operation of the digital economy is the formation of this digital environment and its existence, which is relevant for all entities. The existence of a digital environment facilitates an effective process of creating, disseminating, sharing and promoting business ideas that have been implemented [5].

We can see the interaction of digital economy entities at different levels in the following model

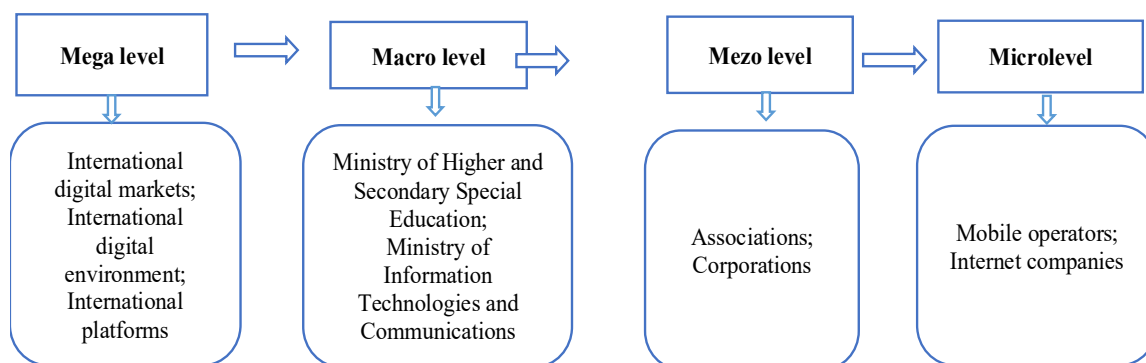


Fig 1. Interaction of digital economy entities

The digital economy is a subject of institutionalization, a social community united in the common interest and aspiration to implement it. The object of institutionalization of the digital economy is a set of problems, facts, events that affect and relate to the interests of certain social groups or society as a whole.

Thus, I present the specific features of institutionalization [6]:

- institutionalization is based on the process of harmonization of interests;
- necessary measures are taken to subordinate individual interests to group or public interests, their individualization is carried out;
- in the process of institutionalization of interests, social practice becomes regular, long-term and has the characteristics of an institution;

- the institutionalization of interests determines the formation of a set of norms and rules for the existence and interaction of subjects;

- institutionalization of interests interconnects (unites) the social behavior of their carriers, ensures compliance with real expectations and develops the power of social

action (brings the functions of institutions closer to real interests);

- the institutionalization of interests is accompanied by the creation of organizations and institutions that ensure the sustainability of the activities of the relevant institution, the management and control of its activities.

One of the criteria for the complete completion of the process of institutionalization of the digital economy may be the mass appropriate behavior of stakeholders in accordance with the patterns of institutionalization [7].

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**DEVELOPMENT OF UNTRAINED SPEECH IN ENGLISH LESSONS
USING EXERCISES****Kulmagambetova Svetlana S.**C.p.s., associate professor West Kazakhstan State University
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Defining the concept of untrained speech is the ultimate purpose of teaching oral speech activity. That is why untrained speech is not only theoretical, but also is considerable practical interest. The content of the concept of "untrained speech" largely determines the construction of a rational system of exercises, and, consequently, the success in teaching this type of speech activity. An insufficiently clear distinction between the concepts of untrained and trained speech is fraught with great danger. Mixing them can lead to unacceptable substitution of one type of exercise for another. [1]

There are many definitions of untrained speech.

S. M. Manuylov believes that untrained speech is "an impromptu speech activity that requires the use of the studied material in previously unknown situational combinations" [2]

L. K. Ievay is of the opinion that "untrained speech is a spontaneous speech activity based on the speaker's own speech initiative and on his ability to improvise" [3]

V. I. Shkapurin calls untrained speech spontaneous and defines it as the ability to express freely by means of a foreign language any thought within the scope of the program's subject phonetically and grammatically correctly."

From the point of view of psychology, untrained speech is a natural activity, the need for which is dictated by the real communicative needs of people - their desire to communicate or learn something new in the objects and phenomena of the surrounding world. In accordance with this, the method of teaching this type of speech activity distinguishes two sides of untrained speech: speaking and understanding by ear (listening). Thus, in the methodology, the training of untrained speech means natural speech activity, which involves a level of development of skills and abilities, in which the trainee is able to apply the studied language material in order to carry out real communication almost without error and at a natural pace of speaking. This level of language proficiency allows the student to rely on the formed speech automatisms when building his own utterance and to concentrate fully not on the form but on the content of the utterance [4].

As it is known, an exercise in psychology is understood as a certain way organized multiple performance of an action aimed at mastering the action itself [5]. In turn, in the methodology, an exercise is understood not only as something related to training, but any form of interaction between the teacher and students, mediated by the educational material and having a structure: statement of the task, instructions on the way to solve it (supports, influences), its solution and control [5]. Therefore, to master untrained speech, first of all, you need exercises in the actual untrained speech activity. These exercises should recreate the conditions of real communication as much as possible, so

they are called natural-communicative. Most often, these exercises consist of a teacher's communicative task and a student's statement. The communicative task motivates the student's statement. [2].

In the methodological literature, there are works devoted to the problem of defining the concept of "untrained speech". This is not surprising, since the latter is the ultimate purpose of teaching oral speech. The abundance of terms used to denote the concept of "untrained speech" is striking: "spontaneous speech", "improvised speech", "impromptu speech", "free conversation".

P. B. Gurvich and R. Z. Shlyamberg in the article "Problems of definition of untrained speech and some methodological conclusions related to it", convincingly proved that these terms can not be used as a synonym for the concept of "untrained speech". They proposed the following definition: "By untrained speech we mean a level of knowledge of a foreign language at which the speaker is able to use the learned language material in previously uncommon combinations without preparation in time and without direct promptings of the interlocutor to speak."

The authors believe that the ability to speak quickly and without preparation in time is impromptu speech. The ability to combine, i.e. combination unpreparedness, is improvisation of speech. The ability to start and continue a conversation proactively is the spontaneity of speech. Thus, impromptu, improvisation and spontaneity are the three aspects of the component parts of untrained speech.

As Obnosov N. S. rightly notes in his article "On the content of the concept of untrained speech and the classification of exercises aimed at its development", this definition of untrained speech is not enough, since the authors emphasize only the initiative of speaking, i.e. the ability to initiate or continue a conversation, but do not take into account the need to quickly respond to the prompting from the interlocutor [1].

The author believes that the ability to quickly respond to the speech of the interlocutor is one of the most important skills of students. Therefore, a clear system of exercises is necessary to develop both the skills of initiative speaking, and the ability to quickly respond to the speech of the interlocutor.

Obnosov N. S. in the above article says that "untrained speech is a natural speech activity, the need for which is dictated by the real communicative needs of people" [1].

Therefore, it seems that speech as a means of communication, as a "natural speech activity" in the classroom is very difficult to create, because there are not very many real situations that would make speech in the educational process a means of communication. In the classroom, there is an educational speech that differs from speech in a foreign language as a means of communication.

At the advanced stage of training, the learning speech is as close as possible to the natural speech activity. This process should be fully promoted.

Obnosov N. S. is right when he points out that the main signs of untrained speech from a psychological point of view are the following: "1. its design, both in terms of content and in relation to the language occurs almost simultaneously with the moment of utterance. 2. Judgments expressed in the course of untrained speech activity are always the thoughts of the speaker or their own interpretations of the thoughts of other people" [1]. The first point is particularly important, since it accordingly distinguishes untrained speech from prepared speech. The second provision does not take into account the fact that judgments in both native and foreign languages can be expressed in two ways. In one case, the content of an utterance is formed with the help of thoughts-memories, which

are reproduced in the course of speech without much difficulty, almost automatically. In the other case, there is a strenuous work of consciousness, since various mental operations are performed here: comparisons, generalizations, deductions of consequences, and other logical operations. The quality of speech in both cases will be different.

When determining the correctness of an untrained speech, it should be considered that it should not be absolutely, but practically infallible. Mistakes like "reservations" are allowed in foreign language speech, as well as small pauses, especially if the utterance is based on certain mental operations.

So, the main difference between untrained speech and trained speech is that in untrained speech, thinking focuses on the content of the utterance, and language design is subconscious due to the fact that high automation of speech skills has been achieved. Since there are two ways to express your own thoughts, the system of exercises for the development of untrained speech should be built with these two methods in mind.

Exercises for teaching untrained speech differ, therefore, a) in the novelty of information necessary for modeling the needs of speech activity; b) in more diverse forms of flow (transmission and request of information, own judgment, evaluation, commenting, etc.).

All of the above exercises must also meet the following requirements: be feasible in terms of volume, take into account the gradual increase in difficulties (in terms of material, conditions of performance and the nature of speech activity), appeal to different types of memory, perception and thinking, be purposeful and motivated (which implies the formulation of the final or intermediate goals of the exercise), activate the activities of students, contain life and typical examples and situations.

Speech exercises are divided into forming a) trained and b) untrained speech.

The other side of phasing is the close relationship between preparatory and speech exercises, which is manifested in the fact that the same material being worked out must pass through both the training stage and the stage of using it in speech activities that are close to natural.

Equally important is the question of balancing language and speech exercises. The previous opinion that training exercises should prevail, since they contribute to the development of speech mechanisms on which speech is based, is justly criticized in the methodological literature. The practice of teaching foreign languages and experimental data strongly suggest that the proportion of preparatory exercises (especially formal ones) can be significantly reduced [6].

Taking into account the peculiarities of speaking as a type of speech activity, it can be stated that an unprepared dialogic and monological utterance is formed in the following sequence.

The description of speech exercises is advisable to start with the analysis of definitions, "untrained speech", contrasted by a number of features.

The main parameters are untrained speech: the linguistic correctness of the statements; absence of specified material and specified content; the expression of thought; situational-contextual nature of speech, the ability to define logic statements; the presence of a high level of speech mechanisms; speech work; a natural tempo, etc.

Most of the selected features are controversial if we try to compare dialogic speech with monologue, on the one hand, and untrained speech at different stages of training, on the other.

It is known that untrained speech is formed under the influence of internal and external stimuli. In dialogical speech, stimuli cause the listener's reaction (expression of their agreement or disagreement, refutation or addition, confusion, etc.).

Dialogic speech is characterized by the interaction of the processes of understanding and utterance, the specificity of the situation and the possibility of its rapid change, the need to switch from one thought process to another. Reactive and proactive speech is intertwined here.

In monologue speech, external and internal stimuli cause a coherent statement that requires completeness of accounting for relationships with a partner or audience, narrative style, etc. The presence of a given material depends on the stage of training, the complexity and amount of information. In the educational process, such a situation rarely arises in which the speaker uses completely new material that was not in his speech experience. The memory, mainly long-term, reproduces learned words, patterns, combinations, stamps and whole phrases. Depending on the situation of communication, a set of ready-made operational units in memory and knowledge of the rules, the Speaker forms new signs by analogy with past experience. At any level of utterance (word, syntagma, phrase), this process is creative, but in unprepared speech, creativity finds a more complete expression.

Untrained speech is, therefore, in constant development and improvement, and it is hardly possible to describe it with the help of constant signs. In high school students, it can generally be characterized by insufficient content, lack of consistency and evidence in judgments, stylistic neutrality, and insignificant generality.

Constant language lessons contribute, as we know, to the reconstruction of memory, which acquires a mediated logical character; they teach analytical thinking. Adult students, as shown by observations of psychologists and practical teachers, tend to re-construct a speech message based on in-depth analysis and internal logic, with semantic selection and a certain grouping.

Evaluation of what has been listened to (or read) is associated with a more complete generalization, and relatively easy orientation in the context of different sizes and freedom in operating the material make unprepared statements of high school students who perform well a qualitatively new level of speech activity.

Therefore, parameters such as natural pace, linguistic correctness, the ability to determine the logical scheme of utterance and a high degree of development of speech skills are equally characteristic of both prepared and untrained speech, so it is necessary to distinguish between constant and variable signs of these two types of speech.

Permanent signs include independence and creativity, lack of preliminary training and given material.

Variable characteristics include the presence or absence of content; emotionality and imagery, initiative and spontaneity [6].

Below is a list of exercises for teaching untrained speech.

Exercises for teaching untrained dialogic speech:

- making reasoned answers to questions; conducting combined dialogues (with remarks and comments from other students);
- building a managed dialog without preliminary preparation (with or without supports);
- conducting question-and-answer games or quizzes; conducting a discussion or debate.

Exercises for teaching untrained monologue speech:

- inventing a title and its justification; description of a picture or caricature that is not related to the studied topic;
- creating a similar situation based on what you have previously listened to or read;

- justification of your own judgment or attitude to the facts;
- definition and justification of the quintessence of an utterance;
- characteristics of actors (places of action, epochs, etc.);
- evaluation of what you have listened to or read;
- Preparation of short ads and texts and postcards.

Exercises for teaching untrained speech differ, therefore, a) in the novelty of information necessary for modeling the needs of speech activity; b) in more diverse forms of flow (transmission and request of information, own judgment, evaluation, commenting, etc.).

All of the above exercises must also meet the following requirements: be feasible in terms of volume, take into account the gradual increase in difficulties (in terms of material, conditions of performance and the nature of speech activity), appeal to different types of memory, perception and thinking, be purposeful and motivated (which implies the formulation of the final or intermediate goals of the exercise), activate the activities of students, contain life and typical examples and situations.

Thus, exercises aimed at the development of untrained speech contributes to the intensification of the educational process, as well as reducing the total time spent learning oral speech in a foreign language. This is why the classification of exercises is very important, but, of course, this is not the only problem associated with the development of untrained speech.

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