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FACTORS AFFECTING THE SPEAKING SKILLS OF SECOND ENGLISH LANGUAGE

Rochelle B. Cabaltica, Rechella Joy M. Arcala

Adviser, President Ramon Magsaysay State University University San Marcelino
Student Researcher, President Ramon Magsaysay State University San Marcelino

ABSTRACT

As English is the Philippines Second Language, the curriculum provides adequate opportunities in order for the students to have an effective and efficient communication but despite all these, the students have to improve their skills wherein it was stated that there are factors that affect and hinder them to learn the second language effectively. mixed-method survey research aimed to identify and evaluate the factors that greatly affect the speaking skill of students wherein it involved 39 Grade 7 students and nine Junior High school English teachers with the different perceptions of the two groups of participants. It was revealed that a typical English teacher is female, 41 years old, with Master's units with 6 to 10 experience in teaching. The common student-respondent was female and is studying English for about 5 to 7 years. The teachers aimed to develop the speaking skill of the students by giving them a variety of speaking tasks with a definite time duration wherein the students are trained to correct their own grammatical errors which can be further developed through the immediate and constructive feedback from their teachers. Meanwhile, the students have poor vocabulary so they sometimes communicate using English as the medium and they know that it is very significant in their future jobs especially in communication. If they are exposed in an unannounced speaking activity, it was revealed that they are pressured so they try to prepare possible responses in advance. Furthermore, the teachers agreed that the students are motivated to learn English in their class but some were anxious while performing speaking activities. Lastly, the teachers revealed that the students were average as many can use English in conversing their ideas but still they need more practice. The main factor that affects students' speaking skills is the affective factor such as the shyness to speak the English language and the fear of committing mistakes while their speaking performance. The study recommends that teachers may encourage the students to speak in class by giving more time for speaking practices for students to be confident so they can handle on the spot speaking performance. Teachers should give genuine feedbacks through euphemism to avoid the students' discouragement.

Keywords: *second language, speaking skill, factors affecting speaking skills, speaking problems, grade 7 language learners, mixed-method survey, affective factor*

INTRODUCTION

The American colonization in the Philippines became an opportunity of the Philippines' Westernization of the native Filipinos. It led to the introduction of the English language which allowed Filipinos to experience formal education. In the Philippines, most of the subjects were taught in English and it also became the second language. Unfortunately, though it is widely used there are still difficulties and problems that students encountered. On the current Philippine Educational system teaching, it became part of the curriculum. Thus, it considered as the automatic language among Filipinos (Generales, Medina & Separa, 2015)

According to Swarthout (n.d), great communication skills are your ticket to success in the academics and in the business world. Meanwhile, students especially who are in the grade school level are anxious and are frightened to converse or express their own thoughts using the English language which has become the main problem of the English teachers.

In the four macro skills, speaking is considered as the most important. In general, people concentrate upon this skill because it represents and tells someone's knowledge about the language he/she knows. The ability to use it effectively and accurately in communication is the major goal of all English language

teaching process and that should be incorporated with the learners and give them these abilities (Shteiwi & Hamuda, 2016).

Though English becomes Philippines' second language there are factors that hinder students to effectively used the English language, they tend to be uncomfortable in using the second language fluently instead they use it in more colloquial way rather than formal. This study is focused on analyzing the factors that affects the speaking skills of students particularly in grade 7 level who were enrolled in different special programs in the current curriculum through the perspectives of teachers and students.

METHODOLOGY

This study used a mixed-method research design that focused on the analysis of the the factors that affects the speaking skill of Grade 7 students in English. It made used of the survey type questionnaire to evaluate the factors and problems of students in speaking skills using English. The participants of this study were teachers and students of Castillejos National High School wherein nine junior high school English teacher were asked to answer the questionnaire and 39 random grade 7 students who were all enrolled in special programs such as Special Program for Arts, Special Programs for Sports and Special Program for Foreign language. The researcher used the Stratified Random Sampling. This method involves the division of population into smaller group known as strata. This is formed based on the shared attributes or characteristics of the respondents. The instrument which was used in this study is a modified survey questionnaire from the study of Tuan and Mai in 2015. It consisted of two parts. The first part consists of the demographic profile of the participants which included their sex, age, educational attainment, and length of years teaching English. The demographic profile students consist of sex, and length of years learning English. The second part consist of the factors affecting students' speaking performance and speaking problems.

RESULTS AND DISCUSSION

Profile of Teachers

The profile of teachers was determined to give more comprehensive background of their sex, age, educational attainment and length of years teaching English.

Table 1. Frequency and Percent Distribution of Teacher by Sex, Age, Educational Attainment, and length of years teaching English (n=9)

Profile	Frequency	Percent
1. Sex		
Male	1	11.11
Female	8	88.88
Total	9	100
2. Age		
26-30	1	11.11
31- 35	1	11.11
41 above	7	77.77
Total	9	100
3. Educational Attainment		
Bachelor's Degree	5	55.55
Master's Degree	4	44.44
Total	9	100
4. Length of Years Teaching English		
6-10	4	44.44
11-15	1	11.11
16 above	4	44.44
Total	9	100

As shown in table 1, 8 or 88.88 percent of the teachers were female, 77.77 or 7 out of nine teachers were 41 and above years old. 1 or 11.11 percent, aged 31 to 35 years old and among the nine teacher-participants 4 or 44.44 percent of them were able to take their master’s degree. In the length of teaching English, 4 or 44.44 percent of them were 6 to 10 years in teaching English while only 1 or 11.11 percent is in 11 to 15 years in teaching English.

Profile of Students

The profile of students was determined to give a more comprehensive background of their sex and length of years learning English.

Table 2. Frequency and Percent Distribution of Students by Sex and length of years learning English (n=39)

Profile	Frequency	Percent
1. Sex		
Male	18	46.15
Female	21	53.85
Total	39	100
2. Length of Years Learning English		
2-4	1	2.56
5-7	22	56.41
More than 7	16	41.02
Total	39	100

Table 2 shows that, among the 39 student-participants, 18 or 46.15 percent of them were male while 22 or 56.41 percent of them were learning English for 5 to 7 years. 16 or 41 percent of them were learning English for more than 7 years while only 1 or 2.56 percent of them was learning the language for 2 to 4 years. Speaking Performance of students based from teachers’ Perception Performance Condition of students in Speaking. Figure 1 presents the percentage of teachers who answered either “yes” or “no” in the performance condition of the students in speaking class. How would you describe the performance condition in speaking class?

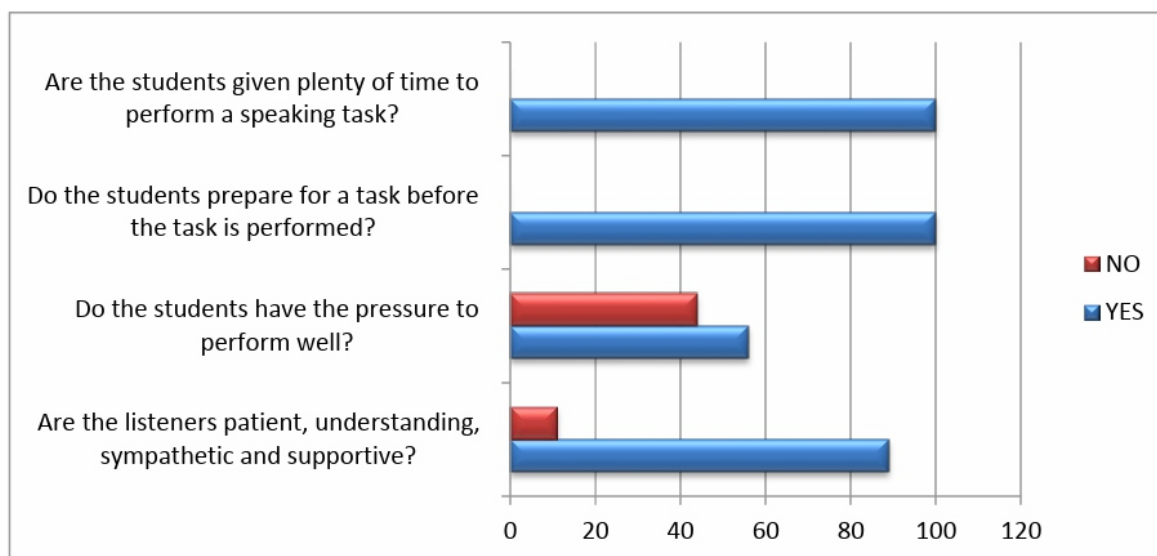


Figure 1. Performance Condition of students according to Teachers' Perception

Nine teachers were asked about the performance condition of students and they all agreed that students were given plenty of time to perform a speaking task as it gets 100% or 9 out 9 said "yes". The same result in the statement "do students prepare for a task before the task is performed." It also gets 100% as per all teachers said "yes". Meanwhile, 89% or 8 teachers marked "yes" in the statement "are the listeners patient, understanding, sympathetic and supportive". Only 11% or 1 teacher marked "no" in the same statement mentioned. Furthermore, 56% or 5 teachers marked "yes" in the statement "do students have the pressure to perform well" and 44% said "no" in the same statement. According to Cambridge University Press (2017), it was suggested that approximately 25 percent of classroom time should be devoted to communicative speaking tasks. Therefore, giving at least 25 minutes of the class hour daily would give students enough practice in their speaking skill using the English language. Teachers' reaction when students make mistakes. Table 3 presents the frequency and percent distribution of teacher-respondents by their reaction when students omitted mistakes in oral recitation.

Table 3. Frequency and percent Distribution of Teachers' Reaction when students make mistakes

Teachers' Reaction	Frequency	Percent
Keep quiet, smile and encourage them to go on their task.	5	23%
Stop them and correct their mistakes.	1	4%
Get annoyed when students keep making mistakes.	3	14%
If students cannot think of what to say, you may prompt them forwards.	4	18%
Watch, listen to students and write down points to give feedback afterwards.	9	41%
Total	22	100%

As shown in table 3, 9 or 41% of teachers choose "watch, listen to students and write down points to give feedback afterwards." This factor gets the highest percentage among the others. The importance of feedbacks helps students to realize and evaluate their mistake in a certain speaking task and by that teachers should also consider that factors that may affect the student if they receive the feedback. According to Harmer (1991), if the teacher corrected the mistakes of the student, the teacher should be careful of the words he/she will use because the conversational flow as well as the purpose of the speaking activity would be destroyed. Speaking performance of students based from students' perception

Degree of likeness to Speak English in class. Table 4 presents the frequency and percent distribution of students by the how much they like speaking English in class.

Table 4. Frequency and percent distribution of student by how much they like speaking English in Class

Degree of how much they like speaking English	Frequency	Percent
Very Much	13	33%
Little	25	64%
Not at All	1	3%
Total	39	100%

Students tend to like speaking English in class slightly or little as shown in the table 12 and figure 7 as it gets 64% or 25 students agreed that they like speaking in English slightly. 33% or 13 students like speaking English very much while 3% or 1 student marked “not at all” for they tend to stick speaking the native language in class.

Speaking English outside the Class. Table 5 presents the frequency and percent distribution of student-participants by the frequency to practice using English outside the class.

Table 5. Frequency and percent distribution of student by the number of times they practice to use English outside the class.

Frequency of Practicing English Outside the class	Frequency	Percent
Always	1	3%
Usually	8	21%
Sometimes	27	69%
Rarely	3	7%
Never	0	0
Total	39	100%

Among 39 students 69% or 27 marked “sometimes” as they tend to use or practice speaking English sometimes or occasionally. However, 21% or 8 students marked “usually” as they practice very minimal. 7% or 3, marked “rarely” as they practice it infrequently. 3% marked “always” as the student tend to like to use and practice it even outside the class. And there is no student marked never as there were times they also use or practice English even outside the class.

Importance of English in students’ future job. Table 6 is the frequency and percent distribution of student-respondents by the necessity to use English in their future jobs

Table 6. Frequency and Percent distribution of student by the necessity to use English in their future jobs.

Degree of Necessity	Frequency	Percent
Very Necessary	13	33%
Necessary	16	41%
Slightly Necessary	10	26%
Unnecessary	0	0
Very Unnecessary	0	0
Total	39	100%

As the table 14 and figure 9 shows, 41% of students marked “necessary”, for they thought that English is required for their future jobs. 33% or 13 student thought that speaking English is very necessary for their future job. 26% or 10 of students thought that English is slightly necessary to their future jobs. And with the same result, none of the students thought that English is unnecessary for their future jobs.

Performance Condition in Speaking Class. Figure 2 presents the percentage of students who answered either “yes” or “no” in the performance condition in speaking class.

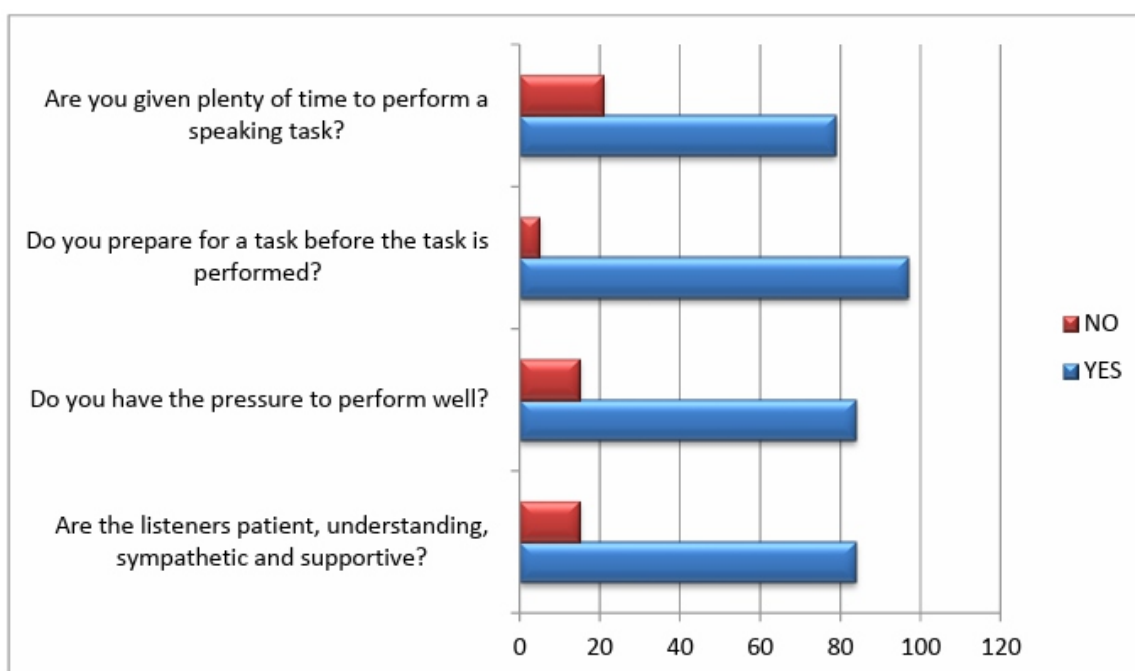


Figure 2. Performance conditions of students according to their perception

39 students were asked about their performance condition in class and 97% or 38 out of 39 students agreed that they prepare for the task before they would perform it. And only 3% or 1 out of 39 students do not agree in preparing the task before they would perform it. On the other hand, 84% of students agreed that they are pressured to perform well in speaking class and only 15% said “no” in the statement “do you have the pressure to perform well”. With the same result as the statement “are the listener patient, understanding, sympathetic and supportive” as it also gets 84% said “yes” and 15% said “no”. Student tends to prepare first before the speaking task as aligned to Nation and Newton’s (2009) types of performance condition model as the second type of performance condition emphasized “planning”

makes the student anxious thus they prepare to lessen the fear of criticism.

Frequency of teachers correcting students' mistake while performing oral task. Table 7 presents the frequency and percent distribution of student-respondents by the times their teacher corrected their mistake in oral task.

Table 7. Frequency and Percentage distribution of student by the times their teacher correct their mistake in oral task.

Frequency of Teachers correcting students' mistake	Frequency	Percent
Always	17	43%
Often	1	3%
Sometimes	15	38%
Rarely	5	13%
Never	1	3%
Total	39	100%

As shown in table , 43% or 17 students agreed that teachers correct their mistake “always” during their oral performance while “never” and “often” shared with the same result of 3% or 1 student said that he/she is constantly corrected and or the student never experienced to be corrected by their teacher.

Perception of the Respondents in Students' Speaking Skill

Teachers' Perception

Students during Speaking Class. Table 8 is the frequency and percent distribution of students during their speaking class.

Table 8 Frequency and Percentage Distribution of Students in speaking class

Students during speaking class	Frequency	Percentage
Motivated	5	56%
Anxious	3	33%
Confident	1	11%
Others	0	0%
Total	9	100%

56% or 5 teachers agreed that their students were motivated to learn English in their class. However, 33% or 3 teachers marked “anxious” as their student were nervous when they are in speaking class. 11% or 1 teacher marked “confident”. This shows that an amount of student that marked that they are motivated to learn the target language tend to have an effect on their pursuing career or future jobs.

Students' Perception

Perception of Students in Speaking class. Table 9 the frequency and percent distribution of student-respondents by their perception of feeling during English class.

Table 9 Frequency and Percentage distribution of student by their perception during English class

Perception of Students	Frequency	Percent
Motivated	17	44%
Anxious	12	31%
Confident	7	18%
Other (Perception)	3	7%
Total	39	100%

44% or 17 students were motivated to learn English and motivated to use it, as shown in the table 15 and figure 11 while 31% or 13 students were anxious about speaking English in class. 18% or 7 students marked that they are confident and 7% or 3 students have other perception or feelings towards speaking in class.

Evaluation of students' Speaking Skills according to Teachers' Perception. Table 10 presents the frequency and percentage distribution of students during their speaking class.

Table 10 Frequency and Percentage Distribution of students by their evaluation of their speaking skill

Evaluation of Students	Frequency	Percentage
Very Bad	0	0
Bad	0	0
Average	7	78%
Good	2	22%
Very Good	0	0
Total	9	100%

As shown in the table 8 and figure 3, 78% or 7 teachers agreed that their students were on the average as some can speak or understand English language but they are not that fluent. Only 22% or 2 teachers agreed that their students have good speaking skill us. Lastly, there is no teacher who marked "very good", "bad", and "very bad". As Philippines considered one of the largest English-speaking country in Asia Filipinos tend to consider their ability to converse in English as "average" English speakers (Cabigon, 2015). In addition, proficiency in the language is also one of the Philippines' strengths, but when it comes to fluidity of the language, native Filipino students especially in grade school level were considered as "average" language speakers because they understand well enough in the language but they are not fluent when speaking it.

Evaluation of Students' Speaking Skill according to their Perception. Table 11 is the frequency and percent distribution of student-respondents by their evaluation of their speaking skill.

Table 11. Frequency and Percent distribution of Students by the evaluation of their speaking skills

Evaluation of Students	Frequency	Percentage
Very Bad	0	0
Bad	0	0
Average	21	54%
Good	17	43%
Very Good	1	3%
Total	39	100%

54% or 21% of the students thought that they have average speaking skill. However, 43 % or 17 students marked “good” or somewhat high but not excellent. It shows that the speaking skill of the second English language learners is in the average level or it is considered normal or usual.

Factors Affecting Students’ Speaking Performance Teachers’ Perception

Factors that affect students’ performance. Presented in table 12 is the frequency and percentage distribution of teacher-respondents according to their opinion in factors that affect the students’ speaking performance.

Table 12. Frequency and Percentage Distribution of teachers’ answer by the factor that affects students’ speaking performance

Factors	Frequency	Percentage
Time for preparation	3	12%
Pressure to perform well	3	12%
Listeners’ support	2	8%
Motivation to speak	1	4%
Confidence	6	23%
Anxiety	3	12%
Topical knowledge	3	12%
Listening ability	0	0
Feedback during speaking activities	3	12%
Time allowed to perform a speaking task	1	3%
Other reason (lack of expertise on grammar)	1	3%
total	26	100%

23% or 6 out of 9 teachers agreed that “confidence” is the main factor that affects the students’ speaking skills. They tend to know what to answer but they lack of confidence to verbalize it in English. Furthermore, with the same percentage result, 12% or 3 out of 9 teacher-respondents answered that the factors “time for preparation”, “pressure to perform well”, “anxiety”, “topical knowledge” and feedback

during speaking activities is the next factors that affects the speaking performance of students in class. Students would probably lose their confidence during speaking class when they are aware that they are not good in speaking so they would rather keep silent while others do talking showing that the students are lack of confidence to communicate (Al Nakhalah, 2015).

Student's Perception

Factors that Affects Students' Speaking Performance. Table 13 is the frequency and percent distribution of teacher-respondents according to their opinion in factors that affect the students' speaking performance

Table 13. Frequency and Percentage Distribution of students by the factors that affects their speaking skill

Factors	Frequency	Percent
Time for preparation	14	11%
Pressure to perform well	28	21%
Listeners' support	20	15%
Motivation to speak	12	9%
Confidence	20	15%
Anxiety	3	2%
Topical knowledge	14	11%
Listening ability	14	11%
Time allowed to perform a speaking task	7	5%
Other factors	1	1%
Total	131	100%

As shown in figure 14, 21% or 28 out of 39 students thought that pressure to perform well is the main factor that affect their speaking performance. 15% or 20 out of 39 students thought that confidence or lack of confidence in speaking class is the second factor that affects their speaking performance the same result as listener support. 11% or 14 out of 39 student thought that time for preparation, topical knowledge and listening ability as the next factors that affect their speaking performance as these three factor shared the same result. 9% or 12 students agreed that motivation to speak is the next factor. 5% or 7 students choose time allowed to perform in speaking task. 2% or 3 students marked anxiety as a factor and lastly 1 % or 1 student marked other factor but it is not specified.

Problems Encountered by the Students in Speaking Class (Teachers' Perception) Table 14 is the frequency and percent distribution of teacher-respondents by the problems encountered by their students in speaking English.

Table 14 Frequency and percentage distribution of teachers' answer by the Problems Encountered by students

Problems Encountered by students	Frequency	Percent
They are worried about making mistakes.	8	30%
They are fearful of criticism or losing face.	7	26%
They cannot think of anything to say.	1	4%
They have no motive to express themselves.	2	7%
They speak very little or not at all.	1	4%
They use Filipino.	1	4%
They are shy.	7	26%
total	27	100%

As shown in table 11 and figure 6, 30% or 8 teachers chose the statement “they are worried in making mistake” as one of the main problems encountered by students in speaking English in class. Next is the statement “they are fearful of criticism or losing face” as it gets 26% or 7 out of 8 teachers choose this as the next problem that students encountered the same result in the statement “they are shy” as it also get 26% or 7.

Problems Encountered by the Students in Speaking Class (Students’ Perception) Presented in table 15 is the frequency and percentage distribution of student-respondents by the problems they encountered in speaking skills.

Table 15. Frequency and Percentage Distribution of students by the problems they encountered in speaking skills.

Problems Encountered by students	Frequency	Percentage
They are worried about making mistakes.	31	36%
They are fearful of criticism or losing face.	8	9%
They cannot think of anything to say.	5	6%
They have no motivation to express themselves.	4	5%
They speak very little or not at all.	5	6%
They use Filipino.	8	9%
They are shy.	26	30%
total	87	100%

As the figure shown, the most common problem that students encountered is that they are worried about making mistake with 36% or 31 out of 39 marked the latter as their problem. However, 30% or 26 students marked that they are shy in speaking English during speaking performance. 9% or 8 student agreed that they are fearful of criticism or losing face during the speaking class the same result as the

problem that they use Filipino instead of English during the speaking class. 6% or 5 student agreed that they cannot think of anything to say the same result as the problem that they speak very little or not at all during speaking class. Lastly, 5% Or 4 students marked that they have no motivation to express themselves.

CONCLUSIONS

From the aforementioned findings, the following conclusions are derived: 1. Most of the teacher-participants were females. Majority of them aged 41 and above years old. Only four of them already finished their master's degree. And four of them were 6 to 10 years in teaching and four teachers were already 16 and above in the service.

2. Most of the students-participant were females. Majority of them were learning English for about 5 to 7 years.

3. Teachers gave plenty of time for students to perform speaking tasks. They all agreed that students prepare first before they perform. They also agreed that the listeners were patience, understanding, sympathetic and supportive. When students make mistakes during the speaking performance, the teacher watch or listen to them and write down points to give feedbacks afterwards.

4. Students tend to prepare first before performing the speaking task. They cannot perform "impromptu" or on the spot. The degree of likeness of students to speak English in speaking class were just "little" but they were motivated to learn English. Learning English is also necessary for students' future job. Students also said that their teacher correct them occasionally or sometimes.

5. Both of the respondents agreed that students were motivated to learn English.

6. Both of the respondents shared the same perception that students were on the average range when it comes to their speaking skill or ability.

7. Affective factor is the main factor that affects students' speaking skill. Confidence or lack of confidence and pressure to perform well is the main concern. Based on the teachers' perception, it is the lack of confidence of most students to speak English while the students said it is pressure to perform well. Both of the said factor are under the affective factor.

8. Both of the respondents agreed that students were worried of making mistakes while performing the speaking task. However, students also said that they were shy to speak English in class.

RECOMMENDATIONS

In view of the findings and conclusions, the researcher offers the following recommendations:

1. The teacher should give more time for the students to practice and enhance their confidence in speaking English so that students can handle on the spot speaking performance.

2. Teachers should encourage students to speak English in class, by giving genuine evaluation of their mistakes but be careful to the words they would use for student to be not discouraged.

3. Students were worried of making mistakes during speaking performance, with this teachers should encourage the listener to be supportive and sympathetic as well to help each of them to improve their speaking skills. Giving feedback is necessary to evaluate students' speaking skill.

4. With the use of nice words and praises or reward system such as additional point for their recitation the student would be encouraged to participate in the speaking activities in the class.

5. To avoid students to be fearful or worried when it comes to speaking performance, teachers should also allow students to evaluate themselves and their classmates through constructive criticism.

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STYLISTIC PROBLEMS OF COMPOSER S.RAKHMANINOV IN PIANO CONCERTS

**Shahidaxon Ataboeva, Gavharoy Kholikova, Nigorakhon Jalalova, Usmonova
Shoxista**

Fergana State University “Art History”
The Teachers of the Department “Music Education”
Fergana State University “Art History”
The Teachers of the Department “Music Education”
Fergana State University “Art History”
The Teachers of the Department “Music Education”
The student of the department «Music Education»

ABSTRACT

ANNOTATION The article provides a detailed opinion on the solution of stylistic problems of the famous Russian composer, skilled pianist S. Rakhmainov in the heart of piano concerto. The article also draws conclusion from the analysis of musical works belonging to the creative pen.

Keywords: musical fabric, interpretation of performance, stylistic solution, school of performance, dialectics.

INTRODUCTION

As the art of music develops day by day, the interpretation of performance and stylistic solutions vary. There are concepts like various music schools around the world, including piano class, piano performance school. Although a lot of musicological work has been done on the interpretation of performance, however this issue of performance interpretation has always been inextricably linked with the thinking of the soloist, his stylistic solution to the performance, technique, style of performance. Therefore, the interpretation and methodological solution of each work is different, that is, the possibilities of the performer are limited by the scope of artistic thinking. In view of the above, the interpretation of the performance of the Concerto for piano by composer, master pianist Sergei Rakhmaninov, their stylistic structure an attempt was made to analyze the imitations and methods in the author's performance of the ideas. At the same time, it is appropriate to think and comment from the composer's creative and performance perspective.

There is a great need in Uzbek music for concert works in the genre of piano. The world-famous composer S. Rakhmaninov has been very productive in this genre. The concert genre has not only become a tradition over the centuries, but also a musical genre created on the basis of the growing traditions of performing arts, musical expression, musical heritage and universal musical values, which are becoming more and more ingrained in the minds of listeners.

The stylistic solution of each work, whether it is a large work or a miniature, is distinguished by the importance of the theme, the originality of the sound, the intensity of passion and power. S. Rakhmaninov's piano works are the most important and the widest range of creativity. The unique piano style and its artistic expression, which proves that the composer is known to the world as a skilled pianist, is very clearly reflected in the translations of his preludes, piano sonatas, concertos for four pianos, works for four hands and other composers.

The composer has created a number of works included in the treasury of piano performing arts. These include a concerto for four pianos and a “Rhapsody” with Paganini themes for piano and orchestra. In addition to these works, the composer has written many works for solo piano. Among them, very few works have been written in a wide range of forms - two for piano Sonata, (on the subject of c-moll Chopin's Preludes and Corelli) two series. The rest are more than seventy, relatively small works, which are mainly combined in a series of genres, two series op. 23 and op. 32, two series of etudes op. 33 and op. 39 are musical appearances. The composer himself said of the process of creating works for piano: “... I have witnessed that writing short pieces for piano always hurts me more, resulting in more problems than a symphony or a concert. When you write a work for orchestra, there are so many different ones. different instrumental colors lead to different ideas and effects. When writing a small-scale piano piece, I am completely under the thematic idea, it must be presented briefly and without distortion. Finally, express what you want to say and make it brief, clear, in a few words- this is the most difficult task facing the creator. ” As for the peculiarities of Rakhmaninov's piano style, they are mainly due to his active work as a concert pianist, who has an amazing performance talent in strength and originality. Rakhmaninov's personality as a performer and composer attracts the attention of thousands of spectators, including the breadth of the stage, the expansion of all elements of the texture, the massiveness of constructions and monuments associated with the creation of concert-oriented works. “They are literally written with a wide and juicy tattoo and with great skill in a huge concert hall for a large audience.

One of the various elements of the musical language that characterizes Rakhmaninov’s compositional style is that he calls “music the basis of existing music” and says that “melodic mastery in the highest sense of the word is the composer’s main goal”. The artist’s unique methods and approaches include, first and foremost, the principle of “creative variability,” which means creating long melodic lines (often simple second intonations) from micro pieces by repeating at the same pitch or sequence. When it comes to Rakhmaninov's piano style, researchers (A.B. Golvensweizer, L.E. Gakkel, A.V. Lakhovich, etc.) find it a bit difficult to explain his melody: “Almost all of Rakhmaninov's good works are based on action. In rare cases, a “jump” to the third is observed. "No one denies this," the statement said. A.B. Golvensweizer, like all melodists, says that "the most remarkable of Russian composers are Tchaikovsky and Rakhmaninov." Rakhmaninov's lyrical themes are called the "business card" of the melodic style of the works, with their wide, constantly spontaneous waves and horizontal splendor, rising for a long time and falling at a steady pace. The duration of the decline of the melody and the impression of the “infinity” of the melody are striking features of Rakhmaninov’s style. Bright styles like this were the main theme of the composer’s first concert, which focused on the upper part of the music (two half-octave), both themes of the first part and both themes of the final part of the second Concerto, the third re minor concerto for piano and orchestra. This stylistic solution is considered by scholars to be “unique to all musical literature”.

In the composer's works, harmony is expressed by traditional means; B In the field of harmony, Rakhmaninov did not deviate from the classical system, large and small, in the form he took from the romantic composers of Europe, the representatives of the "Mighty Troupe" and Tchaikovsky.

Rakhmaninov's harmonic language is characterized by originality, colorful and intense expression. Involving diatonics, the composer uses a multifaceted harmony enriched with nonchordal sounds, leading chords of different levels, without chords, amplified trios, and special sets, the structure of which is greatly complicated by modulation or deviation. Many features of Rakhmaninov's harmony are explained by the intersection of different melodic lines, the free movement of sounds. Rachmaninov, as a composer and at the same time a skilled pianist, embodies the peculiarities of his style of performance, on the one hand, the desire to achieve freedom and flexibility of rhythm, and on the other hand, the

tendency to a strict rhythm.

Rachmaninov's rhythm was distinguished by its unparalleled uniformity, with emphasis in some episodes, and in others by its flexibility and clarity. In fact, it was the "freedom" of the bent steel spring, writes G. Kogan, that until it returned to its original position, the resistance would increase and 4 would compress. It's a unique combination of "buy offer" and everyone a joyful, sharp blow to the meter is the main, distinctive and absolutely unique charm of Rakhmaninov's deep organic rhythm. According to SE Senkov, in the first stage of Rakhmaninov's work almost all the features of the methods of rhythmic organization of materials that were traditional for his time mastered

As one of the remarkable features of Rachmaninoff's music, a number of researchers have noted its predominant fine-grained flavors. He has four piano concertos, three symphonies, two sonatas for piano, eight of his nine etudes, op. 39 and many other works, due to the wide application of changes, deviations, and fine-grained approaches, even a great specialist often reduces discoloration. Gakkel notes that in Rakhmaninov's music, "if it were not for Russian culture and Rakhmaninov at the turn of the century, given the diversity of small, invisible colors of life, the shadows of the sense of life, musical life scenes would not have been successful." describes.

When the artist's piano works were performed, Rakhmaninov not only "sang", but also performed his melodies in an artistic, dramatic way, achieving the whole effect, managing to combine everything with the overall directorial plan. Many authors (A.D. Alekseev, B.V. Asafev, G. Koggan, etc.) note that Rakhmaninov had a desire to revive small works. Rachmaninoff's piano voice is evident in his early works, the piano noticeable some traditional genres of miniatures level updates, fills them with rhetorical ways, a steady rhythm ("Elegy", "Barkarola" are especially unique in this respect). Later, like the third concerto and some etudes, the sound came to a more saturated tone. Rakhmaninov uses a wonderful collection of chords and a multi-element, four-five-tone structure, the performance of which is characterized by a strong, large-scale - stunning sculpture.

Rakhmaninov's work, his stylistic views are usually a wide, full-sounding fabric, a clear choice of tone line. In this case, the background is formed of several layers, there are many plans in the sound texture; Rakhmaninov uses the undoubted integrity of the creation of piano works in a deep and colorful way: strong, deep basses, broadly colorful figurines, in which he uses a large number of sounds and echoes, giving a special charm to the way of achieving musical integrity. Rakhmaninov's note-taking is skillful: simple and double notes, octave and octave-chords, printed and fast, complex mixing of theme and background elements. The distinctive stylistic manifestations of Rakhmaninov's music are the mastery of performance on the piano, the close connection of artistic content and the effective use of organically important and influential means to implement the plan. It's a lovely, wavy-like piece that creates a textured background where the pieces are constantly changing with "waves" and "drops," where the melodious sound of the song is light.

Georgievskaya O.V. as noted in his dissertation, S.V. Rakhmaninov's polyphony "As a healthy phenomenon", a peculiar form of polyphony in the development of Rakhmaninov's work P he called. Post-polyphony gradually developed. "The features and possibilities of piano technique, the artistic structure of the piano, were crucial for this phenomenon. The phenomenon of complex textured polyphony occurs almost exclusively in piano music and is mainly associated with fast tempo".

The analysis of Rakhmaninov's unique polyphony clearly shows that the polyphonic features of the composer's work are the natural qualities of skillful melody, the result of intuitive polyphonic hearing. At the level of the origin of musical thought, there is already harmony and polyphony, not music and harmony, and a dialectical unity. Such unity and interdependence of harmony and polyphony is most clearly defined by the complex synthesis of the two components of dialectics, rather than the mechanical

combination of the two components. It should be noted that Rakhmaninov himself had a different musical taste constantly changing. He developed and changed the style of composing music for various reasons. The artist was not able to give a concert at the time of creation of the work, during the conduction he did not appear as a performer at the same time or rarely worked as a pianist and vice versa. "Does Rakhmaninov pianist hurt Rakhmaninov-composer?" Some experts have responded positively to some of the comments: "It's very harmful." But, at the same time, Rakhmaninov's performance undoubtedly further enhances his work and in Rakhmaninov's pianism the peculiarities of the composer's thinking were clearly manifested. Asafev emphasizes the integrity of Rakhmaninov's image, where creative and interpretive principles are combined: "The nature of the composer was that when his writings became only material for the artist, his works were created as both thoughtful and effective artistic reproduction."

It can be said that without the composer's talent and uniqueness of pianist talent, Rakhmaninov would not have made such a rich and brilliant contribution to the development of piano literature. The text of the notes of his works secretly has the same elastic rhythm melody, "vocalism", the same sentence formation, a rich and varied hidden "writing" characteristic of the pianist Rakhmaninov's style of performance.

To describe one of the main features of Rakhmaninov's piano work, D. V. Zhytomyrsky introduces the concept of "concert" without restriction in the concert genre. He understands the concert with distinctive details in the opposite musical recording. "... In the field of concert," says the researcher, "the emotional principle usually manifests itself in full. This is partly due to the inseparability of the concert from the individual artistic element." The concert genre plays an important role in Rakhmaninov's work: his creative interests are mainly related to piano music.

For none of his contemporaries (Scriabin, Metner) This genre was not important to them. Each of Rakhmaninov's four piano concerts (with the addition of a rhapsody to Paganini's theme) is an important event in the path.

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“Concentrated on the composer’s style generalization”.

DESIGN CHANGE OF A DETAIL AND ADDITION OF A USEFUL ELEMENT

Tanjarova Rano Akramovna, Dosmetov Saidaxmet Gulmetovich, Elchiboev Kamoliddin Zayniddin ugli

Almalyk Branch of Tashkent State Technical University named after
Islam Karimov, senior teacher

Almalyk branch of Tashkent State Technical University named after
Islam Karimov, Assistant

Almalyk branch of Tashkent State Technical University named after
Islam Karimov, Student

ABSTRACT

This article is written about the design of details used in the construction industry, how they can be used in different places. The article provides information on details, installation of structures. Sequences and techniques in the field of application of details are described.

Keywords: *construction, structures, parts, details, welding machines, transformers, compressors, devices for spraying anti-corrosion coatings, industrial buildings, facades, decorating*

INTRODUCTION

Assembly is the process of assembling buildings and structures from prefabricated structures, parts and assemblies. Assembly is a leading process of construction production. This is due to the existence of a developed industry for the production of prefabricated structures, as well as the preparation and installation of structures are intertwined with the operations of transporting prefabricated elements from the place of manufacture to the place of their installation.

Organizational principles include:

- * Zero-Cycle Work In The First Place;
- * Assembly Of Structures From Vehicles;
- * Pre-Expansion Of Structures On The Ground;
- * Divide The Building Into Assembly Areas Or Enclosures With Integrated Crews And Mounting Mechanisms;

The following types of equipment are used for the assembly of building structures and details:

take rigging devices for lifting (slinging) structures - slings, traverses, carbines;

* Equipment for moving the structure - winches, blocks and pulleys, jacks, mounting masts, shovels;

* Equipment for fastening of joints and filling with concrete mix (equipment, devices) - welding machines, transformers, compressors, devices for spraying anti-corrosion coatings, tools for sealing joints and cracks, etc.

* Mounting equipment required for temporary fastening and adjustment of structures - conductors, poles, supports, poles, struts;

* Equipment needed to change the workplace of assemblers - ladders and ladders, benches, rafters, hanging platforms.

Prior to installation, each column is required to be inspected for deformation, damage, cracks, pores, fractures, open reinforcement, and concrete slabs. It is necessary to check the geometric dimensions of the columns, the presence of mounting holes, the correct installation of the connecting castings.

The installation of gantry girders can be carried out independently or in combination with the rest of the roofing structures. Beams and other carcass elements are required to be laid on wooden bases in the assembly area, where prefabricated elements are columns. are placed at a small angle to the row and at a distance of about 50 cm from them (this allows you to inspect the sides of the attached parts and prepare them for installation). Laying of crane girders is carried out taking into account their installation, in which the crane lifts the gantry beams from the installation site and installs them without changing the arm of the crane.

In order to ensure the design condition of the roof tiles on the rafters, they are installed along the markings on the upper beams of the trusses (beams). The first slab, mounted on the rafter structure, is welded at the four support nodes. The welded parts of each row of slabs are welded to the welded parts of the upper belt of the truss at not less than three support nodes (the fourth corner of the slab is inconvenient for welding). When installing the first slab in each cell, one installer stands on a slab laid on an adjacent cell, and the second assembler stands on a ladder that hangs from a pole. Both installers then move on to the newly installed slab to receive and install the next slab.

Temporary poles between trusses are removed after the welded parts are welded to the truss. Installation of reinforced concrete roofing slabs for the installation of rafters is carried out in the same sequence as on the farms and in the same way.

The cracks are compacted until they are completely filled with the thick mixture. The stitches are filled by hand or by mixing pumps. An inventory template is used to fill in the gaps between the vertical elements.

Monolithic joints are concreted by pouring a concrete mixture into the molds. The concrete is molded after achieving the required strength in the project. Prior to concreting, the quality of welding of details and fittings in such joints is checked, as well as the correctness of the reinforcement. Before pouring the concrete mixture, the entire surface of the reinforcement and connecting elements is cleaned of rust, debris is removed.

Intermediate slabs are trapezoidal cross-sections with a height of 800 mm and a width of 650 mm. Slab contraction joints should intersect at a height of 800×300 mm. The crossbar is joined to the column by bath welding of the protruding fittings, as well as by welding the cast welding details on the crossbar and column bracket, after which the joints are filled with concrete mixture.

Slab contraction joints should intersect at the openings for columns of 3,000 to 1,500 mm in width and should intersect at the openings for columns of 750 mm in width. The main slabs, which are placed along the axis of the columns along the building, are welded to the welded details on the crossbars, and they are welded together with steel inserts on top of the longitudinal ribs. Filling plates are mounted on steel tables welded to the columns. The slabs are welded to these tables and joined to the adjacent main slabs by means of inserts over their longitudinal ribs.

Length 6, used as exterior wall panels in single-storey industrial buildings; Panels of 9 and 12 m, heights of 1.2 and 1.8 m are accepted. The beamed panels of the first floor will be installed on the foundation beams. The panels of the next floors are supported by steel tables welded to the columns. Self-supporting wall panels are also available.

Carcass crossbars are installed after the columns are temporarily fixed in the design position. Prior to mounting, the crossbars are cleaned, the protruding fittings, the welded parts are adjusted, and the crossbars are welded to the column brackets in the dry state. In multi-tiered columns, the lower floor joists are installed first, and then the upper floor joists are installed if such technology is recommended by the technological map. Once the crossbars are adjusted, their base welded parts are welded to the column bracket welded parts and the crossbars are released from the slats.

After making sure that the columns and crossbars are in the design condition in the installed cell, the protruding reinforcement of the crossbars is welded to the final bath, the prefabricated details are welded and the joints are filled with concrete mix. The frame is then fitted with a shelf virgin diagram that replaces the crossbar. Replaceable struts are used to adjust and temporarily fasten the diaphragms to the design position. A virgin diaphragm without a shelf to replace the crossbar is mounted between the columns on these axles before the crossbar is installed.

The crossbars are joined to the columns by welding the prefabricated parts of the columns or the protruding reinforcement parts and the protruding reinforcement parts of the crossbars. The column brackets are cleaned of concrete debris and dirt, and an arrow mark is drawn on the side edges of the columns. When installing the crossbars, the alignment of the arrow marks is checked, if necessary, straightened, the elements are connected to each other by electric welding. The joints of the crossbars with other elements are filled after the frame of the installed cell is completely adjusted.

For the outer rows of columns, the steel crane girders are enlarged vertically together with the brake structures. Stairs, cages, and safety ropes will be installed at the same time as the enlargement of the structures. The details required for its assembly and assembly are attached directly to the structure.

In the non-adjustable mounting method, the steel columns rest on a steel plate. In this case, the surface of the foundations will be concreted less than 50 ... 60 mm below the design mark, and the cement mixture will be poured after the slab is installed. The base slab is mounted to the base rails with adjusting bolts, which must be left inside the foundation concrete with its surface flat, like the prefabricated parts. The base plate of the plate is removed by adjusting the nuts of the level screws. The value of the actual exact surface of the base plate should not differ by more than 1.5 mm from the design.

Mounting joints of steel structures are welded, bolted and riveted structures are riveted. If necessary, steel structures can be attached to reinforced concrete structures by welding or bolting to prefabricated parts. Welded joints are used to attach load-bearing structures and, if necessary, to have a dense, water-gas-tight joint of the elements. Such structures include blast furnace casings, dust collectors, reservoirs, and gasholders. Vertical joints include column joints, column and crane girders, and column and rafter truss joints.

Adhesive surfaces are prepared to remove rust, dirt, oil, dust, and to correct roughness. The edges of the details and holes are sawn or cut. Adjusting the holes of all the elements to be joined is achieved by using adjusting tools that are slightly smaller than the diameter of the hole. The adjusting tool is inserted into the holes so that they fit together. The cake must provide the required density of the package of fasteners. The package is tightened with temporary or permanent self-tapping bolts, the next bolt is tightened after the previous one.

Precast concrete elements are removed from the snow, ice and mud for installation. They are also protected from rain and snow during transportation and storage. In many respects, this is necessary for the open spaces of the heating layers of the panels on the connecting surfaces of the details and prefabricated structural elements made of lightweight concrete. This is due to the fact that the saturation of lightweight concrete or heaters with water deteriorates the thermal properties of the barrier structures. Calcium chloride, common salt (sodium chloride), sodium nitrate, potash salt solutions, etc. are recommended as anti-freezing additives. The use of anti-freeze chemical additives of chlorinated salts in joints with welded parts and fittings is prohibited. It is not recommended to use potash and sodium nitrite in welding parts made of aluminum and its alloys, zinc or aluminum protective coatings. The amount of anti-freeze additives is the same as when working with solid concrete in winter conditions.

Metal insulation coatings will be installed on the exterior and interior surfaces of the buildings. The sheets are welded together or by two welds, which ensure a strong connection of the joint to the base metal, which are fastened to the insulating surfaces by means of welds and anchors. Facades and details

are used for facades of buildings and structures. Decorating the facade of the building with artificial tiles makes the work much easier and cheaper. The appearance of the building does not change much. The most widely used artificial coatings are decorative concrete and ceramic tiles. Acoustic and thermal coatings for walls and ceilings are used in addition to ceramic tiles for interior decoration. When the wall is laid, the exterior bricks are laid, and when the construction work is completed, the ceramic tiles are installed.

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PHRASEOLOGICAL UNITS OF EXPRESSION IN GERMAN AND UZBEK LANGUAGES

Tadjiboyeva Shoxsanam Rasulbekovna

GulSU, Faculty of Philology

Teacher of department of English Language and Literature

ABSTRACT

Phraseology is the most lively, vivid and original part of the vocabulary of a language. Phrase logical units, with their appropriate use, enliven and decorate speech, are an important building material of any language. The emergence of such units in the language is associated with the desire to more clearly to express what has already been expressed by other means. As I. I. Chernysheva emphasizes, "The development of phrase logical units goes along the line of creating stable phrases expressing emotionally rich characteristic of the qualities, properties, actions of the subject by phrase logical means properties of the language, i.e. based on the rethinking of variable phrases with the most apt for a given concepts in the manner".

Keywords: *Phraseology, Linguistic Encyclopedic Dictionary, German phrase logical units, Modern methodology, assimilation of language.*

INTRODUCTION

Phraseologisms play an important role in communication and give different shades to the way of expression: they can make the text, the statement more emotional, give it expressiveness, in a certain way direct aesthetic perception, and provide certain cultural associations. In phrase logical units from- The way of life, perception of the world, character traits of representatives of this or that nation are reflected.

Wherein, being units of a secondary nomination, phrase logical units do not directly name the subject, but characterize it through a certain image that is perceived by native speakers in accordance with their knowledge their culture. The figurativeness of the phrase logical unit is based not on a single element of reality, but on the divided fragment of the world. The study the works of Russian and foreign scientists are devoted to phraseology: V.V. Vinogradov, I.I. Sheva, A.V. Kunina, V.N. Telia, T. Shippan and others. In the "Linguistic Encyclopedic Dictionary" edited by V. N. Yartseva, phrase logical units (phrase logical unit) is defined as the general name of semantically related combinations of words and sentences, which, unlike syntactic structures similar in form to them, are not produced in accordance with general laws of choice and combination and words when organizing utterances, and are reproduced in speech in a fixed ratio of the semantic structure and a certain lexical and grammatical composition .

T. Shipman understands by phrase logical unit a stable unity, consisting of more than from one word. In the "Dictionary of linguistic terms" phrase logical unit defined as "lexically indivisible, stable in its composition and structure, integral in meaning phrase, reproduced in the form of a ready-made speech unit".

Phraseologisms are characterized by metaphor, imagery, expressive and emotional coloring. V. N. Telia notes that units of phrase logical composition can be a combination of mythological, re- religious, literary and folklore texts. Representing often a compression of some plot, they take his morality into their meaning. The phraseological composition of the language also includes citations - wings type expressions, puns, jokes.

The phraseology reflects the history and centuries of experience labor and spiritual activities of the people, their religious views and beliefs, moral values. Phrase logical competence as part of the general

linguistic competence includes knowledge of common phrase logical units, as well as semantic and syntactic rules and deviations. Thanks to these computer tendencies native speakers are able to recognize, understand and use phrase logical expressions. There are two opposite points of view on the question on the need to study phrase logical units in the classroom in a foreign language.

On the one hand, they are pushed aside to the phenomena of the second category, not necessarily essential for communication. On the other hand, there is an opinion that phrase logical units are necessary dime for foreign language communication, that even primitive communication is impossible without minimal mastery denying phrase logical units in a broad sense. The more phrase logical units a foreign student knows language, the higher its foreign language competence. Many researchers speak about the importance of studying phrase logical units in foreign language classes, including Zh.M. Arutyunova, T.M. Gurevich, N.A.Krasavsky, E.M. Kargin, etc. T.M. Gurevich calls phraseological units are the most valuable language material for teaching a foreign language. Zh.M. Arutyunova and M.K.Borisenko believe that working with figurative expressions in the study of foreign language is a necessary and multifunctional methodological tool allowing removing many difficulties that arise in the learning process.

According to N. A. Krasavsky, "it is not subject to co- opinion of the statement about the need for a deep study of the phrase logical fund of a foreign language dents". Meanwhile, in educational methodological kits, they are given rather modest attention. Nowadays, when the amount of information is constantly growing, it requires the ability to choose useful information a formation that will be useful to a future specialist in life and professional activity. Therefore when selecting phrase logical units, the following basic criteria must be taken into account:

- 1) The general use and the need for phrase logical units for the student;
- 2) The relevance of concepts expressed in phrase logical units. They often contain ethical norms of society, acting as a regulator of relations between people. Especially indicative in this case proverbs and sayings that are part of the phrase logical fund;
- 3) Attractiveness of phraseological material. The more attractive in terms of form and co- holding the material, the more significant the interest in him on the part of the trainee. Modern methodology data indicate that it is difficult to rely on teaching foreign languages. Just memorizing language material. Active assimilation of language material is promoted its repeated use in speech actions. Therefore, the work on the assimilation of phrase logical units is usually carried out in the process of performing various types of exercises and tasks. At the initial stage of teaching German as a second language foreigner has exercises with simple lexical and grammatical structures and language units. Given the low level of language proficiency, students are offered exercises for mastering comparisons consisting of creature's body, denoting animals, and adjectives denoting the qualitative characteristics of a person century.

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EVOLUTIONARY DEVELOPMENT OF PRIMARY MILITARIC PREPARATION IN UZBEKISTAN, PROSPECTIVE WAYS OF DEVELOPMENT AT THE MODERN STAGE

Mirzaxamdorov U. A.

Lecturer at the Faculty of Military Education,
Tashkent State Pedagogical University named after Nizami

ABSTRACT

This article is devoted to a comprehensive overview of the evolutionary development of preservice training in Uzbekistan and updates at the modern stage. In independent Uzbekistan, defending the homeland is the most honorable task and places a great responsibility on military education officials. Therefore, this subject is taught with special care. Military education has gone through several stages since independence. The history of the military is also discussed below.

Keywords: *military education, independence, patriotism, pre-service training, tank, laws.*

INTRODUCTION

It is no secret that one of the main directions of the policy of our state, which has achieved the centuries-old dream of the Uzbek people and gained independence, is to strengthen the defense and national security of independent Uzbekistan. From the first days of independence, the evolutionary basis of military training for the defense of the homeland has been gradually developing. Today, with the rapid application of the best inventions of science in the military and the high level of development, the importance of preparing young people for the defense of the Motherland is growing by itself. The rise of international terrorism and separatism in many countries, the elimination of the threat of global war and the emergence of local wars place new demands on the mental, physical and special training of soldiers. It requires him to behave appropriately in different situations and to quickly assess the situation, as well as to make the right decision, to be able to coordinate his actions with the actions of the division. New technology is radically changing the nature and methods of combat. This means that in the current situation, there must be military and specially trained military personnel in combat vehicles, tanks, aircraft helmets, anti-aircraft missile systems.

In the Republic of Uzbekistan, the Ministry of Defense of the Republic of Uzbekistan and the Department of Military Education of the Minister of Defense are responsible for the general management and control over the pre-service training of young people. Control of preconscription military training Joint Staff of the Ministry of Defense of the Republic of Uzbekistan, Ministry of Higher and Secondary Special Education of the Republic of Uzbekistan, Ministry of Public Education, State Committee of the Republic of Uzbekistan for Physical Culture and Sports based on the plans of the Central Council of the organization and other relevant ministries and departments. After the independence of Uzbekistan, the VIII Extraordinary Congress of the Republican DOCAF, held on November 23, 1991, decided to establish the organization "Vatanparvar" to assist in the defense of the Republic of Uzbekistan.

The new charter of the organization was also approved. "Vatanparvar" was declared the legal successor of Uzbekistan DOCAF, and all organizations in its system were transferred to "Vatanparvar". The training of conscripts in military equipment is carried out in the educational institutions of the

organization "Vatanparvar", which supports the defense of the Republic of Uzbekistan. Conscripts studying in secondary general and secondary special, vocational education institutions related to the specialties of military accounting in the field are trained directly in these institutions in the field of military equipment. Vatanparvar, an organization that supports the defense of the Republic of Uzbekistan, trains young people who have reached the age of seventeen and are due to be called up for military service. Currently, Vatanparvar, a defense organization, has councils in the Republic of Karakalpakstan, the city of Tashkent, 12 regions, 179 cities and districts. More than ten thousand primary organizations, organized in labor unions, educational institutions, and residential areas, have more than three and a half million members. Their activity is to prepare young people for work, to defend our Motherland, to develop their political and spiritual outlook, to educate them in the spirit of constant devotion to the rich history, glorious traditions and values of our people, to develop military and practical sports. In order to be ready to reliably defend our country from subversive extremist forces, we must always be vigilant and regularly prepare. Therefore, the defense organization "Vatanparvar" focuses on establishing practical cooperation with government and public organizations, physical training of young people, equipping them with military equipment, educating them to be resilient, resilient, resilient and spiritually mature. After all, the formation of a fast, well-equipped Armed Forces capable of reliably protecting the peace and tranquility of our country is a requirement of the times. Bringing up well-rounded, courageous, patriotic young men and women is a multifaceted task. Therefore, in order to further strengthen the feelings of mutual friendship, brotherhood and solidarity, to prevent various negative manifestations, "Courage protects the Motherland!", "Power is in justice", "Respect your comrade", "Military Conversations, meetings, contests on the theme "Spiritual image of the servant." The heroic struggles of our great ancestors for the liberation of the Motherland, the great representatives of history, the national heroes Shirak, Tomaris, Spitamen, Muqanna, Mahmud Torobi and the great commanders Jaloliddin Manguberdi, Amir Temur, Zahiriddin Muhammad Babur, who are an important tool in the military patriotic education of youth. praise speeches and talks are being held. The purpose of such lectures and talks is to teach our youth to study the rich heritage of our ancestors, to serve in the Armed Forces is a constitutional duty of every citizen of Uzbekistan, to ensure the inviolability of the borders and peace of our country. is to inculcate in the minds of our people that the task is. At a time when the way of life, traditions, customs and universal values of our people are being revived due to independence, it is important to instill in young people a sense of homeland, to form their spirituality and educate them in the spirit of military patriotism. Our Uzbekistan deserves such respect. Because Musa al-Khwarizmi, Ahmad al-Farghani, Imam al-Bukhari, Abu Mansur alMoturidi, Abu Ali ibn Sina, Abu Rayhan Beruni, Burhanuddin al-Marghinani, Ahmad Yassavi, who made a worthy contribution to world civilization. Our people are extremely proud of the presence of such great spiritual and enlightenment figures as Bahauddin Naqshband, Mirzo Ulugbek, Alisher Navoi, military geniuses such as Shirak, Spitamen, Muqanna, Jaloliddin Manguberdi, Amir Jemur, Zahiriddin Muhammad Babur. On July 3, 1992, the Supreme Soviet of the Republic of Uzbekistan adopted the Laws "On Defense", "On General Conscription and Military Service", and "On Alternative Service". and on the same day the text of the "Military Oath" was also confirmed. The first stage of creating the legal framework for the construction of the Armed Forces was completed on August 30, 1995 at the III session of the Parliament of the Republic of Uzbekistan of the I convocation with the adoption of the Military Doctrine of the Republic of Uzbekistan. The doctrine is a system of official views and rules that determine the direction of military construction, the preparation of the country and the Armed Forces for war, the ways of war. It is developed by the political leadership of the state, and its main directions are related to the development of the productive forces, the level of scientific achievements, and the perception of a possible war. The completion of the first stage of the formation of the Armed Forces of

the Republic of Uzbekistan coincided with the XI session of the Supreme Soviet of the Republic of Uzbekistan on December 8, 1992. At this session, the Basic Law of our state - the Constitution of the Republic of Uzbekistan was adopted. This encyclopedia became the basic law that strengthened the legal status of the Armed Forces in the country, defining its main tasks and historical duties. Chapter XXVI of the Constitution deals with defense and security. Article 125 states: "The Armed Forces of the Republic of Uzbekistan shall be established to protect the state sovereignty and territorial integrity of the Republic of Uzbekistan, the peaceful life and security of the population." According to Article 52 of the Constitution of the Republic of Uzbekistan, "the protection of the Republic of Uzbekistan is the duty of every citizen of the Republic of Uzbekistan." From the first days of independence, the Republic of Uzbekistan has paid great attention to the economic, political and social development of the country, strengthening peace and stability in the country and the Central Asian region. This problem can be solved only on the condition of reliable protection of the country's defense power and national security, which can be achieved through the implementation of a single state policy in the system of economic, political, legal, organizational and military measures. The document containing these measures is a military doctrine adopted by the Parliament of the Republic of Uzbekistan on August 30, 1995. Thus, in the fourth year of its existence in practice, the young independent state developed its own science-based military doctrine. During the last five years of the twentieth century, taking into account the geopolitical situation in the world, the region and the country, the current military doctrine was developed and implemented in 2000 as a defense doctrine. The Defense Doctrine of the Republic of Uzbekistan is a major document of national importance. It is an important part of the state strategy and reflects the basic, leading, officially accepted views and rules of military theory and practice, which are based on military policy, the direction of military activity and military construction, and are mandatory for military personnel. Uzbekistan's defense doctrine covers the current military-political situation in the Central Asian region, hidden sources of military threat, major military strategic tasks, principles of construction and conditions of use of the Armed Forces, preparation of the Armed Forces, people and country for defense. These principles of the Defense Doctrine play an important role in ensuring the unity of views on understanding and addressing defense issues. Articles 12-17 of the Law on General Conscription and Military Service deal with the preparation of citizens for military service. It also outlines the work to be done by the Ministry of Defense of the Republic of Uzbekistan, as well as other relevant ministries and organizations in the preparation of conscripts for military service. Article 13 of the law stipulates that this subject is compulsory and at what stages it is passed to students of secondary schools, academic lyceums and professional colleges, as well as to ensure the security of the country and the stable life of the population. The organization of defense-sports-health camps by local authorities for low-achieving students was noted.

CONCLUSION

Today, educating young people in the spirit of patriotism is a priority in the state policy aimed at raising a comprehensively developed generation. Accordingly, applicants who have served in the Armed Forces of the Republic of Uzbekistan and have a relevant recommendation from the command of the military unit will receive a 50% discount on admission to higher education institutions. The head of our state Sh.M. Mirziyoyev's April 4, 2017 "President of the Republic of Uzbekistan May 31, 2012" Additional measures to improve the system of benefits for citizens who have served in the Armed Forces of the Republic of Uzbekistan, The Resolution "On Amendments to the Resolution of the President of the Republic of Uzbekistan" was a practical manifestation of the efforts in this direction. There is no doubt that such benefits provided to citizens who have completed their military service will be a special incentive for our young people to further enhance the prestige of military service, to acquire thorough

knowledge and training during military service.

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