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Contents

FEMALE PRAISE IN THE WORK OF POETS

Karimova S.
Associate professor of Kokand State Pedagogical Institute

Annotation. *The article analyzes the works of Erkin Vahidov about the external beauty of women. In the ghazals of Chustiy and Erkin Vahidov, thoughts about beauty are compared. The skill of the creators is evolved.*

Key words: *E. Vahidov, Chusty, beauty, woman, dancer, eyebrow, eye, face.*

It is known that in the history of Uzbek literature, poets sang the Jamal of beauties with pleasure and enthusiasm. In the poetry of the 20th century and finally in the Nazi literature of the independence period, the beauties expressed their admiration in passionate verses of husni jamoli. Continuing the traditions of its predecessors, Erkin Vohidov also as a poet of his time, many poems were completed dedicated to the description of women husnu Jamol in a unique way. The poet remains true to tradition in creating a portrait of beauties. Like its predecessors, yor's face and eye, husnuyu jamoli, qaddiqamati, lutfiyu nazakati absorb the jilos of artistically described words into verses. For the purpose of interpreting artistic femininity, the poet thickens samples of poetic art, and each sample of fine art is triggered by the artistic charm that the poet has to fulfill his goal. Among the works of Erkin Vohidov Nazmi is Ghazali, known as "Dancer", dedicated to the people of art, dancers, written in 1995. It begins with verses as follows: Bazm aro noz birla janon o'ynasa, Ne ajab, jismimda jon o'ynasa, In the history of Uzbek literature, in the 30s of the 20th century, a large number of examples of ideological fiction were created. But even during this period, there are those works that embodied the essence of fiction, which were created and preserved until our days. It is known that the ghazal genre as a genre that refers only to the samples of classical literature was discriminated against in the days of the show. Some creators, on the other hand, sought to preserve the ghazal genre and created masterpieces. Among such poets was Chusty (Nabijan Khodaev). Inside the Chustian ghazals, which served the development of the art of singing, there is a Ghazali, known as "when playing", in which the skill of dancers is expressed. The paragraph is as follows: Sahnada gul ochildi g'unchalab o'ynaganda, Jonim qitig'lab o'tdi yo'rg'alab o'ynaganda.

In the history of Uzbek literature, in the 30s of the 20th century, a large number of examples of ideological fiction were created. But even during this period, there are those works that embodied the essence of fiction, which were created and preserved until our days. It is known that the ghazal genre as a genre that refers only to the samples of classical literature was discriminated against in the days of the show. Some creators, on the other hand, sought to preserve the ghazal genre and created masterpieces. Among such poets was Chusty (Nabijan Khodaev). Inside the Chustian ghazals, which served the development of the art of singing, there is a Ghazali, known as "when playing", in which the skill of dancers is expressed. The paragraph is as follows:

Davrada o'ynar pari, andoq bo'lur, Oy to'lib yulduzli osmon o'ynasa. Artistic perception requires artistic discovery from the artist. In the image of a dancer, Erkin Vohidov draws a bright image that an

ordinary person does not pay attention to. In the verses lies the purpose of stating one whole point. Because the poet unites where he is due to the tense state of his situation in love with the dance charm. The dancer who plays in his mind is not the child of the earth, he is an inaccessible celestial being-Fairy from heaven. The mask you are playing is not the Earth, but a catastrophe. As a result of the character John in the byte above, he is also cut off from the surface of the Earth, and he also sees himself in the catastrophe. It is given to the illusion as if the moon is overflowing and the starry sky is playing. Moon fullness-visibility is a factor in the drawing of a unique plaque. The likeness of the dancer as a full moon is interpreted in an unnatural way. As a result of the full moon, the movement of stars around the dancer is compared to the various movements of the dancer that fascinate the person in the continuation of the dance. Light appears in the heart and thought of the lover, bringing him out of the state of night-devotionalism. But dili and her heart are still attached to the dancer. This is how the attitude towards celestial bodies is expressed in the ghazal of Chustius:

Dersizki, ikki yulduz o‘ynab bulutga kirdi, Ikki qo‘lin yuziga pardalab o‘ynaganda. The main character of chustie expresses his attitude towards the eyes of the dancer with the expression of two stars. The poet used the image of a star in the sky, the state of the star flashing, to depict the eyes of the dancer. The fact that the dancer drapes her hands on her face is comparable to the entry into the cloud, under the cloud of two flashing stars (eyes). The hands are so white and their movements are so light that they are cloudless. The dancer hides his eyes with the cloudy whiteness and mobility of his hands. As if the clouds of the night hid the stars in their depths.

In general, we tried to draw our attention to traditional and newly discovered artistic discoveries by analyzing the artistic expression of the image of a dancer in the gazelles of Erkin Vohidov and Chusty. At the same time, we sought to highlight the specific aspects of the pictorial style of poets, albeit short. We are far from the analysis of ghazals in its entire state. In fact, the analysis of ghazals in one whole case gives effective results in determining the skill of the artist. And our goal is limited to the examples obtained, since there is little information about methodological artistic expression. Like all artistic creators, the poetic works of Erkin Vohidov and Chusty included beautiful and unique examples of artistic poetic art. Through them, they were able to revive certain socio-moral ideas with very bright paints. We are confident that the works they create will serve as criteria for artistic skill for young poets.

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PEDAGOGICAL SKILLS OF A MUSIC TEACHER

G.Shodiyeva
Kokand State Pedagogical Institute

Annotation. *This article discusses pedagogical skill, the components of pedagogical skill, aspects that a teacher of modern education should take into account, and how the teacher's skill is manifested in a musical culture lesson.*
Key words: Mastery, pedagogical skill, components of pedagogical skill, teacher skill in a musical culture lesson.

The progress of society will never stop, its wheel will constantly turn forward, this is a natural, historical process. That is why it is necessary to systematically shape independence and initiative, so that the teacher of music culture shakitlates the spiritual, artistic and moral culture of students, carries out national pride and patriotic education, cultivates creative skills, sophistication, artistic taste, expands the scope of thought.

A modern teacher is a future builder, author, producer, researcher, user and promoter of new pedagogical technologies, theories, concepts. As Goethe noted:"speak with confidence so that both the word and the adoration of the audience will continue to come by itself." In the process of pedagogical education and education, the management of the student's activities is therefore complicated that the pedagogical goal will always be directed towards the future of the student. Realizing this, skillful educators design the logic of their activities in accordance with the needs of students. This is also the fundamental essence of collaborative pedagogy. Skill is a trait that an individual enhances through experience. A high level of professional skills, professional dexterity, formed on the basis of flexible skills and creativity in a field. Application of highly acquired knowledge, skills, qualifications in the field of activity with high quality and efficiency in practice. "Pedagogical skill" as a category has its own scientific basis. The scientific approaches of 19871997 made it possible to conclude in relation to this extraordinary phenomenon as follows: - Pedagogical skill is understood as a bright manifestation of individuality in professional activities. - The category of pedagogical skill characterizes the individuality of a person from the point of view of professional activity. - Skill is acquired by students in stages, depending on the degree to which they reach social maturity. Social maturity komponentlpri pedagogical skill components are in the following ratio with the pedagogical skill component.

Refers to the foundations of pedagogical skill: professional pedagogical knowledge, orientation to humanity, pedagogical technology, experience of carrying out professional pedagogical activity, pedagogical personality.

The teacher seeks paths, methods and techniques, teaching images, methods and situations that activate students, are convenient for him and the learner, lean on modern pedagogical technology and increase the effectiveness of the learning process. By teaching students to think independently, they achieve high quality and efficiency of the learning process.

Therefore, pedagogical technology, didactic technology, educational technologies are considered the most effective tools in the educational process. They are widely used in World pedagogical practice.

Modern education requires the teacher to take into account the following tasks:

- to be aware of the latest knowledge in his specialty, to organize education on the basis of the current educational educational process laws using pedagogical technologies and innovative technologies;
- demonstrate their skills, knowledge and abilities in education, taking into account the age and psychological characteristics of students;
- creating conditions for the thorough assimilation of knowledge by students, taking into account their interests, abilities and requirements;
- ensuring the interaction of the academic disciplines studied by students;
- activation of the comprehensive maturation of the individual based on the interaction of education with the educational process;
- ensuring the emotionality of education at all stages of educational educational activity; * becoming aware of the latest achievements in science based on the internet and Information Technology;
• to constantly study the psyche of students in order to enrich their knowledge, skills and abilities, thinking and types of activities in education;
• thorough design, planning, diagnosis and visualization of each lesson. A music teacher needs to be a good speaker and a good artist.It is necessary to play well on a musical instrument, be able to perform, have a good voice, perform well depending on the Note, be able to distinguish children's abilities. The fact that a music teacher performs well on a musical instrument is determined in the following.
• First: live performance – improves mood in the classroom.
* Second: it is possible to return an episode or (tactical) sentence that you want when performing as a team (choir).
• Third: a music teacher who can play a musical instrument will show his educators in practice how interesting and important it is to play the music himself.
A music teacher, not limited to a good performance of a musical instrument, needs to have a good sound, with a gesture of conducting, a perfect knowledge of and creativity in music theory. The teacher's personal exan te of music science.
In the lesson of music culture, the skill of the teacher should be at a high level in all respects. His introduction to the work and his explanation of the subject matter of the lesson bring the reader into the world of wonderful and magical art - music. And with an interesting conversation, children can focus their attention on music topics. The teacher's story of a musical work should be short, interesting, and achieve artistic perception of students.
During the lesson, the teacher, using the method of communication with students, helps to correctly reflect on music, draw clear conclusions.

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TEACHING OF TECHNOLOGY IN SPECIAL BOARDING SCHOOLS

Usmanova Mukhlisakhan Sobirovna
Assistant professor of Kokand SPI

Annotation. *In this article, the use of work as the main pedagogical tool to reduce their disabilities while preparing students with disabilities for production is highlighted.*
Keywords: *the meaning of work, special school, mentally retarded children, education, development, adaptation to life, imparting knowledge.*

The science of technology in special boarding schools aims to equip disabled students with general technical, vocational, economic and household knowledge, skills, and abilities, and works in schools based on this goal. Each type of work is carried out in special schools, on the basis of special programs. The content, nature, and organization of all types of work are aimed at preparing mentally retarded students for practical activities, developing their technical skills, independence, and activity.

Physical and mental development characteristics of students with disabilities of different categories determine the content and methods of technology science in special schools. Special schools, while preparing their students for production, also use work as the main pedagogical tool to reduce their disabilities. All pedagogical, medical and technical means are used to solve these tasks. Now studying scientific heritage, socio-political activities and acquaintance youth charity of our above-stated ancestors is considered one of the main urgent objectives of the modern intellectuals.

Technology science in special boarding schools is considered one of the main tools for correcting psychophysical disabilities of mentally retarded students. Simple work activities are somewhat understandable to oligophrenic children and help them to work efficiently and develop their thinking processes. According to the program of these schools, the main task of special boarding schools is to raise and educate mentally retarded children. A common defect characteristic of mentally retarded children is limited cognitive processes. Therefore, in the development of the education of children with mental retardation, special attention is paid to the correction of children's cognitive activities. On the basis of these main, unique tasks of special boarding schools, the content and methods of education are revealed. In our republic, auxiliary schools have developed as a branch of special schools. Education in special boarding schools directly serves to adapt children with disabilities to life1. 90% of students who graduated from special boarding schools are able to find work in various fields of production and support themselves financially. Only a small number of people with mental disabilities are registered in institutions for the disabled, treatment-labor workshops. These data are reliable proof that special schools are successfully solving their social tasks.

As a result of the direct participation of mentally retarded children in the process of social production, the socio-legal issues of these students are positively resolved, that is, they, like their normal peers, rest, receive treatment, and use social security. In short, they live as equal citizens of society. To achieve this result, defectologists, pedagogues, doctors, psychologists in all countries are working. Since the primary goal of the auxiliary school is to educate, train, and prepare students for independent life, therefore, the first priority is to provide them with knowledge of certain types of work, and to develop relevant skills and competencies. The main leading task of technological science is to correct defects.

All correctional work in technology should be carried out in a consistent manner based on a firm goal. It

should be taken into account that education of certain cognitive processes should be carried out on the basis of explaining the process of preparing something to children. Improvement of cognitive processes and development of personal qualities does not happen by itself as a result of education. There is a parallel between the development of normal children in the educational process of technological science and remedial work with children with mental retardation. Education plays a leading role in this. For this, education should be organized by the teacher in the spirit of development and correction. Correctional tasks in a special school should be carried out in connection with general social tasks. The social and correctional tasks of technology science in special schools, in turn, help to determine specific, organizational methods and forms of this work, the general level of preparation of students, in turn, requires the choice of a certain type of work. Students who graduate from this school mostly become first- and second-class specialists. A special school is content with providing its students with simple, narrow field knowledge. These include blacksmithing, carpentry, tailoring, cardboard packaging, and simple agricultural specialties. In addition to these, children with mental retardation can acquire certain knowledge in painting, household work, and making dolls. Simplicity, uncomplicatedness is a characteristic feature of all of these. So, the first task of the science of technology in auxiliary schools is to attract mentally retarded students to production, and the second task is to correct, mitigate, reduce their defects through work, and to educate them with positive personal qualities. Like all creative activities, you need to study and learn to work. In order to acquire a certain specialty, a person must acquire a certain amount of knowledge, skills, and qualifications at a certain time.

Success in education depends on the level of complexity of the imparted knowledge, its implementation, educational methods and the psychophysical capabilities of the students. There is a certain relationship between these factors. In order to give children a certain specialty, they must be physically and mentally prepared. If the education provided is in the "zone that can be developed in the near future", it will have a positive effect on the development of the child's psychophysical abilities. Based on existing psychophysical defects in the cognitive activities of mentally retarded children, the connection between some components of the educational process becomes difficult.

These should be taken into account when determining the impact of technology science on the general development of secondary school students.
It is known that everyone's work is done for the team and for it. For this reason, it is necessary to educate mentally retarded people with a positive attitude to work, discipline, and teamwork skills.

The simplest, involuntary, instinctive actions of a small child gradually turn into voluntary, conscious actions. Education plays a big role in this process. The formation of actions related to labor skills in children is part of the science of technology. These are specific laws of the formation of actions, which are inextricably linked with the formation of mental actions in work. The leading factor of intellectual development in the field of technology is the organization of children's independent, purposeful work. And this, in turn. It is related to my mental development. Opinions have also been expressed today against nonlinear claims that the separation of religion from secular affairs concerning the state leads to the construction of a state and an immoral society, with a distorted interpretation of the ratio of religiosity to secularism by various fanatical forces.
In Russian oligophrenopedagogy, attention to technology is distinguished by its characteristic aspects. As early as 1910, the famous defectologist Pabst paid great attention to manual labor. Manual labor is especially important for aided schools dealing with mentally retarded children. Here, it is shown in practice that it is possible to eliminate defects in mental development through exercises. Before starting to give real knowledge to mentally retarded children, it is necessary to train and develop their senses and

muscles. In fact, if we analyze the work of Ye.K.Grachyova, M.P.Pastavskaya, G.Ch.Troshin, V.P.Kashenko, G.N.Rossolimo, D.l.Azbukin, A.I.Graborov and other Russian defectologists, each of them in one way or another has special attention to manual work. we will see that he paid attention. V.P. Kashenko said that manual labor "should be recognized as the main, leading science and be the basis of all our educational and educational work." In addition, the author recommended using manual labor as a separate work method from other subjects. In our opinion, the positive aspects of manual labor are somewhat more widely and consistently reflected in the works of A.I. Graborov. "Between the child's thinking and his muscles," he writes. A mentally retarded child develops self-confidence and improves his personality while working, making things, completing assignments. So, the child develops on his own in his work.

Actions are necessary parts of a person's labor activity, and are distinguished by the goaloriented nature of human activity. Mental actions that are part of labor activity are manifested in the form of various skills. These

include:

a) be able to use oral, written, pictures and tables;

b) to be able to perform measurements for measurement and calculation;

d) to be able to plan the process of making the product according to the order;

e) consistently monitor their work (approximately based on tools);

to be able to understand the causes and effects in the process of making certain products.

Each stage has its own tasks, the implementation of which creates the basis for further

education. Disadvantages at one stage cause great difficulties for students with mental retardation in the next stages of labor training. In manual work classes, students are trained in the science of entrepreneurship technology. This includes working with paper, cardboard, clay and foam, wire and wood, as well as working with a designer.

To sum up, technology science and education have labor education, labor training, and corrective and educational tasks. The task of the science of technology is to form students' knowledge, skills and abilities that will be necessary in life and work.

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THE IMPORTANCE OF PEDAGOGICAL TECHNOLOGIES IN THE IMPLEMENTATION OF INNOVATIVE PEDAGOGICAL ACTIVITIES OF A MATHEMATICS TEACHER

Raxmonov Istam Yarikulovich
Head of the Department of Natural Sciences of the Academy of Armed Forces of the Republic of Uzbekistan p.f.n., associate professor

Annotation: *this article discusses the possibility of using pedagogical technologies in the implementation of innovative pedagogical activities of the mathematics teacher.*

Keywords: *Teacher, Cadet, education, upbringing, educational process, thinking, cognitive activity, knowledge, method, Technology, Control, evaluation.*

"In the field of Education, superficial, formal approaches, poorly thought-out work are absolutely impossible. ... We must not forget that the foundation of our future is created in knowledge circles, in other words, what the day of tomorrow of our people will be depends on what kind of education and upbringing our children receive today. To do this, it is necessary that any mentor and mentor first of all see a person in the image of each child. From this simple requirement, to bring our children to adulthood as perfect people with independent and broad thinking skills, living consciously – should be the main goal and task of the educational and educational sphere" [1]. The study of the state of educational practice, including the teaching of mathematics, based on these goals and objectives, in most cases aimed at the implementation of the program, showed that the issue of developing the consciousness, thinking of Cadets is becoming lame.

As a result of the fact that the teacher considers his task to be to give cadets a new set of knowledge, little attention is paid to the issue of the comprehensive development of the cognitive capabilities of cadets.

The activity of cadets in the educational process is manifested through their mental activities, such as analyzing, comparing, drawing conclusions about educational material, listening carefully to classes. It is known that in traditional education, cadets receive knowledge in lectures and practical classes by listening to the ready-made cumulative, sorted data provided by the teacher and producing examples on the basis of ready-made instructions. In the process of such reproductive education, cadets become a simple Observer, listener of the educational process, engaged in activities such as memorizing the evidence that the teacher writes, working as an example, repeating what he hears from the teacher.

The teacher organizes, manages, controls, evaluates the cognitive activities of cadets in the educational process and sets the stage for the comprehensive development of the individual by implementing the educational, educational and developmental goals envisaged from teaching. In order to solve the above-mentioned tasks and eliminate shortcomings in the traditional educational system, to increase the effectiveness of the educational process, it is advisable to organize training in individual and small groups, in addition to gross training of the cognitive activity of cadets. Thus, it will consist of the stages of organizing and managing the cognitive activity of cadets, organizing this activity in accordance with the goal, designing it, setting ways to implement the goal, analyzing and evaluating the result obtained. When organizing the cognitive activity of cadets, it is necessary to note that the educational process

should be integrated, in the case of one system, the continuous formation of knowledge, skills and qualifications with each other.

In the process of individual completion of training tasks, the mental activity of Cadets is involved, confidence in their knowledge, strength and abilities increases, and each individual develops at the level of his ability. In cognitive activity organized in this way, time is used more efficiently, efficiency increases. In the team, the cognitive activity of Cadets is organized in an individual way in classes organized using the methods of Group teaching technologies, personalityoriented educational technologies, problematic educational technology, collaborative teaching technologies.

Taking into account the content of the topic studied in the lesson in the educational process, it should be the focus of the teacher's attention to the independent work of cadets in small groups in the lesson, the use of such techniques as mental attack, didactic games, presentation, self – assessment.

One of the most important requirements to ensure the improvement of the quality of education is to arouse interest and activity in those who receive education. Yan Amos Komensky, speaking about the fundamental issue of didactics, argued that the Alpha and omegas of didactics are in the search for and opening up the learner's path of multiple learning, with little teaching of the learner [2].

Therefore, it is important to apply modern pedagogical technologies to the process of teaching mathematics in order to transform cadets into a full-fledged subject of their educational activities, humanize and democratize pedagogical relations, and achieve educational effectiveness.

A technological approach to the educational process creates the following opportunities: - management of the pedagogical process and the purpose of results in greater accuracy; - analysis and systematization of practical experience and its application on a scientific basis; - complex solution of educational and socio-educational problems; - ensuring favorable conditions for the development of the individual; - reducing the impact of unfavorable situations on a person; - optimal use of available resources; - selection of the effective of technologies and models of solving socio-pedagogical problems and the development of new ones.

On the basis of the application of pedagogical technologies to the course process, General goals, educational content are determined and clearly set educational goals, educational results have always been evaluated. It is the aspect inherent in the technological approach: orientation towards the achievement of the set goal and, on the basis of this, making adjustments to the learning process, we can observe a quick external connection. Organizational elements of Educational Technology - a teacher, a cadet, a goal, a result, the content of information, methods, tools, methods and organizational forms of training, control, diagnosis, methods and means of obtaining information, come true in three stages: design, implementation, control and evaluation.

We found it necessary to note some aspects of pedagogical technologies that are important for our scientific research work:

1. Technologies for teaching in a team, in a group. V.K.According to Dyachenko, a team is a group of people united on the basis of a common goal of social significance, activity in achieving it and care for each member, the main principles of which are: changing subgroups, couples; mutual education in them; mutual control; mutual management. As a result of properly organized pedagogical leadership and management, the use of these forms brings community-specific conditions such as general goal awareness, targeted distribution of tasks, interdependence, and Control [3]. According to the research of Russian scientists, these methods of teaching in the educational process give the highest pedagogical result if applied in the following proportions: the method of teaching in a team–60-70%; the method of teaching in a group – 30-40% [4].

2. Personality-oriented educational technologies. The individual form of Education, which is carried out individually, helping to reveal the individual characteristics of the cadet, develop his abilities, form as a person taking into account his interests, is considered to be personality-oriented education.

3. Collaborative teaching technology. The main idea of collaborative teaching is not just to do something together, but to study together. Educational opportunities vary: some are quick to advance the teacher's explanations, some require additional time and explanatory work. They are passive during training sessions. If the task of each of them is clearly indicated by dividing the trainees into groups of less than 4-5 people, then in such a situation each member of the group will feel responsibility for the task assigned to him and the task of the group. Low adopters seek help from progressives. Problems arising in cooperation are solved [5].

4. Problematic educational technology. The essence of problem teaching is organized by the teacher to control the cognitive activity of cadets on the assimilation of new knowledge by creating a problem situation in educational work and solving educational tasks, problems and questions. This brings to the surface A R & D method of knowledge acquisition.

In our opinion, the most basic basis of pedagogical technology applied to the educational process of higher education institutions depends on the technologies that the teacher and the cadet choose so that they can achieve a guaranteed result from the established goal in harmony. Each lesson, subject, subject of study has its own technology, that is, pedagogical technology in the educational process is an individual process, which is a pedagogical process aimed at giving a goal - oriented, pre-designed and Guaranteed Result Based on the need of the cadet. That is, each educational technology used in achieving a guaranteed result by purpose in the teaching process can organize a collaborative activity between a teacher and a cadet, achieve a positive result, while in the educational process cadets can think independently, work creatively, research, analyze, draw conclusions on their own, assess themselves, a group, a group, and a teacher can create opportunities and conditions for their On the basis of pedagogical technologies: combining educational materials of a fundamental and practical nature; approximation, generalization of knowledge with the separation of invariant and variative components; step-by-step formation of mental actions; implementation of an active approach; follow the theory of developing education; implementation of programmed educational ideas; organization and management of independent work of cadets; the opportunities for the formation of general skills and competencies in cadets led us to the conclusion that it will be more effective to teach mathematics in the preparation of the future mathematics teacher for innovative pedagogical activity.

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REGARDING NATURAL AND ARTIFICIAL RADIOACTIVE BACKGROUND

Israilov M.
Professor of the Academy of Armed Forces of the Republic of Uzbekistan, t.f.n., associate professor.

A B S T R A C T

the article describes natural and artificial radioactive background, their sources, background levels, its annual increase, its causes, nuclear reactions, biological effects, and in conclusion, appropriate conclusions are drawn.

Key words: radoactive background, artificial radioactivity, primary cosmic rays, secondary cosmic rays, soft component, hard component, cosmogenic radionuclides, radioactive families.

Throughout human life, the radioactive background lives under the influence of radiation. The radioactive background is conditionally divided into two, namely: natural radioactive background and artificial radioactive background. Of these, the natural radioactive background gives rise to the uranium-thorium family and natural radionuclides, which are scattered mainly in nature, without dependence on man. The artificial radioactive background, on the other hand, is directly related to human activity, and its formation is inextricably linked with the creation of nuclear weapons by man and the development of nuclear energy. The intensity of the artificial radioactive background increases over time and can pose a certain environmental risk. It is advisable to observe and control this background in a constant state.

The factors that give rise to a natural radioactive background are: cosmic radiation, uranium-thorium families, natural radionuclides, natural radionuclide aerosols. Taking cosmic radiation from these, they arrive from distant areas of the universe. Cosmic radiation and cosmic radiation are generated by explosions that occur in the Galaxy and in The Sun. The flow of charged particles coming from the universe to Earth is called primary universe radiation, as is customary. Primary cosmic radiation consists mainly of nuclei of protons (around 90%), alpha particles (the nucleus of a helium atom), and atoms of chemical elements with an ordinal number less than 30. Primary cosmic radiation interacts with the nuclei of atoms of chemical elements that made up the Earth's atmosphere to form secondary particles-secondary cosmic rays. Secondary cosmic radiation occurs mainly in the Uralic from 20 km altitude to the Earth's surface, is drastically different from primary cosmic radiation, and consists mainly of high-energy mesons, neutrons, protons, and “soft” component electron and uamma-Quanta. At sea level, the intensity of soft components is about 1/3 of the full intensity of cosmic radiation.

Gamma and X-rays are divided into soft and hard organizers. The part of cosmic radiation that is almost absorbed in a 10 cm thick lead is called soft, and the part that passes without absorption is called hard components. Investigations have shown that the division of cosmic rays into soft and hard components has a deep physical meaning and is inextricably linked with the nature of the particles that made up the components. For example, a soft component consists of strongly absorbent particles-electrons and gamma-Quanta-and a hard component consists mainly of relativistic myons. The mass of Myon is 206.8 times larger than the mass of electron, which are swallowed weakly in matter. The reason is that their braking radiation is small and consumes its energy mainly at the expense of ionization. There are two

main species of Myon, with an average living time of 2.2 mks. Radionuclides produced by nuclear reactions that cause cosmic radiation are called cosmogenic radionuclides. In this case, the function of bombarding particles is performed by particles contained in primary and secondary cosmic rays, and as a target by chemical elements that are part of atmospheric air, namely nitrogen, oxygen and argon. These processes produce tritium, carbon-14, beryllium-7, and sodium-22 cosmogenic radionuclides. The isotope tritium is formed in air and falls to the surface of the earth as a result of precipitation. Participates in air-soil-water exchanges in nature.

$$N_7^{14} + n_0^1 \rightarrow C_6^{14} + H_1^1 \quad (1)$$
$$N_7^{14} + n_0^1 \rightarrow C_6^{12} + H_1^3 \quad (2)$$

Radioactive carbon-14 enters human respiration into its body with corbanad dioxide gas, as well as through water and various food products. Including tritium, which is present in the body, these radioactive isotopes form a common radioactive background. The environment, Man and other creatures will be under the influence of this radioactive background. The intensity of cosmic radiation increases with respect to the geographic location of the object and as it rises above sea level. For example, in the geographical latitude of Tashkent, the average annual dose absorbed in human tissues compared to the equator will be about 1.3 times larger and will increase as it approaches the pole.

One of the factors that give rise to the natural radioactive background is the uranium-thorium family. The Half-Life period among natural radioactive isotopes is the age of the Earth (4,5· 109 Yil) ga the next three isotopes are known. These include uranium -238 (T=4,5· 109 Yil) uranium -235 (T=7· 108 Yil) and thorium -232 (T=1,4· 1010 year) are examples. All of these isotopes are located from the end of the periodic table, starting three radioactive families. Uranium families are most stable in the periodic table of lead Pb206 and Pb 207 while the thorius family Pb 208 ends with isotopes. Radioactive families are listed in Table 1.

Table 1. Radioactive families

Radioactive families	radioactive Family Head	Half-Life of Family Head	final product
Thorium	Th_{90}^{232}	$1{,}39\cdot 10^{10}$ yil	Pb_{82}^{208}
Neptunium	Np_{93}^{237}	$2{,}2\cdot 10^{6}$ yil	Bi_{83}^{209}
Uranus-radius	U_{92}^{238}	$4{,}5\cdot 10^{9}$ yil	Pb_{82}^{206}
Uranus-Actinium	U_{92}^{235}	$7{,}8\cdot 10^{8}$ yil	Pb_{82}^{207}

In addition to these radioactive families, there are also five radioactive nuclei that have a radioactive husk, and as a result of their decay, stagnant nuclei are for

$$K_{19}^{40}\ (\beta^-, \beta^+, \varepsilon), T = 1{,}28 \cdot 10^9 \text{ yil}$$
$$Rb_{37}^{87}\ (\beta^-)\ , \text{T}=4{,}7\cdot 10^{10} \text{ yil}$$
$$Sm_{62}^{147}\ (\alpha), T = 1{,}06 \cdot 10^{11} \text{ yil} \quad (1)$$
$$Lu_{71}^{176}\ (\varepsilon, \beta^-), T = 5 \cdot 10^{10} \text{ yil}$$
$$Re_{75}^{187}(\beta^-),\ T = 4 \cdot 10^{10}\ \text{yil}$$

The most common of these is potassium-40 radionuclide, which is found in plants and in human and animal jusses. Natural Potassium consists of a mixture of three isotopes, potassium-39 (93.08 %), potassium-40 (0.01%), and potassium-41 (6.91%). These include the isotope potassium-40, which is radioactive. Since the isotopic composition of Natural Potassium is constant, any compound has a potassium-40 radioisotope. 89% of the potassium-40 radioisotope is converted to the ground state isotope calcium-40 by electron radiation.

$$K_{19}^{40} \rightarrow Ca_{20}^{40} + e_{-1}^{0} + \tilde{\nu}_e$$

In this *ve* electron antineutrino. The electrons emitted by the Kaly-40 isotope have a continuous spectrum from zero to 1330 KeV, meaning that the maximum kinetic energy of the electrons they emit is up to 1330 KeV. This maximum energy, also called the boundary energy of the eta-spectrum. The nucleus of potassium-40 forms a stationary argon-40 nucleus in an excited state, covering an orbiting electron at 11% (K-coverage, i.e., k-shell electron coverage):

$$K_{19}^{40} + e_{-1}^{0} \rightarrow Ar_{18}^{40} \qquad (2)$$

This argon nucleus emits a gamma-quantum of energy maximizing benefits.

$$^{40}_{18}Ar \rightarrow \grave{} Ar_{18}^{40} + \gamma \qquad (3)$$

So, the isotope potassium-40 emits beta particles with a continuous spectrum with a maximum energy of 0.585 MeV. It also emits 1461 keV-energy monoenergetic gamma-radiation. Now, based on this data, we calculate the number of beta particles and gamma Quanta that 1 g of Natural Potassium emits in 1 second. To do this, we produce an expression in which the activity of a radioactive substance with a mass of m is determined. The number of radioactive nuclei in a substance with a mass of m:

$$N = \frac{m}{\mu} N_A \qquad (4)$$

Since the activity expression is A=**λ**N, we consider **λ**=0.693/T and write the expression that determines the activity of a monoisotopic source with mass m:

$$A = 0{,}693 \cdot \frac{mN_A}{TM} \qquad (5)$$

If activity is calculated in curies rather than BK, then the expression (5) is written as:

$$A = \frac{0{,}693}{3{,}7 \cdot 10^{10}} \cdot \frac{mN_A}{TM} \text{ Ku} \qquad (6)$$

1 g to overcome the number of beta particles emitting natural potassiumK^{40} it is necessary to take into account the percentage of radioisotope in the natural mixture and the proportion of erasures in which the release of beta particles occurs. Mass 1 g in natural potassium$m' = 10^{-4}\, g$ there is a potassium-40 radioisotope in quantity, β^-— output size for decay $I_\beta = 0{,}893$ considering that is equivalent to (6) the expression comes to the following view:

$$A_\beta = 0{,}693 \cdot m' \cdot \frac{N_A}{TM} I_\beta \qquad (7)$$

If we calculate this expression by putting the values mentioned above, we get a value A_ß=28 Bk. In other words, it turns out that 1 g of Natural Potassium emits about 28 electrons at 1 s. Doing a similar calculation for K-coverage, we determine that 1 g of Natural Potassium emits about 4 gamma-Quantum at 1 S. Knowing the number of beta particles and gamma Quanta emitting natural potassium with a mass of 1 g, it is possible to find the number of beta particles and gamma Quanta emitting any potassium compound with an arbitrary mass.

In conclusion, it can be said that while we live on the surface of the Earth, our organism is affected by a radioactive background, whether we are hoxhaul. Only it will also be necessary to take into account that at different places on the Earth's surface, the radioactive background may differ. In addition, the radioactive background also depends on altitude, for example, the higher the radioactive background we live at above sea level. We explain this by the abundance of cosmic rays of this height or by the presence of radionuclides coming from the environment with the wind. It should also be noted that in some places the radioactive background can be abnormally high. This is explained by the fact that the same surrounding radioactive elements have a wealth of fossils or may be close to the site where nuclear bombs are tested.

It is also worth noting separately that acquaintance with such articles is important for military cadets, which, by their duty, can also be in different places and, most importantly, in places with a high radioactive background, it is important how they should behave at those times. At the same time, the level of knowledge of the officer personnel on these issues causes several tens, several hundred and even several thousand military personnel to be teran-protected from radioactive radiation.

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