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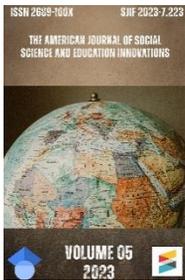
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 Research Article

## SUSTAINING PROSPERITY: EVOLUTIONARY INSIGHTS INTO THE SAVINGS AND LOANS UNIT OF THE COOPERATIVE IN THE REPUBLIC OF INDONESIA, CIREBON DISTRICT

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### ABSTRACT

This study delves into the nuanced evolution of the Savings and Loans Unit within the Cooperative of the Republic of Indonesia, focusing on the dynamic landscape of Cirebon District. Titled "Sustaining Prosperity: Evolutionary Insights into the Savings and Loans Unit of the Cooperative in the Republic of Indonesia, Cirebon District," the research navigates the historical trajectory, challenges encountered, and transformative strategies employed by this financial entity. Through a comprehensive analysis, the study aims to unearth critical insights contributing to the ongoing sustainability and prosperity of this vital cooperative component.

### KEYWORDS

Cooperative; Savings and Loans Unit; Evolution; Financial Institutions; Cirebon District; Republic of Indonesia; Sustainability; Prosperity.

### INTRODUCTION

In the intricate landscape of cooperative dynamics within the Republic of Indonesia, the Savings and Loans Unit emerges as a linchpin, playing a pivotal role in the economic prosperity of communities, particularly within the dynamic setting of Cirebon District. This research, titled "Sustaining Prosperity:

Evolutionary Insights into the Savings and Loans Unit of the Cooperative in the Republic of Indonesia, Cirebon District," embarks on a journey to unravel the historical evolution, challenges faced, and transformative strategies employed by this financial entity within the cooperative framework.

Cooperatives have long been recognized as engines of community development, fostering financial inclusion and empowering individuals through collective financial mechanisms. The Savings and Loans Unit, nestled within this cooperative structure, embodies the essence of financial resilience and community-driven economic growth. As we delve into the evolutionary insights of this unit, we aim to explore not only its historical development but also the adaptive strategies it has employed to navigate a complex financial landscape.

Cirebon District provides a unique backdrop for this exploration, with its distinctive economic fabric and sociocultural nuances. The study seeks to trace the historical trajectory of the Savings and Loans Unit, shedding light on the challenges it has encountered and the innovative strategies it has embraced to remain a cornerstone of financial stability within the cooperative framework.

This exploration is more than a historical account; it is a narrative of adaptability and resilience in the face of economic shifts, regulatory dynamics, and societal changes. By gaining deeper insights into the evolutionary journey of the Savings and Loans Unit, this study aspires to contribute valuable knowledge to the broader discourse on cooperative development, financial inclusion, and sustainable prosperity in the Republic of Indonesia. Join us in unraveling the tapestry of financial evolution and community resilience within the cooperative paradigm, specifically in the vibrant context of Cirebon District.

## METHOD

The research process unfolds as a meticulous exploration, blending historical documentation, qualitative engagement, financial scrutiny, regulatory analysis, and comparative assessments. The journey

begins by immersing into historical documentation, combing through archives, and extracting valuable insights that form the foundational narrative of the Savings and Loans Unit within the Cooperative of the Republic of Indonesia, with a focal lens on Cirebon District.

To breathe life into historical accounts, the research employs a qualitative approach involving interviews and surveys. Engaging with key stakeholders, including current and former members, cooperative administrators, and community representatives, provides a living perspective on the unit's evolutionary journey. Personal narratives and experiential insights enrich the historical narrative, capturing the essence of challenges faced, innovations embraced, and the unit's role in the economic prosperity of its members.

Complementing qualitative depth, a rigorous financial analysis forms a crucial phase of the process. Transaction records, financial statements, and performance indicators undergo meticulous scrutiny, unveiling patterns of growth, economic impact, and financial challenges. This quantitative dimension serves as a tangible measure of the unit's financial evolution, grounding the narrative in empirical insights.

The exploration then extends beyond the unit's internal dynamics to encompass the regulatory and policy landscape. An examination of legislative changes and regulatory frameworks provides contextual understanding, elucidating the external factors influencing the unit's trajectory. This regulatory lens helps identify the unit's adaptive strategies in response to external shifts, shaping its evolution within the cooperative framework.

A comparative analysis broadens the research horizon, benchmarking the Savings and Loans Unit against

similar entities nationally and regionally. Lessons drawn from comparable contexts contribute to a nuanced understanding of the unit's unique strengths, challenges, and adaptive strategies. This comparative perspective enhances the richness of the narrative, placing the unit's evolution within the broader cooperative landscape.

The qualitative data undergoes systematic coding and thematic analysis, distilling key themes that encapsulate the unit's journey. This coding process transforms qualitative insights into structured findings, contributing to a nuanced and holistic understanding of the Savings and Loans Unit's evolutionary trajectory within the Cooperative of the Republic of Indonesia, particularly in the vibrant backdrop of Cirebon District.

This multifaceted process endeavors to unveil the intricate narrative of the Savings and Loans Unit, providing not just historical documentation, but a living and comprehensive account of its role in sustaining prosperity within the cooperative paradigm in the Republic of Indonesia.

#### **Historical Documentation:**

The methodological approach of this research begins with an exhaustive examination of historical documentation related to the Savings and Loans Unit within the Cooperative of the Republic of Indonesia, specifically focusing on its operations within Cirebon District. Historical records, archives, and institutional documents are scrutinized to construct a comprehensive timeline, capturing the evolution of the unit from its inception to the present day.

#### **Interviews and Surveys:**

To augment historical data with contemporary insights, a series of structured interviews and surveys are conducted. Key stakeholders, including current and

past members of the Savings and Loans Unit, cooperative administrators, and community representatives, are engaged in discussions. These qualitative methods aim to gather firsthand accounts, perceptions, and experiences, providing a deeper understanding of the unit's evolutionary journey and the challenges it has navigated.

#### **Financial Analysis:**

A thorough financial analysis is undertaken to assess the economic dimensions of the Savings and Loans Unit. Financial statements, transaction records, and performance indicators are examined to trace patterns of growth, identify key financial challenges, and gauge the unit's impact on the economic well-being of its members. This quantitative aspect of the research provides a tangible measure of the unit's financial evolution.

#### **Regulatory and Policy Examination:**

The research delves into the regulatory environment and policies governing cooperative financial entities within the Republic of Indonesia. This includes an examination of legislative changes, regulatory frameworks, and policy shifts that may have influenced the operational landscape of the Savings and Loans Unit. By contextualizing the unit's evolution within regulatory dynamics, the study aims to identify external factors shaping its trajectory.

#### **Comparative Analysis:**

A comparative analysis is employed to benchmark the Savings and Loans Unit against similar entities within cooperative structures, both regionally and nationally. This comparative lens enables the identification of unique strengths, challenges, and innovative strategies employed by the unit in Cirebon District. Lessons

learned from similar contexts contribute to a broader understanding of cooperative financial evolution.

### Qualitative Data Coding and Analysis:

Qualitative data obtained from interviews and surveys undergoes systematic coding and thematic analysis. This qualitative approach helps identify recurring themes, challenges, and success factors, enriching the narrative with nuanced insights. The coding process contributes to the development of key themes that shape the qualitative findings.

By combining these methodological elements, the research aspires to offer a comprehensive and multifaceted analysis of the Savings and Loans Unit's evolutionary journey within the Cooperative of the Republic of Indonesia, specifically within the vibrant context of Cirebon District.

### RESULTS

The research into the Savings and Loans Unit within the Cooperative of the Republic of Indonesia, Cirebon District, has yielded insightful results that span historical, qualitative, and quantitative dimensions. Historically, the evolution of the unit reveals adaptive strategies in response to economic shifts and regulatory changes. Qualitative insights from interviews underscore the unit's role in community prosperity, shedding light on challenges faced and innovative approaches adopted. Financial analysis provides a tangible measure of the unit's economic impact and resilience. Regulatory scrutiny illuminates the external influences shaping the unit's trajectory. Comparative assessments offer contextualization within the broader cooperative landscape.

### DISCUSSION

The discussion interprets these results within the context of cooperative development, financial inclusion, and community empowerment. Historically, the unit's evolution reflects a dynamic response to external factors, showcasing resilience in navigating economic challenges. Qualitative insights emphasize the unit's social impact, revealing how it has been a catalyst for economic prosperity within the community. Financial analysis showcases patterns of growth and identifies areas for sustainable financial practices. Regulatory insights contribute to understanding the unit's adaptability within the regulatory framework. Comparative assessments offer a nuanced perspective on the unit's strengths and opportunities for improvement in comparison to similar entities.

The discussion also explores the implications of these findings for cooperative development in the Republic of Indonesia. It considers how the experiences of the Savings and Loans Unit can inform broader cooperative strategies, financial policies, and community engagement initiatives. By understanding the evolutionary trajectory of this unit, stakeholders can derive valuable lessons for enhancing the effectiveness of cooperative financial entities in promoting sustained economic prosperity.

### CONCLUSION

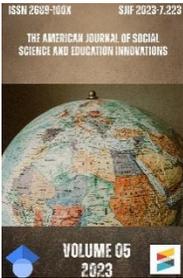
In conclusion, the research provides comprehensive insights into the evolutionary journey of the Savings and Loans Unit within the Cooperative of the Republic of Indonesia, Cirebon District. The historical, qualitative, and quantitative dimensions contribute to a holistic understanding of the unit's role in sustaining prosperity within the cooperative paradigm. The adaptive strategies, community impact, financial dynamics, and regulatory responses uncovered in this

study offer a roadmap for cooperative development and financial inclusion.

As the Savings and Loans Unit continues to evolve, the research findings serve as a foundation for informed decision-making. The cooperative landscape, both in Cirebon District and nationally, stands to benefit from the lessons drawn from this study. By recognizing the unit's historical resilience, social impact, and economic contributions, stakeholders can collaboratively work towards enhancing the sustainability and prosperity of cooperative financial entities in the Republic of Indonesia.

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 Research Article

## EDUCATIONAL PROJECT AND ITS ESSENCE

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### ABSTRACT

This article analyzes the educational project and its content, types, and design approaches.

In the context of globalization, education occupies an important place in the formation of qualities inherent in the comprehensive upbringing of the individual, perfect and competent specialist in it. Today's fast-paced era also presupposes the creation of the necessary conditions for arming students in the short term and with reasonable data, for the thorough assimilation of the foundations of various disciplines by them.

### KEYWORDS

Author's methods, project, design, educational project, design approaches, educational telecommunications project, Project method, stages of educational project activities.

### INTRODUCTION

Today, the world is at the height of the search for ideas, the creative imagination and the support for the use of the styles of intellectual weapons of its development. Nowadays, there are many types of such styles.

We cite the general characteristics of the styles that are among the most well-known in the world and are

currently widely used in the system of education and training, the search for new ideas, creative imagination and the intellectual weapons of its development [1; 13 p.] (See Table 1):

### The main results and findings

**Table 1.**

**Authorship styles**

№	Style	Invented		Author
		State	Year	
1.	Diagram Pareto	Italy	1897	V.Pareto
2.	Catalogue	Germany	1926	F.Kunse
3.	Morphological analysis	USA	1942	F.Svikki
4.	Synectica	USA	1944	V.Gordon
5.	Control questions	USA	1945	Dj.Poya
6.	Step-by-step analysis	Russia	1950	Y.Sobolev
7.	Isikavi style	Japan	1952	Kaoru Isikawi
8.	Organization of concepts	GDR	1953	F.Khazen
9.	Control questions	USA	1954	R.Crawford
10.	Invention matrices	USA	1954	A.Mol
11.	Discovery algorithm	Russia	1956	G.Altshuller
12.	Mental attack	USA	1957	A.Osborn
13.	Focal objects	USA	1958	Ch.Whiting
14.	Delphi	USA	1950-1960	Olaf Helmer, Norman Dalkey N.Rescher
15.	Solution-oriented	Russia	1961	N.Sereda
16.	Engineering-price analysis	USA	1961	L.Miles
17.	Control questions	USA	1964	A.Osborn
18.	Seven - time search	USA	1964	G.Bush
19.	Rational construction	USA	1966	R.McGrory
20.	Functional design	Great Britain	1966	E.Metchett
21.	Delphi	USA	1966	O.Helmer
22.	Complex solution of problems	Czechoslovakia	1967	S.Vit
23.	Psychoheuristic programming	Russia	1968	V.Chavchanidze
24.	Control questions	Great Britain	1969	T.Eyloart
25.	Zinama-zina approach to the solution	USA	1969	A.Fraser
26.	Using the heuristic methods library	Russia	1969	A.Polovinkin
27.	Functional invention	Great Britain	1970	Team of authors
28.	Convention of ideas	GDR	1970	V.Gilde, K.Štarke
29.	Systematic heuristics	GDR	1970	M.Müller
30.	Canoe model	Japan	1970	Noriaki Kano
31.	Creatikan	France	1970	M.Dimor, X.Ebert
32.	Consumer price based consumption analysis	Germany	1971	K.Thomas
33.	Search by decimal matrices	Russia	1972	R.Povileyko
34.	Systematic-logical approach to solving invention issues	Russia	1972	V.Shubin

35.	The style of necklaces of coincidences and assassinations	Russia	1972	G.Bush
36.	Integrated"Metra	France	1972	N.Buven
37.	Berk eliminate situations	Great Britain	1972	Dj.Jones
38.	Systems transformation	Great Britain	1972	Dj.Jones
39.	Bichmarking	USA	1972	
40.	Structured analysis	Russia	1973	G.Altshuller
41.	Modeling" with little people"	Russia	1974	G.Altshuller
42.	Fiklshsh's six hats	USA	1974	T.Gollway

The methods of searching for new ideas described above are divided into three groups:

1. Methods of psychological activation of thinking.
2. Systematized tracking styles.
3. Directed tracking styles [1; 18-19 P.].

Methods of psychological activation of thinking can include mental attack, reverse mental attack, shadow mental attack, Kemal Council, focal object style, synthetics, analogies methods, RVs opera, Conference of ideas, small human beings, necklace of assassinations and metaphorical six hats, coaching styles.

A list of control questions, morphological analysis, functional analysis, Metchett functional, focal objects, necklace of associations and metaphors, multifaceted sequential grading, synthesis of optimal forms, and systematic economy, including structural and elementary solutions, can include five types of why and other similar styles.

Directed tracking styles include R.The introduction of techniques such as the functional-physical style of Keller sought-after constructivism, the theory of solving Jody issues (TRIZ-IMEN).

Six Sigma, seven weapons of quality management, AVS analysis, cost-effective production, control sheet, Delphi, scattered diagram, kinship diagram, relationship diagram, Pareto diagram, histograms, Isikavi diagrams, control maps, Matrix, Kano Model, outsourcing, parallel engineering development, spread out, error protection, policy outcome analysis, AVS benchmarking, Taguti, Policy Analysis, AVS benchmarking, Taguti, stretch diagram, it is possible to include stretch maps and other similar styles.

The project is a practical activity, the purpose of which is to find new solutions developed as a package of documents. The search process is a sequence of opposite actions, and processes, which in turn involves the use of certain methods. The complexity of the project process (as well as other creative activities), and non-standard design (life) situations require knowledge of various methods and the ability to master them [3].

Design is the process of determining the architecture, components, interfaces and other characteristics of a system or part of it. The result of the design project is a complete set of models, features or features described in a form suitable for the implementation of the system.

Design requirements along with analysis are a large-stage part of the system life cycle called System

definition. The results of this stage are input data for the implementation stage of the system. System design aims to present a system in a purposeful, principled, and purposeful manner; it involves evaluation and decision-making on the choice of system components that meet its architecture and established constraints.

There is a strong tendency to view architectural and detailed design as separate activities; attempts are being made to identify them as separate practices, but these types of design are largely interconnected. Compared to" traditional " design solutions,

architectural solutions are considered more abstract, conceptual and global; they focus on the highest-level structures of the system. Extensive design is defined as the process of expanding the initial project (architecture) to the point where, in turn, it is fully ready to detail and implement the project [5].

There are the following approaches to design:

functional design;

optimal design;

systematic design (see Table 2):

**Table 2.**  
**Design approaches**

№	Design approaches	The essence of design approaches
1.	Functional design	In systems used by any engineering object, it serves to perform one or another function, in other words, the function is primary and the object is secondary. So, the main task of the car is to transport goods and people, the main task of the pen is to leave an ink mark on the surface (paper, etc.), act as a book written information carrier, etc.
2.	Optimal design	Functional design is the most general approach to describing systems. The boundary conditions, the necessary inputs and outputs are determined, and a detailed list of executable functions or operas is compiled. In functional design, the structure is synthesized, the main parameters of the object and its components (elements) are determined, the efficiency and quality indicators of the processes of activity are assessed. The result of the design is, as a rule, basic, functional, kinematic, algorithmic schemes and accompanying documents
3.	Systematic design	The design process should always take into account the interests of all major stakeholders (stakeholders): customers, developers, manufacturers, vendors, consumers, utilizers, etc. Each of the interested parties seeks to satisfy their needs, some of which can come into conflict. For example, from the point of view of the interests of various parties involved, a car should simultaneously have high speed and motor power, low cost, convenience, environmental friendliness, be technological in production, technically comfortable, easy to dispose of, ETC.

In a broad sense, design is the creation of a primary description that allows you to create an object that

does not yet exist for certain specified conditions. From Latin, the word "projectus" translates as "thrown

forward". Textual records, computations and table drawings are used for descriptions that can be translated into a real object in the future, while algorithms are used to represent a sequence of Conditional Actions. In general, after detailed calculations, additions and optimizations, the description of the object becomes the basis for the implementation of the idea [6].

Project method-processes (methods, processes, algorithms, rules, studies) are used to implement project characteristics, carry out Project Technical Activities, and solve actions and project problems [7].

Today, the educational process also focuses on the preparation of various educational projects by students. So what is the training project itself? How is the process of preparing educational projects?

A training project is a joint educational, cognitive, creative or gaming activity of co-educational learners who have a common goal, agreed methods and methods of activity aimed at achieving a common result in solving a problem relevant to the project participants. It is the main form of Organization of cognitive activity of learners within the framework of the project method [8].

Educational telecommunications project, on the other hand, has a common goal, is organized based on information and communication technology resources

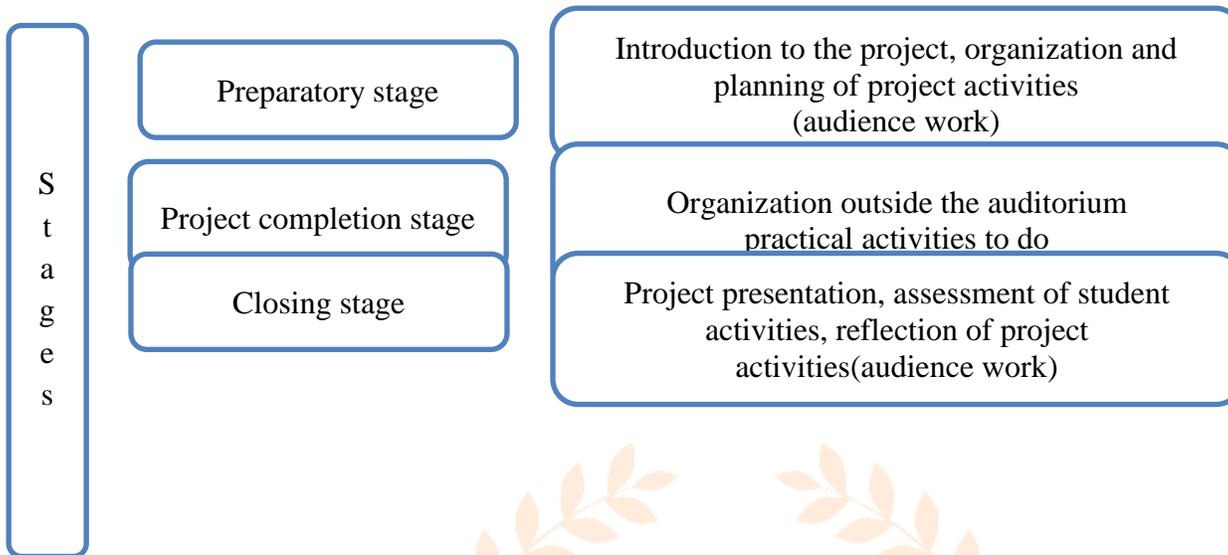
(for example, the Internet), students-partners are aimed at achieving a common result for joint education, knowledge creative, game activities, agreed methods, methods of activity and solving any problem that is important for project participants. An example of such a project is the interdisciplinary (foreign language+Informatics) "telecommunications project".

The training project provides for:

- 1) the method of organizing independent educational activities aimed at the search for problems, research and solving of requirements, formalizing the result (solution) in the form of a product;
- 2) educational action tool aimed at solving practical tasks based on theoretical knowledge;
- 3) a didactic tool aimed at developing, educating, educating, enriching knowledge, strengthening and shaping skills.

The concept of "educational project activity" is also used in the use of Project Education Technologies in educational practice [2; p.110].

Educational project activity is a set of actions that are consistently carried out by the educational person to achieve the educational goal or solve a problem or problem situation. The educational project activities of students are organized at certain stages (see Figure 1):



**Figure 1. Stages of student educational project activities**

The preparation of educational projects on various topics by students on the basis of a couple, small groups or a team takes place at the following stages:

- 1) project concept development
- 2) Organization of project activities;
- 3) planning project activities;
- 4) Solution of project tasks;
- 5) project (product) formalization;
- 6) Preparation of the report;
- 7) preparation of presentation;
- 8) project presentation, protection and evaluation;
- 9) reflection;
- 10) filing a report [2; p.111.].

A study project is an independent, detailed solution to a problem of a research, creative or practical nature by

a student or group of students. The stages of creating projects include:

- choosing a problem;
- goal setting;
- setting goals;
- information education;
- formation of creative groups (on request);
- internal group or individual work;
- internal group discussion;
- collective presentation [9].

According to the preparation of educational projects by the content of activities, field of knowledge (subjects), they are distinguished as follows (see Table 3:

**Table 3.**  
**Training projects**

№	Training projects	Ўқув лойиҳа турлари
1.	According to the content of the activity	Types of educational project Informational projects Research projects
2.	According to the field (fields) of science	Practical projects Mono project (a project carried out in one area of knowledge, science) A project that is carried out in several areas of knowledge, science)

Each training project will belong to a specific type according to its purpose and expected result (see table 1.4):

**Table 1.4.**  
**Types of educational project**

№	Training projects	Ўқув лойиҳаларнинг мазмуни	Ўқув лойиҳанинг натижаси
1.	Informational projects	Collecting information on the problem, analyzing them, generalizing, elucidating the essence, describing methods and means of solving the problem, justifying their importance	
2.	Research projects	Implementation of the study, justification of the problem explanation on the basis of the study, justification of new problems for further development	
3.	Practical projects	Development of methods and means of solving the problem	

Training projects are specific task, the result of which will be the preparation of a simple product (m: preparation of a technological map, some model, let's say, the creation of a designer model. However, it

should also be noted that on the basis of the concept of "project" there is not always an understanding of any product on which the result of practical actions is prepared. Because within the framework of the

project, it is necessary to create a product on the basis of creating ideas of a theoretical, practical and methodological nature.

An important place in the preparation of educational projects is occupied by the practice teacher. It is charged with a number of duties. They are:

setting a specific topic, problem for the project work;

production of project assignments;

inclusion of project work in the study schedule;

preliminary development of the model of the project process, adaptation of assignments to the capabilities of students;

introducing students to project work;

keeping their practical activities in check [2; p.112].

The internship teacher must first prepare the following materials and documents:

projects;

description of tasks related to the project;

reference questions regarding data collection;

information covering training targets [2; p.112].

In the project, the logic of activity is carried out in the sequence of stages:

presentation of the project by the teacher (name, topic, issue);

self-Statement of purpose and objectives;

organizing groups;

distribution of roles in groups;

method selection;

planning;

actually its implementation;

results presentation [2; 112 P.].

### CONCLUSION

It can be carried out by the training project at the following stages:

Stage 1-work on the project. The shortest, but most importantly. The teacher is interested in the topic of the project, describes the problem, focuses on the problem, places, proposes, one or another angle of consideration of the topic forms the problem. A number of small problems are distinguished from the problem as a whole, as a result of which the goals and objectives of the project are determined.

Stage 2-organization, identification of activities when it is necessary to ensure the division into groups, goals and objectives of each group and each member groups. At this stage, the project task on which it is planned to work will be solved.

Stage 3-implementation of activities. The teacher is a "little Observer". Children need to be taught what they need in advance: for example, Interview Questions to write, conduct a survey, process survey results, chemical, biological and other research. When children do not have enough knowledge, it's time to present new material. "The hand should be on the pulse" - impossible let the activity take its own half!

4 presentation stage-the completion of the work, Analysis, self-assessment and evaluation, as well as the demonstration of the results are carried out. What learners prepare during presentation preparation is called the product of project activities (drawings,

posters, slideshows, videos, website, newspaper, Almanac, costumes, etc.) [4].

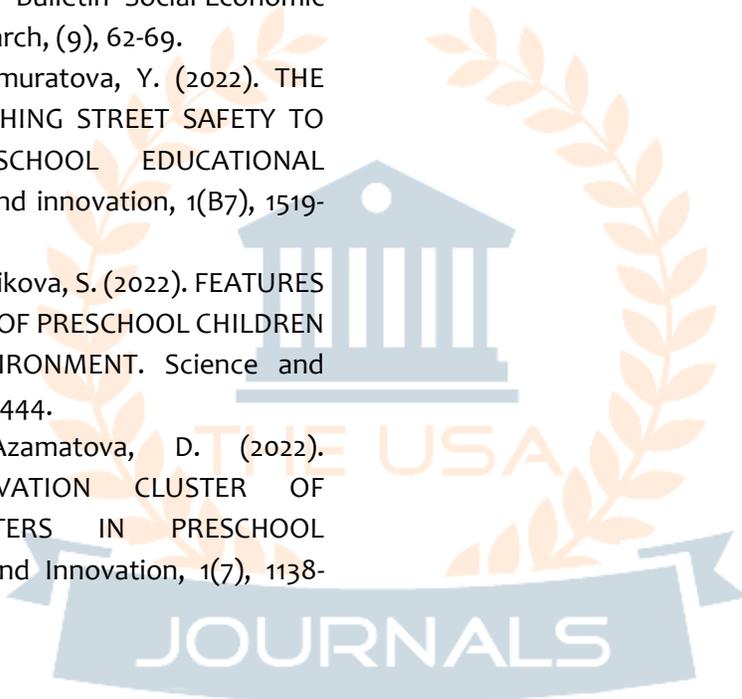
Showing the main result of working on the main project-activity analysis and presentation how to solve the project problem. For example, it is not enough to show a concert, it is necessary to explain how the children came to it, why they chose it. Modern life imposes high basic requirements on specialists, such as understanding and adapting to the processes taking place, communication, working in a team and critical thinking, decision-making, and the ability to achieve results.

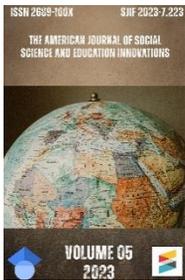
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 Research Article

## MORAL EDUCATION IN LEARNING ACTIVITIES

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### ABSTRACT

This article describes the principles of developing moral education in the educational activities of students, that spirituality and morality are important characteristics of a person, and spirituality is defined as a person's pursuit of selected goals, a value inherent in consciousness, and morality is the general behaviour of a person towards each other and society. It is expressed as a set of principles.

### KEYWORDS

Morality, spirituality, educational activity, education, value.

### INTRODUCTION

Organizing the training process of future English language teachers in our country based on international qualification requirements, to train future English language teachers based on advanced foreign experience, and to train specialists who can communicate freely in foreign languages is the norm for the wide use of the achievements of world civilization. foundations were created and the material and technical base was enriched. In the Strategy of Actions for the further development of the Republic of

Uzbekistan, "increasing the quality and efficiency of higher education institutions based on the introduction of international education standards and evaluation of the quality of education"[1] was set as a priority. As a result, the possibility of teaching languages integrated with subjects in higher education institutions has expanded.

Moral education or moral education. Comenius quoted the ancient Roman philosopher Seneca: "learn first

good morals, then wisdom. Without the first, it is difficult to learn the second. There he also quoted the famous saying: "he who succeeds in the field of science, but lags behind in good morals, is more behind than he led. remains."

### The main results and findings

There are no specially designed holidays or ordinary days, hours or lessons for preventing emptiness of the soul, for developing the sensitivity of the heart, for teaching how to control your inner world, for the cultivation of the personality, and there cannot be. Our students are educated with every word, every look, every action, the classroom environment, the work in the learning and experience field, and the system of relations with the outside world. This is important to remember. It is dangerous to forget about it[2].

"Teaching is a work no less than the creation of art, a writer or a composer, but more difficult and responsible. A teacher appeals to the human soul not through music like a composer, not with the help of paints like an artist, but directly through his personality, knowledge and love. Spiritual and moral education is the process of organized, purposeful external and internal (emotional and internal) influence of the teacher on the spiritual and moral sphere, which is the basis of the inner world of a person.

This effect is complex, combined with the feelings, desires, and thoughts of a person. It is based on a certain value system that is included in the educational content and implemented by a certain position of the teacher. Spiritual and moral education in a general education school can be carried out on the basis of the educational content, extracurricular activities and humanistic values of the additional education system[3]. Deep socio-economic changes taking place

in modern society force us to think about the future of our country and its youth. At present, the moral guidelines are violated, and the young generation can be accused of lack of spirituality, lack of faith and aggressiveness. This is for various reasons:

1. first, in the modern world, a person lives and develops surrounded by various powerful sources that have a positive and negative effect on him;
2. secondly, education itself does not guarantee a high level of spiritual and moral education, because education cannot determine the daily behaviour of a person, his attitude to other people, mutual respect and goodwill.

Benjamin Franklin, an American educator of the 18th century, still a printer's worker, drew up for himself "thirteen principles of small daily virtue. They include temperance, quietness, order, perseverance, activity, openness, thrift, moderation, purity, calmness, chastity, and modesty. He persistently developed and cultivated these qualities in himself.

Spirituality and morality are the most important, basic characteristics of a person. Spirituality is defined as a value inherent in consciousness, the pursuit of a person's chosen goals. Morality is a set of general principles of human behaviour towards each other and society, together they form the basis of the individual, where spirituality is the basis of morality in interaction with each other and with nature[4]. In order to become a full-fledged participant of the world cultural process in the conditions of internationalization, today's schoolchildren must perceive various spiritual and moral values. At the same time, everyone in the world cultural space should have certain means of global communication. Therefore, knowing even one foreign language is of great importance.

Language is the space of folk folklore, which reflects all its knowledge experience, moral, social, aesthetic and general educational ideals. In modern conditions, the incomparable pedagogical experience of moral, artistic, aesthetic and labour education is used in teaching foreign languages to students.

Today, the problem of teaching a foreign language at school is more relevant than ever. A foreign language teacher should form a person who can participate in intercultural communication. Knowing the cultural characteristics of other peoples and countries plays an important role. Without them, it is impossible to form communicative competence, even within a limited scope. Therefore, it is necessary to have an idea about the specific characteristics of the country of the language being studied.

Moral formation takes place in all classes. And there are no major and minor subjects in this regard. It educates not only the content and methods of teaching, the teacher, his personality, knowledge, and beliefs, but also the atmosphere that develops in the lesson, and the style of relations between the teacher and children[5]. Constantly influencing the surrounding macro- and micro-cultural environment and mastering its individual elements, each teacher becomes a carrier of several macro- and micro-cultures — the culture of his country, a certain ethnic culture (that is, he possesses the richness of the national language that expresses the national culture of a certain people). First of all, it is necessary to show what principles and values of moral values the teacher should teach the students in English classes:

1. The educational component is one of the important areas of implementation of the state educational standard. This includes intellectual education, citizenship and patriotism, as well as spiritual and moral education. The spiritual and moral development

of the student is an important aspect of the socialization of a person in the conditions of rapid development of society, a factor of gradual and conscious inclusion in various spheres of social activity and social life.

2. It is obvious that in order to become a full participant in the global cultural process, modern schoolchildren must master the spiritual and moral values accumulated by mankind over the centuries. A person and a whole nation entering the universal cultural space should have various means of inter-ethnic communication. In this regard, knowing at least one foreign language plays a big role.

3. Among many educational subjects, foreign language has a special place. Its peculiarity is that in the process of studying it, students develop the skills and abilities to use a foreign language as a means of communication, as a means of obtaining new and useful information. The communicative direction of the subject, its daily life, customs, traditions and, first of all, the study of the language of another nation helps to educate a person's citizenship, patriotism and high moral qualities.

4. Today, English is not only an interesting discipline, but also an important means of intercultural communication. Gradually, the English language is becoming a tool of international communication and universal human unity. In the process of learning a foreign language, topics will be discussed that will allow you to connect your views with the norms of public morality. Such topics include environmental issues, family issues, national culture, holidays, customs and traditions, mass media, tolerance, famous people, and more.

5. Among the topics discussed during the study of the English language are many current issues, such as

tolerance, the modern family, charity, national culture, poverty and the fight against it.

6. Thematic lessons play an important role in the implementation of spiritual and moral education in the English language class. In such lessons, children get acquainted with the spirit and culture of people who speak their native language. Students must first support their native culture in order to properly perceive the reality of another's culture. As a result, comparing a foreign peer and themselves, countries, students identify common and unique things that help to unite, approach, develop understanding and kind attitude towards the country, its people, traditions. To achieve these goals, various forms and methods of academic and extracurricular work are used in English classes.

7. For example, when working on the topic "my family" in the 5th grade, students study their family tree, and then present projects of family trees up to the fifth generation.

8. When studying the topic "Heroes and pride of your country", they will have the opportunity to analyze the biographies of famous people of the country of the studied language and our Motherland, as well as the sights of the countries of the studied language", "education", etc. Here, the cultural aspect of learning, there is a comparison of the national culture of different nations.

9. The school prepares the child for further participation in the process of interpersonal and intercultural interaction by teaching English. At the same time, its task is to educate the child's tolerance, to perceive the culture of a foreign language with positive interest, and to develop respect for the culture of his people among schoolchildren. The process of understanding the culture of a foreign language

continues by enriching the inner experience of the child, forming his cognitive and communicative skills.

10. Learning a foreign language increases spiritual and moral culture, develops logical thinking, has a great impact on memory, expands worldview and increases general culture. Learning a foreign language contributes to moral and aesthetic development, affects the spiritual formation of a person.

An important principle of the new process of educating the modern generation is the principle of cultural compatibility. This means that the child not only gets to know the culture of the country where the language is being studied, but also compares it with his own language. In other words, the culture, traditions and customs of another country allow students to be educated in the context of cultural communication.

Among academic subjects, English language stands out. The communicative direction of the subject, the study of everyday life, history, literature, traditions, and culture provides unlimited opportunities for the development of morals, patriotism, and the formation of a sense of pride in one's country. In English lessons, great attention is paid to the education of spiritual and moral values accumulated by mankind over many centuries[6].

Students learn the main topics of the national culture of Great Britain and the United States (history, geography, political and public relations, education, sports, etc.) There are types. Working with linguistic and cultural text, working with pictures, working with geographical maps, working with cultural signs and symbols, etc.

The development of the worldview of students is ensured by the systematic use of real texts of a regional character, various educational materials on

the culture and native languages of the country being studied, photos, manuals, maps, announcements, posters, menus, audio tools, and extensive use of videos of regional studies in English.

The textbook should contain texts that contribute to the education of moral qualities such as respect for nature, desire for knowledge, education of the will, hard work, and responsibility for one's actions. Also, the textbook should contain many texts that give students a basic idea about the customs and traditions of the peoples of the world. By studying these topics, children learn about the customs of the peoples of the world and share the customs of their people[7]. When talking about traditions and customs, children remember human qualities such as kindness to a neighbour, respect for elders, readiness to help a friend in difficult times, etc. Effective use of artistic texts created within the framework of different cultures, working with pictures, geographical maps, working with cultural signs and symbols, round discussions, quizzes on the topic, excursions, and role-playing games play an important role. All of the above forms of including materials of regional and linguistic content help to assimilate into a foreign culture, help their involvement in intercultural communication, creative and cognitive abilities, increase interest in learning a foreign language in general, and most importantly, contribute to the moral education of schoolchildren through the prism of another culture.

Texts that reveal the problem of modernity, which is the problem of ecology, educate love for nature, protection of nature, wildlife and flora, and respect for our planet. Such activities help students to understand that people are responsible for the Planet they live on and have a purpose - helping our planet survive the effects of technological progress and be beautiful and prosperous.

When working on texts, for example, with texts about famous athletes, teachers face another task of moral education - this is to educate hard work and responsibility for one's actions. It is very important to teach students to consciously approach their favorite business, to understand its importance, even the smallest. Understanding the importance of any work makes students think about the result of this work, how it will be, whether it will be useful not only to them, but also to those around them[8]. Thus, students learn to think not only about their own benefits, but also about the benefits they bring to the people around them and the Motherland.

The development of students as members of society is ensured by reading and listening to texts of various functional styles (artistic, scientific-popular, journalistic) and discussing the problems that arise in them. Students exchange ideas based on what they have read and heard, and based on speaking situations, they exchange ideas on a wide range of issues in the topic being studied. Students develop tolerance for other views, become more tolerant and polite. They have the ability to analyze, understand other values and norms of behavior, respond adequately to things that do not correspond to their beliefs.

Texts about education and school help students understand the importance of a good education and develop a desire for knowledge. Only with good knowledge can a person find himself in life, realize himself and benefit his country.

Textbooks should also contain texts that tell about the Motherland, the motherland, while working on them, the teacher can form an important moral quality such as patriotism in students; about friendship, about willingness to help in difficult situations, this is a very necessary quality in our time[9].

Unfortunately, not all textbooks have poems that help students to criticize themselves, their actions, and realize that they are doing something wrong. They learn to determine the purpose of their life and ways to achieve it through self-improvement. Such poems help to develop diligence.

Proverbs and proverbs are of great importance in the education of morality, for example:

- find the correct translation of proverbs;
- choose your own proverbs on this topic;
- explain the proverb;
- choosing a proverb for a certain episode in the story;
- make up a story based on the proverb.

Such work with proverbs helps children to better understand the literal and figurative meaning of the expressions in the proverbs.

The learner also educates himself, turning from an object into a subject of education. For moral education, it is important to organize teaching as a collective activity steeped in high moral attitudes. Educational activity becomes a teamwork, if a cognitive task is set as a common task for children, a team search is needed to solve it. During the lesson, certain business and ethical relations between students constantly arise. Students communicate with each other and influence each other by solving common knowledge tasks assigned to the class. The teacher sets a number of requirements for the student's activity in the classroom: do not interfere with others, listen carefully to each other, and participate in the common work - and evaluates the students' ability in this regard. The joint work of schoolchildren in the classroom creates relationships between them characterized by many

signs. These signs are characteristic of any teamwork relationship[10]:

- \* the attitude of each participant to his business as a general attitude,
- \* the ability to work together with others to achieve a common goal,
- \* mutual support and at the same time demanding each other,
- \* The ability to criticize yourself,
- \* evaluate your success or failure in terms of the structure of educational activities.

To implement these lesson opportunities, the teacher must create situations during the lesson in which students have the opportunity to communicate with each other. You can communicate with children in all classes. The teacher also gives the children such tasks, to complete which it is necessary to contact a friend. A lesson in which children experience satisfaction and joy from a completed common work, which awakens independent thought and creates joint experiences of students, contributes to their moral education.

## CONCLUSION

Thus, in the process of educational activity, the formation of moral qualities of students is influenced by the content and texts of the lesson, teaching methods and organization, the teacher and his personality, knowledge, beliefs, and a favourable psychological environment.

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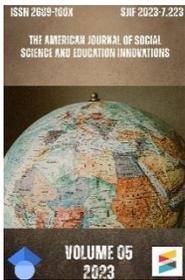
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ACTIVITY OF CENTERS IN PRESCHOOL  
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 Research Article

## CULTIVATING UNDERSTANDING: ENHANCING SOCIAL STUDIES EDUCATION THROUGH EFFECTIVE SOCIAL CONSTRUCTIVIST LEARNING APPROACHES

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### ABSTRACT

This study, titled "Cultivating Understanding: Enhancing Social Studies Education through Effective Social Constructivist Learning Approaches," explores the integration of social constructivist methods in the social studies classroom. Employing a mixed-methods approach, the research investigates the impact of these learning approaches on student engagement, critical thinking skills, and knowledge retention. By synthesizing qualitative insights from classroom observations and teacher interviews with quantitative data from student assessments, the study aims to provide valuable guidance for educators seeking to optimize social studies education.

### KEYWORDS

Social Studies Education; Social Constructivism; Constructivist Learning Approaches; Classroom Pedagogy; Student Engagement; Critical Thinking Skills; Knowledge Retention; Active Learning.

### INTRODUCTION

In the ever-evolving landscape of education, the quest for effective pedagogical approaches that foster deep understanding and engagement remains paramount. This study, titled "Cultivating Understanding: Enhancing Social Studies Education through Effective Social Constructivist Learning Approaches," embarks

on an exploration of innovative teaching methodologies within the realm of social studies. Grounded in the principles of social constructivism, the research aims to unravel the potential impact of these learning approaches on student comprehension, critical thinking skills, and knowledge retention.

Social studies education serves as a dynamic arena where students grapple with the complexities of society, history, and global issues. Recognizing the need for pedagogical strategies that align with the multifaceted nature of the subject matter, this study delves into the integration of social constructivist learning approaches. Social constructivism posits that knowledge is actively constructed through social interaction and collaboration, emphasizing the role of the learner as an active participant in the learning process.

The primary goal of this research is to assess how the infusion of social constructivist methods in the social studies classroom contributes to a more enriched educational experience. By fostering active learning, inquiry-based exploration, and collaborative endeavors, these approaches seek to transcend traditional instructional paradigms. This exploration is particularly timely, considering the ongoing discourse on transformative educational practices that cater to diverse learning styles and promote critical thinking.

The study employs a mixed-methods approach, blending qualitative insights gathered through classroom observations and teacher interviews with quantitative data derived from student assessments. Through this multifaceted lens, the research aims to provide a holistic understanding of the impact of social constructivist learning approaches on both educators and students. The findings promise to illuminate effective teaching strategies, shed light on areas of improvement, and offer practical guidance for educators aiming to optimize social studies education.

As we embark on this journey of cultivating understanding through social constructivist approaches, the study aspires to contribute not only to the academic discourse on pedagogy but also to the ongoing evolution of social studies education. Through

the synthesis of theory, practice, and empirical evidence, this research seeks to uncover pathways for enhancing the educational landscape, fostering an environment where students actively construct knowledge, engage deeply with content, and develop the critical thinking skills essential for navigating the complexities of the world around them.

### METHOD

The research process for "Cultivating Understanding: Enhancing Social Studies Education through Effective Social Constructivist Learning Approaches" unfolds as a systematic and intricate journey aimed at unraveling the complexities of integrating social constructivist methods in the social studies classroom. The initial phase involves immersive qualitative classroom observations, where researchers keenly observe the dynamics of social constructivist learning in action. This process provides valuable insights into the day-to-day interactions between educators and students, the collaborative nature of tasks, and the overall atmosphere of the learning environment.

Simultaneously, interviews with social studies educators are conducted to glean in-depth perspectives on the challenges, strategies, and impacts associated with the implementation of social constructivist approaches. These interviews offer a nuanced understanding of the educator's role in facilitating constructivist learning and provide valuable context for interpreting classroom observations.

Moving to the quantitative realm, student assessments, including pre- and post-tests and project evaluations, form a crucial aspect of the research process. These assessments are carefully designed to measure learning outcomes and academic performance in the context of social constructivist methods. The analysis of quantitative data allows for

the identification of trends and correlations, offering empirical insights into the potential impact of constructivist approaches on student achievement.

Surveys administered to students further enrich the research process, providing a direct avenue for student feedback on their experiences with social constructivist learning. This iterative feedback loop between educators, students, and researchers enhances the depth and comprehensiveness of the study, ensuring that the voices of those directly involved in the learning process are integral to the analysis.

As the research progresses, a comparative analysis is undertaken to juxtapose classrooms employing social constructivist methods with those using traditional instructional approaches. This comparative lens adds a layer of depth to the findings, shedding light on the unique contributions and potential limitations of social constructivist learning in the social studies context.

Throughout the entire process, ethical considerations take center stage. Informed consent is meticulously obtained, ensuring transparency and respect for the privacy of both educators and students. Measures are in place to safeguard the confidentiality of qualitative data, and ethical standards are upheld in every facet of the research, aligning with the paramount importance of ethical conduct in educational research.

As "Cultivating Understanding" advances through these interconnected phases, it aspires not only to contribute to the academic discourse on pedagogy but also to offer practical insights for educators seeking to optimize social studies education through effective social constructivist learning approaches. The iterative and holistic nature of the research process positions it to provide a nuanced understanding of the impact of constructivist methods on both educators and

students, contributing to the ongoing evolution of educational practices.

The methodology employed in "Cultivating Understanding: Enhancing Social Studies Education through Effective Social Constructivist Learning Approaches" is carefully designed to provide a comprehensive and nuanced understanding of the impact of social constructivist methods in the social studies classroom.

#### Qualitative Classroom Observations:

A key component of the research involves qualitative classroom observations to capture the dynamics of social constructivist learning in action. Through direct observations, researchers gain insights into how teachers implement constructivist approaches, facilitate student collaboration, and create an interactive learning environment. The qualitative data collected during these observations contribute to a rich understanding of the day-to-day experiences in the classroom.

#### Teacher Interviews:

Interviews with social studies educators are conducted to gather in-depth insights into their perspectives, experiences, and pedagogical strategies related to social constructivist learning. Teachers' reflections on their instructional practices, challenges faced, and perceived benefits of these approaches provide a valuable qualitative layer to the study. These interviews contribute to a more holistic understanding of the educator's role in implementing social constructivist methods.

#### Student Assessments:

Quantitative data is collected through student assessments designed to evaluate the impact of social

constructivist learning on academic outcomes. These assessments may include pre- and post-tests, project evaluations, and other measures aligned with social studies curriculum objectives. Analyzing quantitative data allows for the identification of trends, learning gains, and potential correlations between the use of constructivist approaches and academic performance.

#### Surveys and Student Feedback:

Surveys are administered to students to gather their perceptions of the effectiveness of social constructivist learning approaches. By seeking student feedback on engagement, understanding of content, and perceived impact on critical thinking skills, the study aims to provide a student-centered perspective. This qualitative data contributes to the triangulation of results, enhancing the validity of the findings.

#### Comparative Analysis:

A comparative analysis is undertaken to juxtapose the outcomes of classrooms employing social constructivist methods with those using traditional instructional approaches. This comparative lens helps identify unique contributions and potential limitations of social constructivist learning in the context of social studies education.

#### Ethical Considerations:

Ethical considerations are carefully addressed throughout the research process. Informed consent is obtained from both educators and students participating in the study. Measures are in place to ensure confidentiality and privacy, particularly in the collection and reporting of qualitative data.

Through the integration of qualitative and quantitative methods, the research methodology of "Cultivating Understanding" aspires to provide a comprehensive

understanding of the dynamics and impact of social constructivist learning approaches in the social studies classroom. The triangulation of data sources contributes to the robustness of the findings, informing not only academic discourse but also offering practical insights for educators seeking to enhance social studies education.

### RESULTS

The results of "Cultivating Understanding: Enhancing Social Studies Education through Effective Social Constructivist Learning Approaches" provide a multifaceted understanding of the impact of social constructivist methods in the social studies classroom. Qualitative classroom observations revealed a dynamic learning environment characterized by collaborative tasks, active student engagement, and a shift from traditional teacher-centered instruction to student-centered learning. Educators expressed positive experiences with the implementation of constructivist approaches, emphasizing improved student participation and a deeper understanding of social studies concepts.

Quantitative data from student assessments demonstrated promising trends, indicating enhanced academic performance and knowledge retention among students exposed to social constructivist learning. The comparative analysis highlighted the distinct advantages of social constructivist methods over traditional approaches, particularly in fostering critical thinking skills, collaborative problem-solving, and a holistic comprehension of social studies content.

### DISCUSSION

The discussion delves into the nuanced aspects of the results, examining the implications of social constructivist approaches for both educators and

students. The qualitative insights underscore the transformative nature of constructivist learning, emphasizing its potential to cultivate a more interactive and student-driven educational experience. Educators reported a shift in their roles from knowledge providers to facilitators, fostering a collaborative and inquiry-based atmosphere.

The quantitative findings contribute empirical support to the qualitative observations, indicating a positive correlation between the implementation of social constructivist methods and improved academic outcomes. The discussion explores how these outcomes align with the goals of social studies education, emphasizing the development of critical thinking skills, a deeper understanding of societal issues, and the ability to apply knowledge to real-world contexts.

Challenges and considerations are also addressed in the discussion, recognizing that effective implementation of social constructivist learning requires thoughtful planning, ongoing professional development, and a supportive educational infrastructure. The intersection of educator expertise, curriculum design, and institutional support emerges as crucial elements in maximizing the benefits of social constructivist approaches.

## CONCLUSION

In conclusion, "Cultivating Understanding" affirms the potential of effective social constructivist learning approaches to enhance social studies education. The research demonstrates that the integration of these methods positively influences student engagement, critical thinking skills, and academic performance. Educators play a pivotal role in this transformative process, adapting their pedagogical practices to create

an environment that nurtures collaborative learning and active student participation.

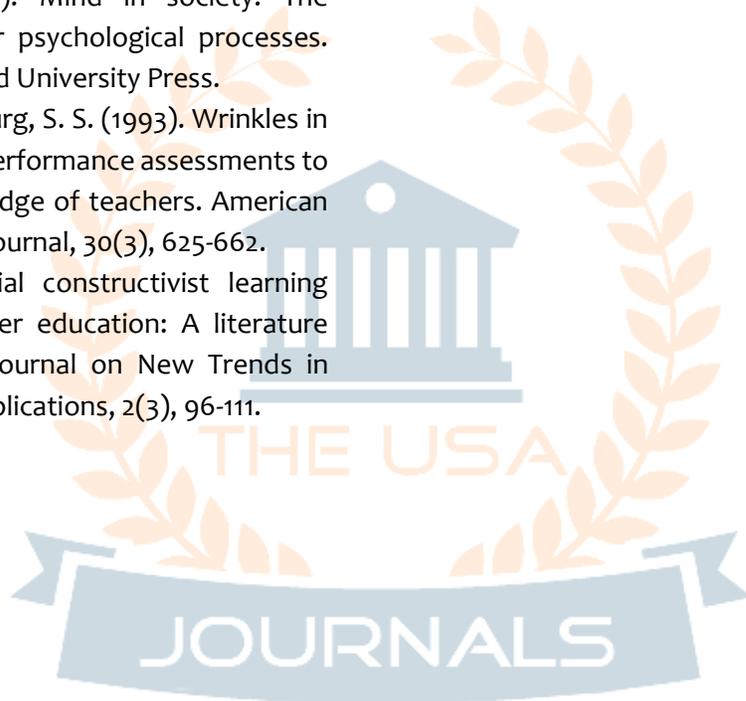
The study contributes practical insights for educators, educational policymakers, and curriculum developers seeking to optimize social studies education. Recognizing the dynamic nature of education, the conclusion underscores the importance of ongoing research and professional development to refine and adapt social constructivist approaches in response to evolving educational landscapes.

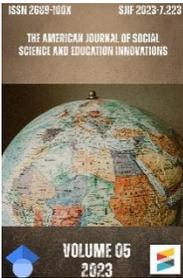
"Cultivating Understanding" not only contributes to the scholarship on pedagogy but also serves as a guide for educators aspiring to create vibrant and effective social studies classrooms. By emphasizing the symbiotic relationship between educators and students in the learning process, the study advocates for a student-centered and inquiry-driven approach to social studies education, fostering a generation of critical thinkers prepared to navigate the complexities of our interconnected world.

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 Research Article

## THE IMPORTANCE OF SCHOOL PSYCHOLOGICAL COUNSELORS AND RECOMMENDATIONS FOR VIETNAMESE SCHOOLS

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### ABSTRACT

Vietnam's education system lacks well-established school psychological counseling services, despite the crucial role they play. As the country grapples with increasing mental health issues and intense academic pressure among its youth, there is an urgent need to expand counseling programs. This article explores the advantages of comprehensive school counseling initiatives led by licensed mental health professionals. Extensive global evidence indicates that effective integration of counselors enhances mental well-being, academic performance, graduation rates, and overall development. Unfortunately, Vietnam currently only has one counselor available for every 35,000 students, leaving a significant portion of the youth without access to psychological support. Vietnam is advised to take certain actions to strengthen its counselor workforce, incorporate counseling services into schools' objectives, and establish a multitiered approach. These recommendations include the recruitment of more counselors, the implementation of licensing requirements, a focus on secondary schools initially, the delivery of targeted prevention and intervention services, close collaboration with educators, and the collection of program evaluation data. By making a concerted effort, Vietnam can fully harness the potential of school counselors to promote the well-being and success of the next generation. While expanding counseling services may require investment, the long-term benefits for youth development far outweigh the costs. The time has come for Vietnam to prioritize and expand this crucial aspect of education.

### KEYWORDS

School counseling; Mental health; Academic pressure; Counselor workforce; Youth development.

## INTRODUCTION

The prevalence of mental health issues among young people worldwide, including in Vietnam, is on the rise. Recent studies conducted by Reavley et al. (2018) and UNICEF (2019) have shown an alarming increase in conditions such as depression, anxiety, and trauma. In Vietnam specifically, a national survey revealed that 27.6% of secondary students reported experiencing anxiety, while 8.9% admitted to having suicidal thoughts within the past year (UNICEF, 2019). Simultaneously, Vietnamese students face immense academic pressures from an early age. The educational system in Vietnam places a strong emphasis on academic achievement, with students consistently ranking high in international assessments of math, science, and reading proficiency (OECD, 2020). This combination of escalating mental health needs and intense academic stress underscores the crucial significance of implementing school-based psychological counseling services.

School counselors are professional mental health practitioners who assist students in their social-emotional well-being, academic progress, and career planning requirements (American School Counselor Association, 2019). Apart from conducting individual and small group sessions with students, school counselors also provide classroom lessons on essential life skills, organize group workshops, collaborate with teachers, and make referrals for students to external mental health services when necessary (Candamil, 2019). A comprehensive school counseling program offers a wide range of services that encompass education, prevention, early intervention, and treatment domains, ensuring the holistic development of all students (Lapan et al., 2012). These programs aim to support students in various aspects of their growth and provide the necessary resources for their overall well-being.

Although teachers play a crucial role in mentoring students, they cannot replace licensed mental health professionals in schools. Regrettably, Vietnam has been slow in implementing school psychological counseling. According to one estimate, there is only one counselor for every 35,000 students in Vietnam, compared to one counselor for every 250 students in the United States (Trust for America's Health, 2008; Vietnam News, 2018). This lack of counseling services means that most students who do not have serious disorders are unable to receive assistance in dealing with increasing stress, anxiety, and emotional challenges. This article explores the advantages of school counselors and provides recommendations for incorporating more comprehensive psychological counseling programs into Vietnam's education system. By establishing robust school counseling programs led by licensed professionals, there is a great potential to enhance the mental well-being, academic achievements, and career readiness of Vietnamese students.

## BENEFITS OF SCHOOL COUNSELORS

School counselors play a crucial role in improving the overall well-being and achievements of students through various means. Research conducted in different parts of the world consistently shows that when schools have qualified counselors who provide comprehensive services, students experience better mental health, academic performance, and personal development outcomes. These findings highlight the importance of having licensed counselors in educational institutions to support and guide students effectively.

### Improved Mental Health Outcomes

School counselors undergo specialized training to provide assistance and guidance in the social-emotional development and mental well-being of students. They impart valuable knowledge on how to effectively manage stress, anxiety, grief, and other obstacles encountered in life. In addition, counselors play a crucial role in recognizing the early warning signs of emerging mental health issues. A comprehensive meta-analysis conducted on various school-based counseling interventions worldwide revealed that students who received one-on-one counseling experienced significant improvements in their mental health. Specifically, they reported reduced levels of depression, anxiety, anger, trauma, and disciplinary issues when compared to their peers who did not receive counseling (Baskin et al., 2010). These positive effects were observed across all grade levels, including elementary, middle, and high school students.

School counselors play a pivotal role in providing mental health support to students grappling with psychological illnesses and emotional turmoil (Erford, 2019). They offer crucial help to students dealing with issues such as depression, anxiety, trauma, eating disorders, and thoughts of suicide, through various strategies including consultation, assessment, coordinating referrals, and direct intervention (Walley & Grothaus, 2013). Evidence from controlled studies underscores the efficacy of school-based counseling in mitigating symptoms of internal distress in diagnosed adolescents (Baskin et al., 2010), while concurrently showcasing substantial advancements in their academic performance (Brown et al., 2019).

Furthermore, counselors play a pivotal role in fostering trust and stability in relationships, which significantly boosts the sense of belonging, school connectiveness, and propensity to seek assistance among students grappling with emotional and behavioral problems

(Clemens et al., 2010). There is a wealth of research from diverse cultural backgrounds such as China (Liu et al., 2020) and Turkey (Eskin et al., 2016) that underlines the positive impact of supportive counseling on the mental well-being of at-risk youth. In Vietnam, this is especially crucial given that a nationwide survey in 2021 involving 10,000 students discovered that 34% were dealing with anxiety and 18% had considered suicide in the preceding year alone (Tuoitre News, 2021). These alarming figures are likely to be the result of extreme academic stress (Tran et al., 2018).

The fact that students are more likely to reveal mental health concerns and self-endangerment risks to school counselors over teachers or other staff members (Rossetto et al., 2017), underscores the life-preserving importance of their availability. Therefore, it is of paramount importance to ensure the existence of thorough, unified, and evidence-supported counseling programs throughout Vietnam. These programs aim to encourage seeking help, prevent suicide among young people, and widen the scope of care for the projected 15-25% of students who are believed to have diagnosable conditions (Vuong et al., 2010). The prioritization of counselors is a necessary step in addressing the nationwide crisis of adolescent mental health.

### Enhanced Academic Performance

School counselors play a crucial role in supporting students' mental health and academic development, as well as preparing them for college and careers. Extensive research has shown that comprehensive school counseling programs are directly linked to improved academic performance, higher graduation rates, increased motivation, and effective postsecondary planning (Lapan et al., 2012; Wilkerson et al., 2013). One of the key responsibilities of counselors is to work individually with students,

helping them set academic goals and providing support in accessing special education services if needed. They also focus on enhancing study habits to ensure students' success. Additionally, counselors deliver engaging classroom lessons that cover important topics like career exploration, resume writing, interview skills, and navigating the college admissions process. For instance, a study conducted in the United States revealed that students who participated in counseling programs achieved significantly higher GPAs and graduation rates compared to those who did not participate (Wilkerson et al., 2013).

Furthermore, school counselors are adept at identifying early warning signs of potential dropout cases, such as chronic absenteeism. By recognizing these signs, they can promptly intervene and provide the necessary support to help struggling students get back on track academically. In a society like Vietnam where students face immense pressure to excel in exams, counselors can play a vital role in keeping young individuals engaged and motivated in their education. Overall, school counselors have a multifaceted role in promoting students' mental well-being, fostering academic success, and guiding them towards future career paths. Their involvement has been proven to have a positive impact on various aspects of students' lives, from achievement and graduation rates to motivation and postsecondary planning. By providing individual support, delivering engaging classroom lessons, and identifying early warning signs, counselors contribute significantly to the overall educational experience and success of students.

### Improved Developmental Outcomes

Comprehensive school counseling programs have demonstrated their effectiveness in not only improving

mental health and academic performance but also in enhancing various aspects of students' overall development. Counselors play a crucial role in nurturing essential life skills, aiding in the formation of identity, promoting career readiness, and fostering the capacity to build meaningful relationships as students' progress in their educational journey.

### Life Skills Development

School counselors play a crucial role in teaching students essential life skills that are fundamental to their overall development. These skills include responsible decision-making, understanding and managing emotions, resolving conflicts, self-care, and learning effective coping strategies to deal with adversity. In order to impart these skills, counselors often conduct classroom lessons on various topics such as stress management, resisting peer pressure, fostering a growth mindset, conflict resolution, and avoiding risky behaviors. By providing these psychoeducational interventions, counselors empower students with the necessary tools to navigate the challenges they may face and ultimately thrive in life (Villares et al., 2011).

A study conducted in Singapore revealed the positive impact of a school counseling program that focused on teaching adaptive coping skills. It was found that this program significantly reduced levels of stress among students and increased their utilization of productive coping strategies (Lai & Mak, 2009). Importantly, these benefits were sustained even at a 6-month follow-up. This finding highlights the importance of teaching healthy stress management techniques, particularly in high-pressure academic environments like Vietnam.

In conclusion, school counselors have a vital role in equipping students with the necessary life skills to effectively navigate challenges and develop into well-

rounded individuals. By teaching them how to make responsible decisions, manage their emotions, resolve conflicts, practice self-care, and employ effective coping strategies, counselors empower students to lead successful and fulfilling lives. The positive impact of counseling programs on stress reduction and the promotion of adaptive coping strategies further emphasizes the significance of these interventions in supporting students' overall well-being.

### Identity Development

The formation of a personal identity is a pivotal undertaking during the teenage years, laying the foundation for one's self-perception, life objectives, and a feeling of fit (Erikson, 1968). School guidance counselors are key forces in assisting students during this period through strategies designed to enhance the clarity of self-concept, unity, and positive self-regard (Luyckx et al., 2014). Contemporary meta-studies have highlighted the efficacy of such counseling methods focusing on identity in various cultural settings for boosting wellness results, such as self-regard and contentment with life (Şahin et al., 2021).

Moreover, the role of counselors in promoting a positive sense of ethnic-racial identity (ERI) is crucial for the adaptation and resilience of minority youth. The cultivation of ERI involves a journey of self-discovery into one's ethnic-racial roots, and resolving any dissonance between minority and mainstream cultural values (Umaña-Taylor et al., 2014). There is growing evidence that counseling, which has been adapted to be culturally sensitive and encourages ERI, can lead to improved mental health among Vietnamese heritage youth (Dinh et al., 2020). It can also enhance self-belief and academic achievement among youth from various ethnicities (Williams et al., 2020). Given the rich cultural tapestry and intricacies of Vietnam, school counselors

are ideally suited to provide specific interventions that encourage a healthy formation of identity.

### Career Development

School counselors play a vital role in nurturing students' understanding and aspirations for their future careers. They introduce students to a wide range of career paths that align with their interests and abilities. Furthermore, counselors provide instruction on how to explore different career options, assist with the college search and application process, and support students in developing essential skills for the workplace. Research conducted in countries like Singapore and South Korea has shown a positive correlation between school-based career counseling and various outcomes including increased self-confidence in making career decisions, greater motivation, better preparedness, and more focused aspirations (Jun et al., 2013; Lee et al., 2019). In Vietnam, where success is often narrowly defined by high scores on exams, counselors can play a crucial role in expanding students' perspectives on what it means to succeed.

By engaging with school counselors, students are exposed to a wealth of knowledge about different careers and the pathways to achieve them. Counselors help students identify their strengths, interests, and values, which in turn helps them make informed decisions about their educational and career journeys. Additionally, counselors offer guidance on researching colleges and universities that offer programs aligned with students' career goals. They also assist with the application process, providing valuable insights on how to present oneself effectively in applications. Moreover, counselors help students develop important workplace competencies such as communication skills, problem-solving abilities, and teamwork. By incorporating real-world scenarios and

experiential learning opportunities into their counseling sessions, counselors equip students with the practical skills necessary to thrive in their chosen career paths.

In summary, school counselors have a significant impact on students' career development by exposing them to diverse career opportunities, assisting with the college search and application process, and fostering essential workplace competencies. Their guidance expands students' views of success beyond mere scores and helps them make informed decisions about their future endeavors.

### Relationship Skills

With the increasing prevalence of mental health problems among young people in Vietnam, it is crucial to provide targeted counseling that focuses on building their ability to form and maintain relationships. This approach can help alleviate feelings of loneliness and disconnection that many young individuals experience. Additionally, developing positive peer relationships is essential for their social and emotional growth.

School counselors have a vital role to play in facilitating the overall development of students, going beyond academic achievements. By implementing comprehensive counseling programs that address various aspects of students' lives, these professionals have the potential to make a significant positive impact on Vietnamese youth. Through their guidance, students can learn important interpersonal skills such as respect, perspective-taking, effective communication, and friendship-building. They also provide strategies for managing peer pressure and conflict resolution. Evidence-based approaches like Dialectical Behavior Therapy (DBT) are employed to

empower young individuals with the tools they need to cultivate healthy relationships and prevent conflicts.

By focusing on relationship-building skills, counselors can contribute to reducing the sense of isolation and disengagement experienced by many young people in Vietnam. Moreover, fostering positive peer connections can enhance their social and emotional well-being. In conclusion, school counselors play an indispensable role in nurturing students' holistic development, recognizing the significance of interpersonal skills alongside academic success. The implementation of comprehensive counseling programs has the potential to bring about substantial positive change in the lives of Vietnamese youth.

### RECOMMENDATIONS FOR VIETNAM'S SCHOOLS

In order to address the increasing mental health and academic support needs of students, it is essential for Vietnam to enhance the availability of licensed psychological counselors, alongside the valuable guidance provided by teachers. To achieve this, it is recommended that comprehensive school counseling programs be implemented across the country, based on evidence-backed suggestions. This approach will ensure that students have access to the necessary support and guidance to thrive academically and maintain their mental well-being.

#### 1. Recruit more licensed psychological counselors

Priority initiative: It is crucial to prioritize the recruitment, training, and employment of licensed counselors in every secondary school. It should be mandatory for these counselors to possess a master's degree in counseling or psychology, along with completing specialized coursework in areas such as child development, counseling skills, ethics, and more. Additionally, implementing financial incentives like

loan forgiveness programs can serve as effective measures to attract a larger pool of potential trainees.

The primary focus should be on ensuring that each secondary school has access to qualified counselors who can provide necessary guidance and support to students. By requiring counselors to hold advanced degrees and complete specialized coursework, we can ensure that they are equipped with the knowledge and skills needed to address the unique challenges faced by students. Moreover, offering financial incentives like loan forgiveness programs can help alleviate the burden of student loans for aspiring counselors. This can make the profession more attractive and encourage more individuals to pursue a career in counseling.

By taking these priority actions, we can improve the overall quality of counseling services in secondary schools. Students will have access to professionals with the necessary expertise to assist them in navigating academic, personal, and emotional challenges. This will contribute to their overall well-being and academic success.

## 2. Implement multitiered counseling programs

Counselors have the responsibility of delivering a variety of services, encompassing both preventive and intervention-based approaches, following a tiered model of public health. This model consists of three tiers:

- **Tier 1 Universal Services:** In this tier, counselors take a proactive approach by providing essential counseling curriculum to all students through classroom lessons. These lessons focus on teaching coping strategies, social skills, and exploring options for college and career paths.

- **Tier 2 Targeted Services:** The second tier involves offering short-term counseling in small groups to students who are considered at-risk and require additional support. These sessions address a range of issues such as grief, trauma, academic difficulties, and conflicts with peers.

- **Tier 3 Intensive Services:** The third tier involves providing ongoing individual counseling to students with the most significant needs. This includes addressing mental health conditions, offering crisis intervention, and helping students navigate thoughts of suicide.

By employing this tiered approach, counselors ensure that they are able to reach all students and provide the necessary support based on their specific needs. Whether it's delivering universal curriculum, conducting targeted group sessions, or providing intensive one-on-one counseling, counselors play a vital role in addressing the diverse mental health needs of students in a comprehensive and effective manner.

## 3. Expand counseling beyond secondary schools

Over the course of time, it is also recommended to deploy authorized counselors within primary schools, ensuring a minimum ratio of one counselor for every 500 students. These primary counselors are equipped to educate students on effective coping mechanisms and social skills, offer targeted assistance for short-term issues, and aid in the early detection of any special needs that may arise.

## 4. Integrate counseling into schools' mission

Recognizing counselors as essential members of the educational staff rather than simply providing support is crucial. It is important to involve counselors in school leadership teams and foster close collaboration between them, administrators, and teachers in

developing student development plans. Encouraging teachers to refer at-risk students to counseling services is also beneficial.

### 5. Increase mental health screening

In order to enhance the identification of students who may require counseling interventions, it is recommended to conduct yearly surveys aimed at assessing their mental health. Additionally, it is crucial to provide teachers with training that equips them with the skills to recognize and refer students who display potential indicators of anxiety, depression, trauma, or self-harm risk. This proactive approach will contribute to a more comprehensive mental health support system within the school community. By implementing these measures, schools can ensure that students in need receive the necessary help and support, promoting their overall well-being and academic success.

### 6. Raise awareness of counseling services

To effectively reach out to students and their families, it is crucial to promote services through various channels such as school websites, pamphlets, and counselor introductions during assemblies. The key here is to ensure clear and concise communication so that students feel at ease in seeking proactive support before issues become more serious. It is essential to normalize the act of seeking mental health assistance, breaking down any barriers or stigmas that may exist. By creating an open and supportive environment, students will be more inclined to access the help they need without hesitation.

### 7. Evaluate programs

Gather information regarding the efficacy of school counseling initiatives by conducting surveys, analyzing academic achievements, and assessing mental health

indicators. It is crucial to ensure that these programs are flexible enough to address the changing needs of educational institutions. With sufficient resources and systemic backing, school counselors possess the capacity to greatly contribute to the positive growth and overall well-being of students in Vietnam. While implementing these changes may require an initial investment, the long-term benefits in terms of the health and success of young individuals will far outweigh the costs.

### CONCLUSION

School counselors play a vital role in addressing the increasing mental health concerns and academic pressures faced by students in Vietnam today. However, the field of school counseling is still in its early stages of development in the country. The current ratio of one counselor for every 35,000 students means that most young people who do not have severe disorders do not receive the necessary support to cope with emotional distress and life challenges. This situation urgently needs to change, especially given the alarming rates of anxiety, suicidal thoughts, and youth suicide in Vietnam, as well as the intense academic expectations placed on students from a young age. By integrating licensed mental health professionals into schools as counselors, it would be possible to provide much-needed psychological care and support to students before their problems escalate.

Evidence from around the world clearly shows that school counselors can have a positive impact on mental health, academic achievement, graduation rates, and overall student development when they provide comprehensive services that are tailored to local needs. With proper training, hiring practices, and integration into the education system, school counselors in Vietnam could make a significant

difference. To achieve this, it will be necessary to initially invest in the recruitment and training of more counselors from Vietnam across the country. The compensation provided must be attractive enough to entice dedicated professionals. It is recommended to prioritize placing these counselors in secondary schools first, as there is a greater need for mental health support for adolescents. As time goes on, the goal should be to expand these services to primary schools as well.

In addition, it is crucial that counseling services are fully integrated into the missions of schools through close collaborations with leadership, teachers, and families. Implementing multitiered counseling approaches that offer both preventative and intervention services based on students' needs is also essential for making a significant impact. Continuously collecting data to evaluate program effectiveness will ensure that there is ongoing improvement in the quality of services provided. With a concerted effort, Vietnam has the ability to develop a strong school psychology workforce and comprehensive counseling programs that are necessary to support the mental health and success of the next generation. If these evidence-based best practices are implemented nationwide, the long-term benefits for the well-being of young people will be substantial. The time is now for the education system to invest in expanding these vital school psychological counseling services.

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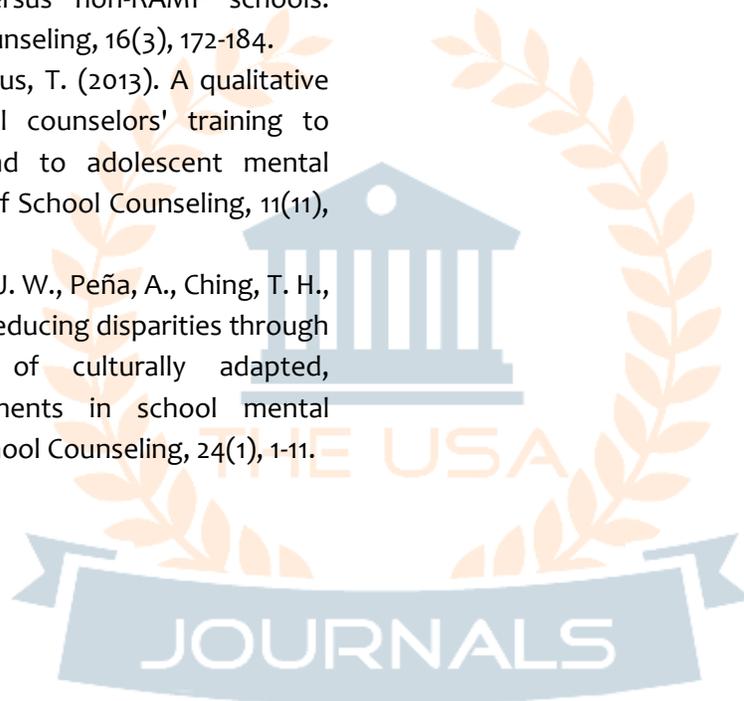
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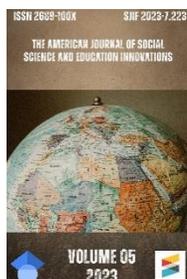
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 Research Article

## MORPHOLOGICAL ANALYSIS OF DERIVATIONAL AFFIXES IN THE SHORT STORY OF WINTER BREAK BY HILARY MANTEL

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### ABSTRACT

This paper aimed to explore derivational affixes, more specifically the types of derivational affixes and the functions of the derivational affixes in the story of Winter Break, which was written by Hilary Mantel. The exploration of the affixes is important to conduct because it would assist learners of English in enriching their vocabulary items. This study was quantitative descriptive. The researchers collected complex words from the story and analyzed their derivational affixes. Results showed that there existed 54 occurrences of words containing derivational affixes. 3 of the 54 words contained 3 types of prefixes, namely in-, un-, pre-, and the remaining 51 words contained 20 suffixes such as -er, -ed, -y, -ly, -ion, -hood, -ment, -al, -ing, -tion, -ish, -ness, -ous, -ity, -ful, -ary, -age, -cal, -less, -able.

Four functions of derivational affixes were identified in the short story of Winter Break, namely, noun formation with 16 occurrences (29.6%), adjective formation with 24 occurrences (44.4%), adverb formation with 13 occurrences (24.1%) and verb formation with only 1 occurrence (1.9%). Because the Winter Break narrative uses a lot of noun descriptions, which means that adjectives are employed to modify nouns, the adjective construction occurred the most frequently. The verb formation is the least common as the majority of the verbs in the Winter Break story are past tense; as a result, these verbs are categorized as inflectional affixes rather than derivational verbs, which is beyond the purview of this study.

### KEYWORDS

Derivational affix, prefix, suffix.

### INTRODUCTION

A language is a tool for communication that serves to convey ideas, facts, emotions, and opinions to another person or group in spoken or written form. Since language is the foundation of human life, it can help people communicate with one another. When communicating, people use words from the same language so that they can understand each other. A language cannot exist without words, according to Napa (1991), who lists vocabulary as one of its important components. Therefore, vocabulary becomes a crucial aspect of mastering a language.

In linguistics, the study of words, their formation, and their relationships to other words in the same language is known as morphology. According to Matthews (1991), morphology is the field of linguistics concerned with the form and the structures of words in various uses. In morphology, morphemes are vital factors. Identification and analysis of morphemes — often referred to as the smallest linguistic components with a grammatical function — is a significant way by which morphologists investigate words, their internal structure, and formation (Aronoff & Fudeman, 2011). In the English language, there are two types of morphemes: free morpheme and bound morpheme. A free morpheme is a meaningful part of a word that can stand alone such as book, run, red. On the other hand, bound morpheme cannot stand alone and cannot be divided into smaller meaningful parts, such as -s, -tion, -ly. According to Lieber (2009), bound morphemes come in different varieties: prefix and suffix. Prefixes come before the base of the word, meanwhile, suffixes come after the base. Together, prefixes and suffixes can be grouped as affixes. In English, affixation is a productive word formation process unlike some

unproductive word formation processes such as blends, back-formation, and initialism. According to Yule (2010), there are nine different ways of word formation, namely processes, coinage, borrowing, compounding, blending, clipping, backformation, conversion, and acronyms, and derivation. It should be noted that in this research, the author investigated the last word formation process, derivation, which includes prefixes and suffixes.

In this study, the researcher analyzed morphological functions of derivational affixes in the short story of Winter Break, which was written by British writer Hilary Mantel. The short story was used by the researcher to investigate and enrich knowledge about derivational affixes.

#### METHODOLOGY

The researchers used quantitative descriptive method to identify, describe, analyze and classify the types of derivational affixes in the short story of Winter Break, which was written by famous British writer Hilary Mantel. To analyze the derivational affixes found in the story of Winter Break, the researcher used primary and secondary resources. The researcher took the data from the text of the short story of Winter Break, as the primary source. As for the secondary resource, the researcher used some references to support the analysis.

#### RESULTS AND DISCUSSION

The following table presents the study results and discussion of the derivational affixes discovered in the short story of Winter Break written by Hilary Mantel.

Table 1. Derivational affixes in the story of Winter Break

No.	Word	Part of Speech	Base	Part of Speech	Derivational Affixes	Note
1	driver	noun	drive	verb	-er	noun maker
2	creased	adjective	crease	verb	-ed	adjective maker
3	gritty	adjective	grit	noun	-y	adjective maker
4	hairy	adjective	hair	noun	-y	adjective maker
5	proprietary	adjective	proprietary	noun	-al	adjective maker
6	regulation	noun	regulate	verb	-ion	noun maker
7	leathery	adjective	leather	noun	-y	adjective maker
8	fatherhood	noun	father	noun	-hood	noun maker
9	frightening	adjective	frighten	verb	-ing	adjective maker
10	addiction	noun	addict	noun	-ion	noun maker
11	pavement	noun	pave	verb	-ment	noun maker
12	sprawling	adjective	sprawl	verb	-ing	adjective maker
13	conversation	noun	converse	verb	-ation	noun maker
14	national	adjective	nation	noun	-al	adjective maker
15	entirely	adverb	entire	adjective	-ly	adverb maker
16	personal	adjective	person	noun	-al	adjective maker
17	deliberately	adverb	deliberate	adjective	-ly	adverb maker
18	heedless	adjective	heed	verb	-less	adjective maker
19	hiking	noun	hike	verb	-ing	noun maker
20	selfish	adjective	self	noun	-ish	adjective maker
21	laboriously	adverb	laborious	adjective	-ly	adverb maker
22	unmodulated	adjective	unmodulate	verb	-ed	adjective maker
23	inarticulate	adjective	articulate	verb	in-	adjective maker
24	encouragement	noun	encourage	verb	-ment	noun maker
25	unpack	verb	pack	verb	un-	verb maker
26	fractionally	adverb	fractional	adjective	-ly	adverb maker
27	recycling	noun	recycle	verb	-ing	noun maker

28	laudable	adjective	laud	verb	-able	adjective maker
29	lightness	noun	light	adjective	-ness	noun maker
30	joyous	adjective	joy	noun	-ous	adjective maker
31	zipped	adjective	zip	verb	-ed	adjective maker
32	unseeing	adjective	unsee	verb	-ing	adjective maker
33	mostly	adverb	most	adverb	-ly	adverb maker
34	security	noun	secure	adjective	-ity	noun maker
35	loudly	adverb	loud	adjective	-ly	adverb maker
36	unbearably	adjective	unbearable	adjective	-ly	adverb maker
37	miserably	adverb	miserable	adjective	-ly	adverb maker
38	chilly	adjective	chill	verb	-y	adjective maker
39	encouragingly	adverb	encouraging	adjective	-ly	adverb maker
40	shakily	adverb	shaky	adjective	-ly	adverb maker
41	cloudy	adjective	cloud	noun	-y	adjective maker
42	inconsequentially	adverb	inconsequential	adjective	-ly	adverb maker
43	movement	noun	move	verb	-ment	noun maker
44	vulgarity	noun	vulgar	adjective	-ity	noun maker
45	helpful	adjective	help	verb	-ful	adjective maker
46	swiftly	adverb	swift	adjective	-ly	adverb maker
47	amazement	noun	amaze	verb	-ment	noun maker
48	imaginary	adjective	imagine	verb	-ary	adjective maker
49	instinctively	adverb	instinctive	adjective	-ly	adverb maker
50	prepaid	adjective	paid	verb (pp)	pre-	adjective maker
51	hiker	noun	hike	verb	-er	noun maker
52	marriage	noun	marry	verb	-age	noun maker
53	archaeological	adjective	archaeology	noun	-ical	adjective maker
54	grubby	adjective	grub	verb	-y	adjective maker

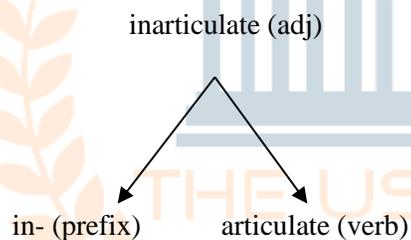
Fifty-four derivational affix occurrences in the story of Winter Break are presented in Table 1 above. The

researcher analyzed a process of word formation known as a derivation in this context. The remaining

eight processes, coinage, borrowing, compounding, blending, clipping, backformation, conversion, and acronyms, as proposed by Yule (2010), were not included. The discussion of the derivational affixes and their purposes are as follows.

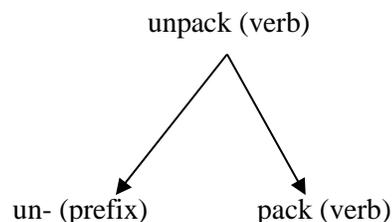
### Derivational affixes found in the story of Winter Break

#### 1) Prefix in-



Inarticulate is formed through a derivational process, which consists of two morphemes namely articulate as a free morpheme and in- as a bound morpheme. The prefix in- changes the category of the base word from verb into adjective.

#### 2) Prefix un-

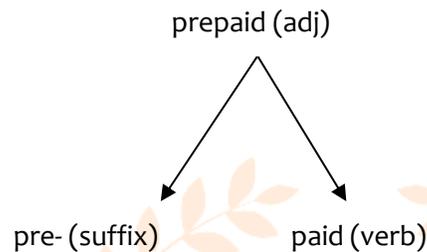


#### I. prefix

A prefix is an affix that is placed before the base of a word, for example, dis-, re-, and mis-, in the words disagree, reentry, and misbehave. In the short story of Winter Break, three derivational prefixes were found, namely in-, un-, and pre-. The explanations are as follows:

The word unpack consists of two morphemes namely pack as a free morpheme and un- as a bound morpheme. In this word, the prefix un- does not change the category of the base word pack but changes its meaning. Pack means to put things into a case, bag, etc while unpack means to take things out of a bag, suitcase, etc.

3) Prefix pre-

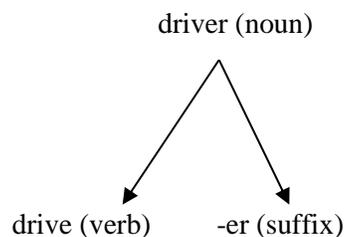


Prepaid consists of two morphemes: paid (past participle of pay) as a free morpheme and pre- as a bound morpheme. The prefix pre- changes the category of the base word from verb to adjective.

II. suffix

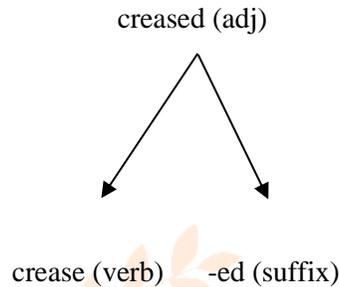
Morphologically, a suffix is an affix that is enclosed after the base of a word, for example, -ness, -al, -ment, in the word laziness, political, amazement. In the short story of Winter Break, the researcher identified twenty suffixes, such as -er, -ed, -y, -ly, -ion, -hood, -ment, -al, -ing, -tion, -ish, -ness, -ous, -ity, -ful, -ary, -age, -cal, -less, -able. It should be noted that spelling adjustments occur in some words.

1) Suffix -er



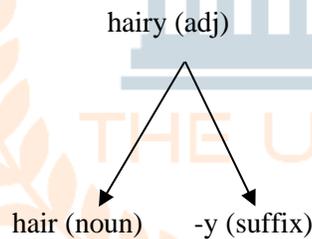
Driver is formed through a derivational process that consists of two morphemes namely drive as a free morpheme and -er as a bound morpheme. The suffix -er changes the category of the base word from verb to adjective.

2) Suffix -ed



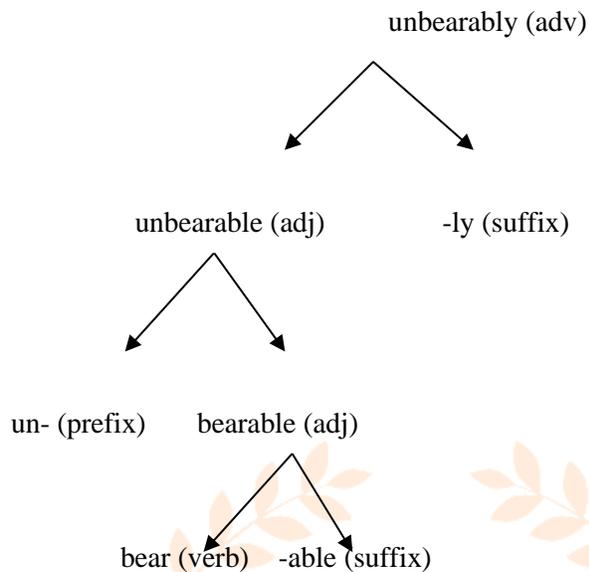
Creased consists of crease as a free morpheme and -ed as a bound morpheme. The suffix -ed changes the category of the base word from verb to adjective.

3) Suffix -y



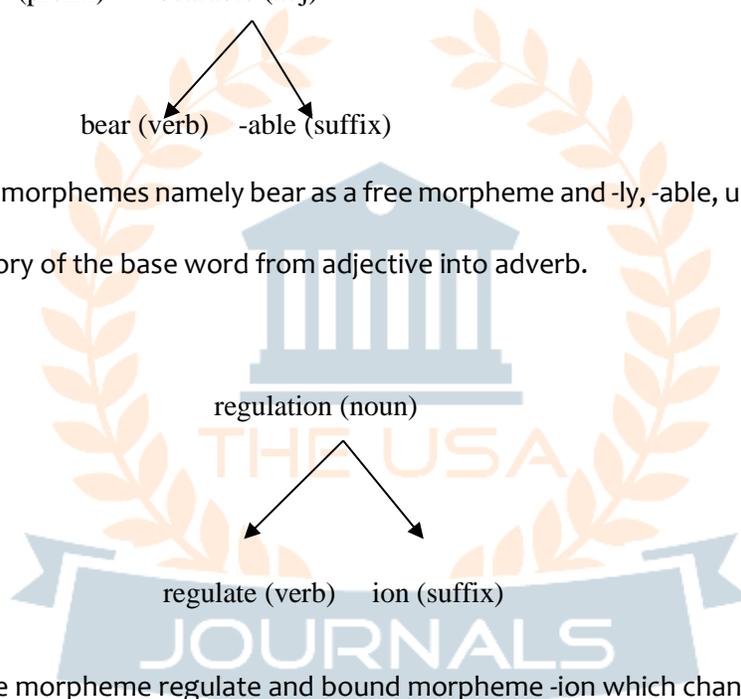
Hairy consists of two morphemes namely hair as a free morpheme and -y as a bound morpheme. The suffix -y changes the category of the base word from a verb into adjective.

4) Suffix -ly



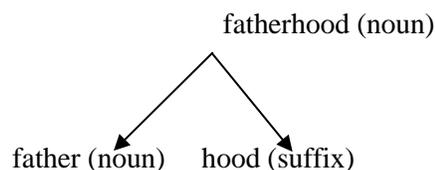
Unbearably consists of four morphemes namely bear as a free morpheme and -ly, -able, un- as bound morphemes. The suffix -ly changes the category of the base word from adjective into adverb.

#### 5) Suffix -ion



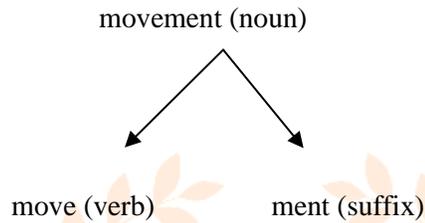
Regulation consists of a free morpheme regulate and bound morpheme -ion which changes the category of the base word from verb into noun.

#### 6) Suffix -hood



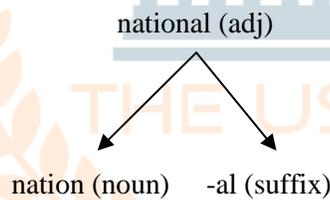
A free morpheme father and a bound morpheme -hood make up the word fatherhood. Even though the suffix -hood changes the meaning of the root word, it does not affect the category of the word. The word father means a male parent, while fatherhood is the state of being a father.

7) Suffix -ment



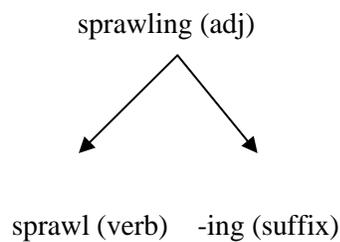
Movement consists of two morphemes namely move as a free morpheme and -ment as a bound morpheme. The suffix -ment changes the category of the base word from verb to noun.

8) Suffix -al



National consists of two morphemes namely nation as a free morpheme and -al as a bound morpheme. The suffix -al changes the meaning and the category of the word from noun into adjective.

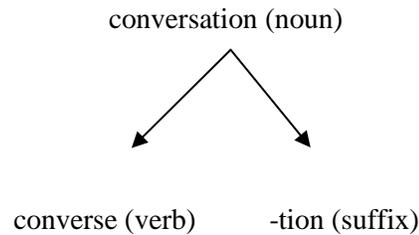
9) Suffix -ing



Sprawling consists of two morphemes namely sprawl as a free morpheme and -ing

as bound morpheme. The suffix -ing changes the category of the base word from verb to adjective.

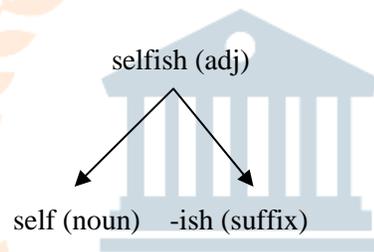
10) Suffix -tion



Conversation consists of two morphemes namely converse as a free morpheme and -tion as a bound morpheme.

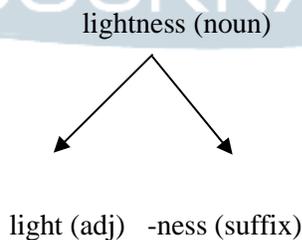
The suffix -tion changes the category of the base word from verb to noun.

11) Suffix -ish



Selfish consists of self as a free morpheme and -ish as a bound morpheme. The suffix -ish changes the meaning and the category of the word from noun into adjective.

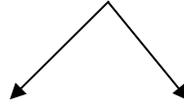
12) Suffix -ness



Lightness consists of light as a free morpheme and -ness as a bound morpheme. The suffix -ness changes the category of the base word from adjective to noun.

13) Suffix -ous

joyous (adj)



joy (noun) -ous (suffix)

Joyous consists of two morphemes namely joy as a free morpheme and -ous as a bound morpheme. The suffix -ous changes the category of the base word from noun to adjective.

14) Suffix -ity

vulgarity (noun)



vulgar (adj) -ity (suffix)

Vulgarity consists of two morphemes namely vulgar as a free morpheme and -ity as a bound morpheme. The derivational suffix -ity changes the category of the word from adjective to noun.

15) Suffix -ful

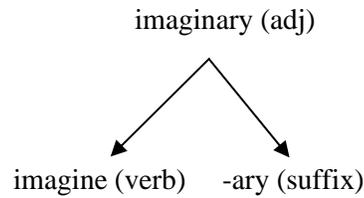
helpful (adj)



help (verb) -ful (adj)

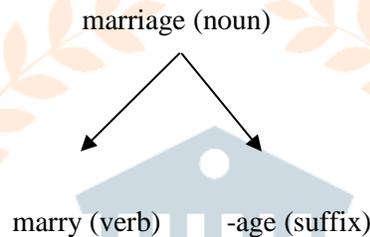
Helpful consists of two morphemes namely help as a free morpheme and -ful as a bound morpheme. The suffix -ful changes the category of the word from verb into adjective.

16) Suffix -ary



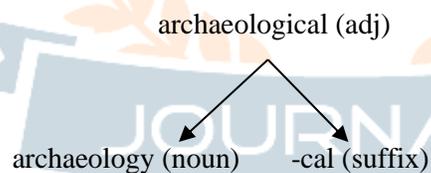
Imaginary consists of two morphemes namely imagine as a free morpheme and -ary as a bound morpheme. The suffix -ary changes the category of the base word from verb to adjective.

17) Suffix -age



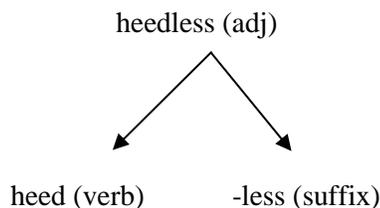
Marriage consists of two morphemes namely marry as a free morpheme and -age as a bound morpheme. The suffix -age changes the base word from verb into noun.

18) Suffix -cal



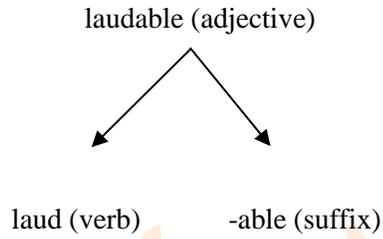
Archaeological consists of two morphemes namely archaeology as a free morpheme and -cal as a bound morpheme. The suffix -cal changes the category of the base word from noun to adjective.

19) Suffix -less



Heedless consists of two morphemes namely heed as a free morpheme and -less as a bound morpheme. The suffix -cal changes the meaning and the category of the word from verb to adjective.

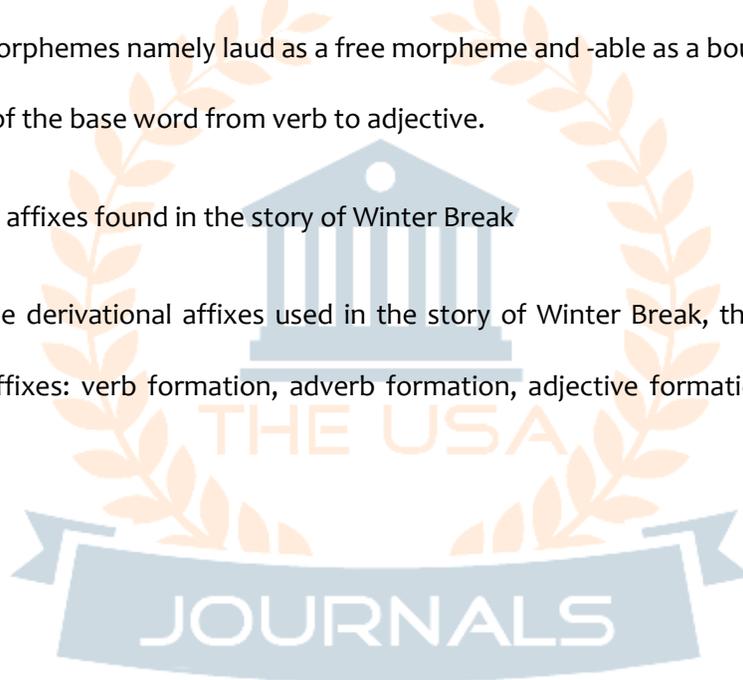
20) Suffix -able

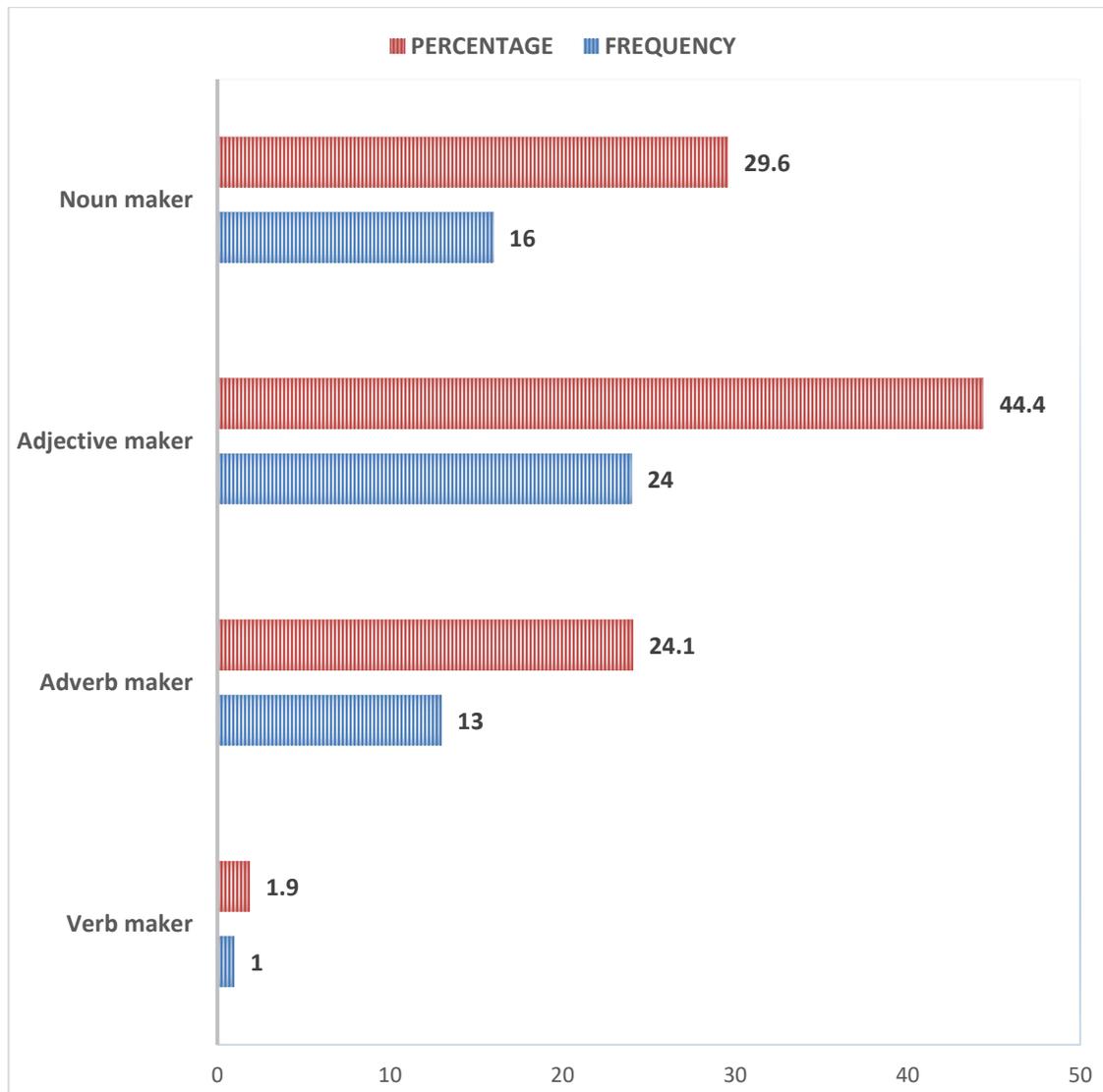


Laudable consists of two morphemes namely laud as a free morpheme and -able as a bound morpheme. The suffix -able changes the category of the base word from verb to adjective.

The function of derivational affixes found in the story of Winter Break

After carefully analyzing the derivational affixes used in the story of Winter Break, the researcher identified four functions of derivational affixes: verb formation, adverb formation, adjective formation, and noun formation, as shown in Figure 1.





**Figure 1. Function and frequency of derivational affixes**

Based on the figure above, the most productive category is adjective formation, occurring 24 times or 44.4 percent, and the least frequent category is verb formation, occurring 1 time, representing only 1.9 percent of the entire data. The adjective formation

appeared the most frequently because the story of Winter Break carries many descriptions of nouns, and accordingly, adjectives are used to modify nouns. The verb formation is the least frequent because the verbs in the story of Winter Break are mostly in the form of

past tense, and therefore, these past tense verbs are not classified as derivational, but inflectional affixes, which is beyond the focus of this research. The occurrences of adverb formation and noun formation were similar each 13 and 16 times or 24.1 and 29.6 percent respectively.

## CONCLUSION

Based on the study results, in the short story of Winter Break, there existed fifty-four occurrences of words that contain derivational prefixes and suffixes. Three occurrences of words with prefixes in-, un- and pre- and words containing suffixes occurred twenty times, such as -er, -ed, -y, -ly, -ion, -hood, -ment, -al, -ing, -tion, -ish, -ness, -ous, -ity, -ful, -ary, -age, -cal, -less, -able. In this study, the author found that most derivational affixes change the grammatical category of a word or/and the meaning. There existed four functions of derivational affixes in the short story of Winter Break, namely verb formation, adjective formation, noun formation, and adverb formation. With only one occurrence, the verb formation was the least productive and with twenty-four occurrences, the adjective formation appeared to

be the most productive. Each with sixteen and thirteen occurrences respectively, the noun formation and the adverb formation were classified as semi-productive.

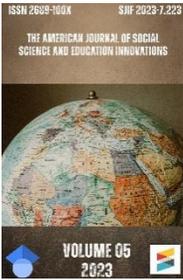
This work highlights the significant impact of derivational affixes on the lexical and grammatical enrichment of the English language, offering insights into their complex role. These findings support a deeper understanding of word development in the context of literary works in addition to meeting the needs of language learners.

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 Research Article

## THE KOKAND'S JUNGS AS AN IMPORTANT SOURCE FOR THE STUDY OF THE HISTORY OF LAW OF THE KOKAND KHANATE

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### ABSTRACT

The article deals with the issue of jung, i.e. the code of shariah laws according to which muftis and qadis of Kokand khanate were governed. A huge amount of literature created by the khanate period Hanafi of Central Asia is still mostly at the discovery stage of the lists of their works. In the course of our research, we found lists that served as a “code” of Sharia law for muftis or qadis given the right to make decisions on religious and legal issues. In the jung we find, in addition to the main Sharia decisions, biographical information about the life of the compiler of the Mufti, which was a rarity for the life history of the qadis and muftis of the Kokand Khanty of that time.

### KEYWORDS

Qadi, mufti, jungs, the code of sharia law, codex, biography, the kokand khanate.

### INTRODUCTION

Specialists in the study of the history of law of a certain region and period most often turn to more well-known works on fiqh or to archival documents available to researchers. However, these materials do not always provide an answer to the question of interest, for example, when we set a goal to study the legal activities of muftis or qadis in the qazihan (dar al-qadi), we do not know what they were guided by and what sources they relied on in making their rulings. Even a cursory review of the catalogs of fiqh manuscripts stored at Al Beruni Institute of Oriental Studies of

Uzbekistan shows that although such works cataloged contained detailed descriptions of fiqh and were accessible, understandable and had specific titles, they also did not provide clarify on the question of whether they served as “guidance” for judges during the Khanate period. It should be recognized that the huge mass of literature created by the Hanafis of Central Asia is, for the most part, still at the stage of discovering lists of their works, attribution and preparation of publications, i.e. at the level of heuristic research [3, 6]. During the process of working on

manuscripts on fiqh in several manuscript collections of Uzbekistan, we came across some collections of Sharia issues, which were called jungs, masa'il fikhiya. These manuscripts still remain uncatalogued. In this article we have made an attempt to briefly analyze the collections that were created in the Kokand Khanate.

### THE MAIN FINDINGS AND RESULTS

Manuscript fund of the Institute of Oriental Studies of the Academy of Sciences of Uzbekistan with collections of questions on fiqh (masa'il fikhiya), i.e. the so-called jungs [4; 5, 464-466], The compilers of the jungs were mainly practicing judges (qadi/qudat), as well as jurists-theologians occupying different positions in the established hierarchy of lawyers - alam and mufti. The compilers of the jungs claimed that they included practiced prescriptions (ma'mulat) in their collections. That is, we can say that these were a practical guide for legal consultants (muftis). During the examination of the jungs stored in the Institute of Oriental Studies of the Academy of Sciences of Uzbekistan, it turned out that most of them originate from the territory of the Bukhara Khanate. There are also jungs of the Khiva and Kokand Khanates. Before the complete liquidation of the Kokand Khanate and its inclusion in the Turkestan Governor-General (1876), collections of fatwas were compiled which were guidelines for local judges. For example, in the Institute of Oriental Studies of the Academy of Sciences of Uzbekistan there are two fatwas collections compiled in the Kokand Khanate. The first of them, numbered No. 12713, was compiled by a certain Mullah Kholmuhhammad ibn Mullah Artiq al-Margilani in 1115/1703. According to his nisb, apparently he was from Margilan. Margilan is a city in eastern modern-day Uzbekistan Fergana Region. The second fatwa collection was created, that is, created before the

annexation. Among them there are fatwa collections (jung) of the Kokand Khanate

After the conquest of the Kokand Khanate by the Russian Empire, and then as a result of the creation of the Turkestan Governorate of the Russian Empire, a number of works were carried out in the direction of the judicial system.

In the process of research work on the jungs, it turned out that in the fund of the Institute of Oriental Studies of the Academy of Sciences of Uzbekistan there are two manuscripts of the jungs of the Kokand Khanate. They are stored under numbers 8388 and 12713. Consider the first jung manuscript under number 8388.

This jung manuscript is accompanied by the text of Mukhtasar al-wiqay by Ubaydullah b. Mas'uda al-Mahbubi al-Bukhari (d. 747/1348). In the card index, the title of this work is given as al-Masa'il al-Shari'at al-zaruriyya fi hashiyat al-mukhtasar (Necessary Sharia questions for commentaries Mukhtasar [al-wiqaya]). The composition of this jung, in addition to the main text, included numerous added glosses, accompanied by many texts, extracted extracts from various legal works, also related to the issues under consideration, and sometimes written in different handwritings of naskh and nasta'liq. It is the added texts that are based on local life practice.

There are two colophons at the end of this jung manuscript. The first contains the following entry: "This work was rewritten in 1261/1845. And the name of the copyist is given below in the print." Indeed, at the end of the manuscript there are three imprints: two of them are the same octagonal seal, on which the name "Rais Mufti Mulla Khudayar ibn Aman-qul" appears, the third is this round seal, on which the name of the famous qadi of the Shaykhantakhur area of the city of Tashkent is recorded "Muhammad Sharif Khwaje Qadi

ibn Podshokh Khwaja Umari Shaykhantakhuri” [2, 185b].

The second colophon provides information that this work of Mukhtasar [al-wiqaya] was also edited and supplemented from beginning to end at the behest (ishora) of Khwaja Qadi ibn Podshoh Khwaja Umari Shaykhantakhuri with the most necessary Sharia issues that were known among those knowledgeable in Sharia sciences who studied with them in dar al-qada in Shash or Chach. It was further reported that the book was intended for experienced practicing scholars so that they would issue a fatwa for those asking (mustafti) based on the law of ethics of the muftis (Adab al-Muftiin), and the book was completed in 1303/1885-86 by Mufti Muhammad Qurban [2, 185b].

From the above data it is clear that the preparation of the jung manuscript was carried out by the compiler of Rais Mufti Mulla Khudayar in 1261/1845. Half a century later, this collection was supplemented on the advice of the leading qadi of Tashkent, Muhammad Sharif Khwaja qadi Shaikhanturi. This jung served as a guide for muftis when making Sharia decisions on vital issues.

In this jung we find, in addition to the main sharia decisions, also biographical information about the life of the compiler, mufti Mulla Khudayar ibn Aman-qul, which was very rare for the life history of the qadis and muftis of that time. And so, the biography of the compiler, Mulla Khudayar b. Mulla Aman-qul Shahrikhan, was placed on the flyleaf. [2, 02b-03a]. Mulla Khudayar here talks about his past life (vaqi’at umri guzari) and describes in detail his difficult fate. As we know, very little information has been preserved in the sources about the biographies of muftis and qadis, with the exception of some qadis and ‘ulama’ [6; 7]. Historians pay the least attention to legal manuscripts, apparently believing that they set forth only legal religious norms. Let us return again to the content of

Mulla Khudayar story. Mulla Khudayar b. Mullah Aman-qul Shahrikhani was born in 1236/1816 - 1817. He is from the Kipchak tribe, originally (Vataniy asliy) from the village of Muhammad Sharif Mergan. In 1252/1836 in the month of Ramadan, in order to gain knowledge, he arrived in Kokand at the Berdi Qulbek madrasah, stayed there for four months and acquired knowledge, but wanted to go to Bukhara to make a pilgrimage (ziyarat) to holy places. First he went to Khujand, stayed there for six months in the Shokhi Qush Begi madrasah, then went to Samarkand, where he stayed until the end of winter, and after the holy holiday of qurban khayit, he went to Bukhara on foot along the Miyan-kol road, where he reached in eleven days. Arriving in Bukhara, he rented a room (hujra) near the madrasah of caliph Husayn, lived there for one year and six months and studied with the mudarris of the madrasah Fathullah Qushbegi, master Khwaja Kalan. Then he returned on a chariot (arba) along the road along the desert (chul) for six days to Samarkand, stayed there for five months, then went back to Bukhara, after eight days he arrived there and settled in the Niyazquli madrasah, it was the month of Dzu al-Hijja 10th day of the holiday Eid qurban 1255/1839, and Khwaja Ishan, the mayor of Samarkand, also the son of Rashid Abu Said Khwaja Qadi Kalan, stayed here. And he received knowledge before the start of the long holidays, and then he returned to Samarkand at the beginning of summer. At the request of the hakim of the Azizan area near Samarkand, Eshan Abu al-Hayya Khwaja Hakim, he served as an imam in a mosque in the town of Aziza near Samarkand. Then he was appointed as a preacher in the khanaka near the Khudaydad mazar by Hazrat Azizan. After the death of Khudaydad Wali Hazrat Azizan, during the war between the Bukhara and Kokand Khanates, Mullah Khudayar entered the service of Abdujalil Khwaja. A year later, he leaves for Samarkand, where he receives knowledge at the Sherdar madrasah. During this period, the Emir of

Bukhara attacked Kokand. This war causes Mulla Khudayar to flee to the area of Zhifor (جفار) where he joins the Aylatan community - one of the families of the Kipchak tribe. After almost ten years of separation, in 1261/1845-1846 he returned to his homeland in his village (watan asli) Muhammad Sharif Mergan. After his return from Bukhara (meaning the Bukhara Khanate - S.M.), his father Mulla Aman-qul held one of the leading posts in the Kokand Khanate for two years, and Mulla Khudayar's son was a mufti. During various events, his father became a military qadiy (qadi al-askar) in the Andijan viloyat, and his son was a mufti and mutawali in the Kholbek Qushbegi madrasah. Endless strife among groups of different tribes, as well as the struggle against all Kipchaks in general, had an extremely negative impact on the life of Aman-qul and his son Mulla Khudayar. So, in 1265/1848-1849. Aman-qul lost his post as qadi askar in the province of Andijan and returned to his native village (vatani asli). In the middle of the month of Muharram 1269/1852 at the end of October, the struggle against the Kipchaks began in the khanate and some worthy people left Andijan [2, 02b-03a]. At this point the story of jung author Mulla Khudayar breaks off here.

Thus, we have biographical information about the difficult life of Mullah Khudayar Mufti, who received knowledge in unstable times from several mudarris of several cities - Kokand, Samarkand and Bukhara. After Mullah's return, Khudayar becomes a mufti and mutawalli. The subsequent fate of this person remains unknown. Thus, the internecine wars between the wars of Bukhara and Kokand began to negatively affect the fate of the lives of Mulla Khudayar and his son.

## CONCLUSION

Thus, on the basis of the manuscript of one jung, one can assert their role in highlighting various aspects of

the socio-economic life of Central Asia in the context of religious prescriptions, as well as in studying the history of the manuscript on Hanafi fiqh of Central Asia. Legal manuscripts, especially in the jungs, contain not only legal norms, but even, albeit occasionally, biographical information about the life of religious figures, which makes it possible to study the history of individuals in the context of social history. The study of short stories of individuals introduces new factors that make it possible to determine their influence on the formation and development of personality and to assess crisis situations in their life.

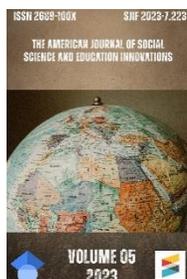
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 Research Article

## CLASSIFICATION OF MANUSCRIPTS OF NIZAMI GANJAWI'S WORKS AT THE BIRUNI INSTITUTE OF ORIENTAL STUDIES OF THE ACADEMY OF SCIENCES OF UZBEKISTAN

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### ABSTRACT

The article deals with the place of the great thinker Nizami Ganjawi (1141-1209) in classical literature, and also examines the works that form the basis of "Panj Ganj". The compositional characteristics and classification of works created on the basis of the Khamsa tradition are presented. Manuscripts of Nizami Ganjawi's epics held in the library of the Biruni Institute of Oriental Studies, copies of translations into Uzbek, as well as commentaries written for some epics are investigated. They are classified according to the quantitative, codicological and paleographic aspects of the Institute's collections. The results of this article will serve as a source for scholars dealing with the sources of Nizami Ganjawi's epics, commentaries and Uzbek translations in identifying manuscripts at the Biruni Institute of Oriental Studies.

### KEYWORDS

Nizami Ganjawi, Panj Ganj, Khamsa, Khamsa tradition, epic, Biruni Institute of Oriental Studies, manuscript, scribe, commentary.

*It's not easy to stay in this arena,*

*To strike a paw to Nizami's paw.*

*Alisher Nawai*

### INTRODUCTION

The spiritual roots of the culture of the Uzbek and Azerbaijani peoples have been revived since time immemorial. Today, friendly relations between the

countries of Uzbekistan and Azerbaijan are reaching a new level. Literary ties between these two peoples have continued for more than half a millennium. The

commonality in the field of classical literature undoubtedly complemented each other in the development of this field. This was even reflected in the celebration of the anniversaries of two great poets. Indeed, 2021 has become a year of double anniversaries. In Uzbekistan and Azerbaijan, the 880th anniversary of the birth of Nizami Ganjawi, and the 580th anniversary of Alisher Navai, the great figures of the Turkic world, the luminaries of our classical literature, are widely celebrated, and their literary heritage is promoted. The works of these two poets have received a worthy place in the world's collections. In particular, the collections of the Biruni Institute of Oriental Studies in Tashkent, Uzbekistan contain a number of manuscripts of the works of Nizamiddin Abu Muhammad Ilyas ibn Yusuf ibn Zaki ibn Muayyad Ganjawi (1141-1209).

It is known that Nizami's heritage was greatly influenced by poets such as Firdawsi (935-1020), Qatron Tabrizi (11th century), Sanai Ghaznavi (d. 1131), Fakhriddin Gurgani (11th century), as well as historians such as Tabari (839-923). Nizami loved to read Firdawsi's Shahnama; hence his epics Khusraw wa Shirin, Haft Paykar, Iskandarnama were written as epics about love affairs and love adventures, as in Shahnama. Therefore, Makhzan ul-asrar (Treasure of Secrets; 1176), Khusraw and Shirin (1181), Leili wa Majnun (1188-89), Haft Paykar (Seven Beauties, 1196) and Iskandarnama (1191-1202) which came to us from Nizami's literary heritage Khamsa, which includes the epic Panj Ganj (Five Treasures), later served as a source of creative inspiration for a number of poets. In the literature of the peoples of the East, he formed the basis of the novel and had a great influence on the development of epic writing. Khusraw Dehlawi (1253-1325), Lutfi (1366-1465), Durbek (14-15th centuries), Haydar Kharezmi (14-15th centuries), Qutb Kharezmi (14th century), Jami (1414-1492), Gadoyi (15th century)

About 20 poets and thinkers, such as Atoyi (15th century), Sakkoki (15th century), Alisher Navai (1441-1501), tried to "strike to Nizami's paw." In literature, their epics, created after the Nizami, are divided into three groups by number [26]:

1. Those who followed all 5 epics in Khamsa;
2. Those who replied to some epics in Khamsa;
3. Those who replied to one epic of Khamsa.

The Poets who Followed all 5 Epics in Khamsa. Khusraw Dehlawi was the first poet who followed Nizami's Khamsa in Persian. He wrote Matla ul-Anwar (Place of Light), Khusraw wa Shirin, Majnun and Layli, "Oyina-i Iskandariy" (Mirror of Iskander), Hasht Bihisht (Eight Paradises) in 1299-1302 and thus laid the foundation for the tradition of "Khamsa" [24; 26].

The epics of the poet Jamali, who lived during the times of Amir Temur (1336-1405; reigned 1370-1405) and Shahrukh Mirza (1377-1447; reigned 1409-1447) was called Tuhfat ul-abror (Gift of Good People), Mehru Nigor, Makhzun wa Mahbub, Haft Awrang (Seven Thrones). The title of the 5th epic is unclear, but it is believed to be a response to the Iskandar.

Ashraf Marogi, another poet who lived during Shahrukh's time, wrote his epics Minhoj ul-Abror (The Path of Good People, 1428), Riyaz ul-Ashiqin (The Garden of Lovers, 1432), Ishqnama (1438), Haft Awrang (Seven Thrones, 1440), interpreted in the style of Zafarnoma (1444).

And Abdurahman Jami wrote Tuhfat ul-ahrar (The Gift of Good People; 1481), Subhat ul-abror (The Rosary of Good People; 1482), Yusuf wa Zulaikha (1483), Leyli wa Majnun (1483), adding Solomon and Absol and Silsilat uz-zahab (The Golden Chain) to his epics such as Khiradnomai Iskandari (The Wisdom of Alexander;

1483), and created Haft Awrang (Seven Thrones). However, at the end of his work, the poet called this “Panj-Ganj” complex Khiradnomai Iskandaria, so he is also classified as Hamsanawis [26].

All these authors wrote their works in Persian.

By the 14th-15th centuries, creative potential in the field of literature began to be measured by the ability to write a worthy response to at least one of the Khamsa epics, and this became a unique phenomenon in the history of classical literature. The tradition of “Khamsachilik”, established in Turkic literature by Qutb and Haydar Khorezmi, found its perfection in the work of Alisher Nawai. Five epics written by the Great Nawai in the Turkic language are Khairat ul-Abror (Reverence for good people; 1483), Farhad and Shirin (1484), Leili wa Majnun (1484), Sabai Sayyor (Seven Planets; 1484) and Saddi Iskandari (Alexander’s Wall; 1485) [1].

Those who replied to some epics in Khamsa. Katibi Turshizi from Nishapur (d. 1434) by Gulshan ul-Abror (Garden of good people), Leili wa Majnun, Bahram and Gulandom, Abdullah Khatifi (lived 1445-1521), nephew of Abdurrahman Jami, by Leili wa Majnun, Khusraw wa Shirin (1490), Haft Manzar (Seven Landscapes), in the style of Temurnama, Badriddin Hilali from Astrobad (d.

1529), Sifat ul-ashikin (Qualities of Lovers), Leili and Majnun are among the Khamsa writers with their epics.

Osafi Hiravi, Nargisi, Foni, Giyasiddin Sabzavori, Fasih Rumi, Sayyid Qasimiyir wrote on Nizami’s Makhzan ul-asrar, Sheikh Suhaili, Ali Ohi, Khoja Imad Lori, Zave Kazi, Khoja Hassan Khizrshahi wrote on Leili wa Majnun and “Khamsa”, and hence are the authors who wrote a response to one epic of Khamsa [26]. In particular, in response to the work Makhzan ul-asrar, Fani wrote Masdar ul-asrar (Source of Secrets) in Persian, Haydar Khorezmi Gulshan ul-asrar, Khoja Maqsad ul-atvor, Qasimi Majmaul Akhbar, and thus created Turkic epics. Qutb Khorezmi translated the thinker’s epic Khusrav wa Shirin into Turkic and completed it in his own way. Yusuf Sinon Garmioni (1371-1422), a sheikh of poets during the reign of the Turkish Sultan Murad II (1404-1451; reigned 1421-1444, 1446-1451), translated this epic into Ottoman Turkish. Ogahiy (1809-1894) made a prose translation of Haft Paykar into Uzbek [2: 113-115; 3:11-19; 7; 26; 27].

#### MAIN PART

There are 58 manuscripts of Nizami Ganjawi’s works at the Biruni Institute of Oriental Studies in Tashkent (36 in the Main Collection, 21 in the Hamid Suleymanov Collection, 1 in the Doublet Collection).

No	Name of the work	The number of the manuscripts in the Main Collection	The number of the manuscripts in the Hamid Sulaymanov Collection	The number of the manuscripts in the Doublet Collection
1.	Khamsa-i Nizami	14	4	1
2.	Muntakhab Khamsa Nizami	2	–	–
3.	Khulosa-i Khamsa	4	–	–

4.	Makhzan ul-asror	4	6	–
5.	Khulosa-i Makhzan ul-asror	1	–	–
6.	Khusraw wa Shirin	2	4	–
7.	Layli wa Majnun	-	3	
8.	Haft Paykar	2	-	–
9.	Iskandarnama	5	4	–
10.	Khirdadnama-i Iskandari	1	-	–
11.	Sharafnama-i Iskandar	1	-	–
12.	<b>Total</b>	36	21	1

The institute also has commentaries on some of his works and translations into Turkic [4; 5; 6].

No	Author	Work	Collection and the number of the MSS	Language
1.	Muhammad Mahmud Balkhi maruf Karkhi	Sharh Makhzan ul-asror	Main Collection, 3	Persian
2.	Muhammad Riza mirab Agahi	Haft Paykar Turki	Main Collection, 1	Turkic
3.	Muhammad Nasir ibn Sultan Sufyan Qurayshi	Sharh Iskandarnama Nizami	Main Collection, 1	Persian

Looking at the manuscripts, we see that they were copied by skilled scribes, artistic bindings were made, the inner cover was decorated, epics were separated with elegant titles, and unique miniatures were created that corresponded to the title of the epic. The institute contains 19 copies of Nizami Ganjawi's manuscript Panj-Ganj. 14 of them are held in the Main Collection, 4 in Hamid Sulaymonov Collection, 1 in the Doublet Collection [14; 15; 16]. According to paleographic characteristics, some manuscripts date back to the 16th, 17th, and 18th centuries, and some date back to 1483-1886. They are copied by scribes such as Ali ibn Lutfullah, Arab Muhammad ibn Muhammad Ghazi, Bakijan ibn Mulla Fulad Bukhari, Muhammad ibn Sadridin ibn Amirullah, Tufan Urmani, Muhammad Murad Katib, Mir Said Muhammad, Khoja Ahmadshah, Sheikh Kabir ibn Sheikh Muzaffar, Khoja Giyasiddin Muhammad, Abdurai Darvesh Muhammad ibn Darwish Jalal. The oldest copy of the work dates back to 888/1483, it is held in the Main Collection under number 4301 and in the Hamid Sulaymanov Collection under call number 1850, in both of which the name of the scribe is not mentioned.

No	Name of the work	Collection and the call number of the MS	Name of the scribe	Date of copy	Number of the folios
1.	Khamsa-i Nizami	Main Collection, № 8882	---	XVII	282
2.	Khamsa-i Nizami	Main Collection, № 10128	---	XVIII	340
3.	Khamsa-i Nizami	Main Collection, № 4301	---	888/1483	376
4.	Khamsa-i Nizami	Main Collection, № 4327	Ali ibn Lutfullah	968/1561	269
5.	Khamsa-i Nizami	Main Collection, № 5041	Arab Muhammad ibn Muhammad Gazi	1041/1631	289
6.	Khamsa-i Nizami (Panj Ganj)	Main Collection, № 5352	Boqijon ibn Molla Fulod Bukhari	1044/1630	346
7.	Khamsa-i Nizami	Main Collection, № 2327	Muhammad ibn Sadriddin ibn Amrulloh	10 Rabi I, 1071/13 November, 1660	294
8.	Khamsa-i Nizami	Main Collection, № 662	Tufan Umrani	1075/1664	332
9.	Khamsa-i Nizami	Main Collection, № 187	Muhammad Murad Katib	1076/1665	155
10.	Khamsa-i Nizami	Main Collection, № 778	Mir Said Muhammad	1091/1680	351
11.	Khamsa-i Nizami	Main Collection, № 11122	---	1110/1698	218
12.	Khamsa-i Nizami	Main Collection, № 9360	---	1223/1808	338
13.	Khamsa-i Nizami	Main Collection, № 4279	Khwaja Ahmadshah	1239/1823	297
14.	Khamsa	Main Collection, № 3481	Khwaja Ahmadshah	1239/1823	350
15.	Khamsa	Hamid Sulaymanov Collection, № 409	Shaykh Kabir ibn Shaykh Muzaffar	XVI	444
16.	Khamsa-i Nizami Panj Ganj	Hamid Sulaymanov Collection, № 1850	Khwaja Ghiyaseddin Muhammad	888/1483	210
17.	Khamsa	Hamid Sulaymanov Collection, № 3139	Abduroi Darweesh ibn Darweesh Jalal	1301/1883	384

18.	Khamsa	Hamid Sulaymanov Collection, № 165	---	1304/1886	368
19.	Khamsa-i Nizami	Doublet Collection, № 1460	---	1049/1639	270

Each epic in the manuscripts of Nizami's Khamsa in the Main collection no. 4293, 8882, 9360, 4279, 3481 and in the Doublet collection no. 1460 is separated by unique and elegant titles, and in manuscript no. 662 there are 27 miniatures corresponding to the content of the epic in addition to the titles.

This collection contains 2 copies of Khamsa-i Nizami, abridged from the epic Khamsa in the form Muntakhab (Abridged), they were copied in 1036/1626, 1215/1800 [16].

№	Work title	Collection and the call number	Name of the scribe	Date of copy	Number of folios
1.	Muntakhab Khamsa-i Nizami	Main Collection, № 4293	Shahabiddin Ahmad al-Bakharzi	Safar, 1036/September 1626	132
2.	Muntakhab Khamsa-i Nizami	Main Collection, № 2900/VI	---	1215/1800	8

Also, in this Collection there are 4 copies of the manuscript entitled Khulasa-i Khamsa-i Sheikh Nizami Ganjavi (Summary of Khamsa by Sheikh Nizami Ganjawi) (No. 8293/IX, 3048/VII, 1424/II, 575/IV), and given a brief description of the content of five epics [7; 19]. The colophon of the manuscripts gives the dates 1086/1675, 1096/1685, 1217/1803, and some of them were copied by scribes named Qadir Khan ibn Muhammad Salih and Ibad Khudaydad. Folios 1a-3a of the manuscript No. 1424/II contain the contents of the work.

№	Work name	Collection and the call number	Name of the scribe	Date of copy	Number of folios
1.	Khulasa-i Khamsa	Main Collection, № 1424/II	---	1086/1675	197
2.	Khulasa-i Khamsa	Main Collection, № 3048/VII	Qadir Khan ibn Salih	1096/1685	54
3.	Khulasa-i Khamsa	Main Collection, № 575/IV	---	1096/1685	32
4.	Khulasa-i Khamsa	Main Collection, № 8293/IX	Ibad Khudaydad	1217/1803	128

The institute's library also contains individual copies of the Khamsa epic. This also shows the special interest of readers in Nizami's epic Khamsa.

It is known that Makhzan ul-asrar was dedicated to the Ghaznavid ruler Fakhriddin Bakhromshah (d. 1220/1225; reign 1160, 1162, 1165/67-1220/1225). The work was inspired by the work of Sanai (d. 1131) Hadiq ul-Haqiqat (Garden of Truth), it consists, in addition to the introduction and conclusion, of 20 chapters, and also contains 20 stories associated with each chapter [7]. The work reflects important socio-political, moral and educational problems of the period in which

the poet lived. In total, there are 10 copies of this epic in the institute's library, of which 4 are in the Main Collection of the institute (No. 2694/X 7036/VIII, 8165, 8997), 6 in the Hamid Sulaymanov Collection (No. 46, 52/I, 56/I, 2071/III, 2097, 2545/I) [11;12]. Manuscript No. 2545/II if the Hamid Sulaymanov Collection contains Khusraw wa Shirin and the manuscript No. 52/II contains Iskandarnama. Based on the paleographic characteristics of some manuscripts, it can be assumed that they date back to the 16th -17th centuries. Their colophon mentions that some цўқлқ were copied in 974/1566, 1073/1662, 1219/1804, 1323/1905 by scribes such as Umar ibn Hussein, Wali ibn Ahmad, Qutbuddin Muhammad.

№	Work name	Collection and the call number	Name of the scribe	Date of copy	Number of folios
1.	Makhzan ul-asrar	Main Collection, № 8997	---	1073/1662	54
2.	Makhzan ul-asrar	Main Collection, № 8165	---	XVII	86
3.	Makhzan ul-asrar	Main Collection, № 7036/VIII	---	---	152
4.	Makhzan ul-asrar	Main Collection, № 2694/X	---	---	5
5.	Makhzan ul-asrar	Hamid Sulaymanov Collection, № 46	---	XVI	78
6.	Makhzan ul-asrar	Hamid Sulaymanov Collection, № 2097	Umar ibn Husain	1073/1662	56
7.	Makhzan ul-asrar	Hamid Sulaymanov Collection, № 56/I	---	1219/1804	69
8.	Makhzan ul-asrar	Hamid Sulaymanov Collection, № 2071/III	---	1323/1905	87
9.	Makhzan ul-asrar, Khusraw wa Shirin	Hamid Sulaymanov Collection, 2545/I, 2545/II	Wali ibn Ahmad	1219/1804	156
10.	Makhzan ul-asrar, Iskandarnama	Hamid Sulaymanov Collection, № 52/I, 52/II,	Qutbuddin Muhammad	974/1566	140

In the Main Collection of the institute there is also a copy of the Khulosa-i Makhzan ul-asrar which represents the summary of this epic, held under no. 1937/II [18]. There are also 3 copies of the commentary of Muhammad Mahmud Balkhi maruf Karkhi (inv. No. 39, 2882, 1940/I) to this epic [4].

Khusraw and Shirin, the second epic of Nizami's Khamsa, was written at the request of the ruler of Iraq, Toghrol III (1169? -1194; reigned 1176-1194). The work was written under the influence of the epic of the Persian poet Fakhreddin Gurgani Vis and Romin. Although the summary of Nizami's epic Khusraw wa Shirin is based on a true story, it depicts the heroism of the characters, who are historical figures walking the path of love, but in fact expresses the soul's yearning for God. Among the Persian epic writers, it stands out for its harmony and high skill in structure and artistry [7].

The institute's collection contains 6 copies of this epic. 2 of them are kept in the Main Collection under no. 4317, 9700, 4 of them are in the Hamid Sulaymanov Collection under No. 803, 3609, 4272/I 2545/II (together with Makhzan ul- asrar) [20; 21]. The manuscripts were copied between 899/1493-1219/1894. Based on the paleographic characteristics of the manuscript under No. 4272/I, we can say that it dates back to the 15th century. The epic Layli wa Majnun also originated from here. Manuscripts no. 9700, 4317 are decorated with an elegant frontispiece ornament.

№	Work name	Collection and the call number	Name of the scribe	Date of copy	Number of folios
1.	Khusraw wa Shirin	Main Collection, № 9700		899/1493	60
2.	Khusraw wa Shirin	Main Collection, № 4317	---	1219/1804	230
3.	Khusraw wa Shirin	Hamid Sulaymanov Collection, № 4272/I		XV	110
4.	Khusraw wa Shirin	Hamid Sulaymanov Collection, № 3609	Said Murtaza ibn Sayyid Qasim Husaini al-Bukhari	28 Rabi al-awwal 1038/ 25 November, 1628	219
5.	Khusraw wa Shirin	Hamid Sulaymanov Collection, № 803	---	26, Shawwal, 1216/1 March, 1802	291

The epic Leili wa Majnun was written in Turkic interpretation based on Arabic narratives by order of Akhsatan I Shirvanshah (d. 1197; reign 1160-1197) [7]. There are 3 manuscripts of it in the institute's library, all of them are held in the Hamid Sulaymanov Collection (No. 2545/III, 4272/II, 5102/III) [10].

№	Work name	Collection and the call number	Name of the scribe	Date of copy	Number of folios
1.	Leili wa Majnun	Hamid Sulaymanov Collection, № 4272/II	---	XV	110
2.	Leili wa Majnun	Hamid Sulaymanov Collection, № 5102/III	---	1027/1618	49
3.	Leili wa Majnun	Hamid Sulaymanov Collection, № 2545/III	---	1219/1804	109

Haft Paykar (Seven Beauties), the fourth epic of Khamsa, was written on the orders of Alowuddin Korpa Arslan (1174-1207) and is based on events related to Bahram Gor and his name. This work, which presents ideas of human education, is written in the style of a story within a story. It consists of a main event and seven formative stories associated with it [7; 25; 26].

In the Main Collection of the institute's library there are 2 copies of this epic under call numbers 406/IV, 1048/IV and a translation into Turkic by the poet and translator Muhammad Reza Mirob Agahi [22; 6].

№	Work name	Collection and the call number	Name of the scribe	Date of copy	Number of folios
1.	Haft Paykar	Main Collection, № 406/IV	---	XIX	37
2.	Haft Paykar	Main Collection, № 1048/IV	Er Muhammad	1281/1864	104
3.	Muhammad Reza Mirob Agahi. Haft Paykar Turki	Main Collection, № 7695	Molla Yoqchil ibn Molla Qurban Niyaz ibn Boba Khalfa	1337/1918	308

As we mentioned at the beginning, Nizami Ganjawi loved Firdawsi's Shahnama very much, knew it almost by heart and himself created the epic Iskandarnama as a reference to this work. This is the final epic of Khamsa, consisting of two parts: Sharafnama and Iqbalnama. In the work, the thinker expressed his dreams of a just and enlightened king, a perfect man and an ideal society through the image of Alexander and his imaginary images [7; 25].

The institute's library contains 9 manuscripts of the epic Iskandarnama, the Main Collection contains 5 manuscripts (Nos. 1637, 7753, 9249, 9394/II, 11907), and

the Hamid Sulaymanov Collection contains 4 manuscripts (No. 52). /II, 52/III, 5102 /V, 3764) [8; 9].

There are separate manuscripts of the epic entitled Khiradnoma-i Iskandari (No. 7753), Sharafnoma-i Iskandar (52/II), as well as a manuscript of the work of Muhammad Nasir ibn Sultan Sufyan Qurayshi entitled Sharh-i Iskandarnoma-i Nizami (Main Collection No. 4264/I) [5; 17; 23]. These works were scribed between 989/1581-1265/1848 by the scribes Kamoliddin Muhammad Munshi, Muhammad Aqil and Qutbuddin Muhammad.

№	Work name	Collection and the call number	Name of the scribe	Date of copy	Number of folios
1.	Iskandarnoma-i Manzum	Main Collection, № 1637	Kamoliddin Muhammad Munshi	989/1581	113
2.	Iskandarnama	Main Collection, № 11907	---	1127/1715	336
3.	Iskandarnama	Main Collection, № 9249	---	1240/1824	207
4.	Iskandarnama	Main Collection, № 9394/II	---	1265/1848	50
5.	Khiradnoma-i Iskandari	Main Collection, № 7753	---	---	140

6.	Muhammad Nasir ibn Sultan Sufyan Qurayshi. Sharh-i Iskandarnoma-i Nizami	Main Collection, № 4264/I	Muhammad Aqil	17 Ramadan, 1130/ 14 August, 1718	297
7.	Sharafnoma-i Iskandar	Hamid Sulaymanov Collection, № 52/II	Katib Qutbuddin Muhammad	968/1560	77
8.	Iskandarnama	Hamid Sulaymanov Collection, № 52/III	Katib Qutbuddin Muhammad	965/1555	35
9.	Iskandarnama	Hamid Sulaymanov Collection, № 5102/V	---	1026/1617	60
10.	Iskandarnama	Hamid Sulaymanov Collection, № 3764	---	XVII	118

## CONCLUSION

Based on the above classifications, we can say that the works of the great thinker were popular not only in his time, but also in subsequent centuries in the Eastern world. He laid the foundations for the poetic tradition of Eastern classical literature and inspired the creation of beautiful works.

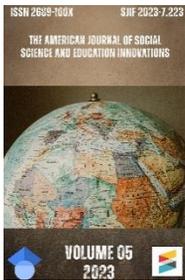
As for the manuscripts of Nizami Ganjawi's literary heritage held in the library of the Biruni Institute of Oriental Studies in Tashkent, Uzbekistan, each of them is a cultural mirror of its time and reflects the attitude towards the poet's work. Although these sources are identical in terms of epics, each of them is unique and inimitable in its completeness, the top and inner cover of the manuscript, the letter, the design, the school of

miniatures, the secretary, and the place of composition. Studying the history of the creation of manuscripts of works as a separate issue, creating their textual comparison, compiling a catalog of copies kept not only in Uzbekistan, but also in world collections, is one of the burning tasks that is waiting for its researchers at the present.

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 Research Article

## COMMENTS ON THE STRUCTURE OF THE EPIC "HAYRAT UL-ABROR"

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### ABSTRACT

The article presents a unique plot, poetic structure and compositional features, as well as a chain of compositions that distinguishes "Hayrat ul-abror" from the other "Khamsa's" poems.

### KEYWORDS

The poem, composition, plot, image, analysis, classification, proverb, story, genre, artistic skill.

### INTRODUCTION

"Khairat ul-Abror" fully reflects the dominance of the didactic spirit, the variety of images, the actual disclosure of a number of topical issues of his time, in particular, the poet's goal to write "Khamsa" as the first introductory dastan, a huge monument in the Turkic language and differs from subsequent dastans "Hamsa" by the breadth of its subject matter. "Khairat ul-Abror", unlike other "Khamsa" dastans, is a collection of dedications and stories. The dastan is dominated by philosophical interpretation rather than epic figurativeness, the author's descriptions and characteristics play a leading role, and the plot and narration of events are based on the views of the poet.

"This dastan is a summary of the political, social and philosophical ideas that were supposed to be presented in the Hamsa, or a sketch of this great and beautiful canvas called the Hamsa. In this regard, the study of this dastan as a whole is not only a topical issue, but also an important step for a deeper understanding of the essence of the following dastans of "Khamsa".

Alisher Navoi traditionally calls the first dastan of his "Khamsa" "Khairat ul-abror" and introduces three astonishments after munozhot and nat. It is important to correctly interpret the essence of the concept of abror in its name as the main idea of the dastan. It is well known that abror - (from Arabic: plural of the word

barr - decent) [Sufism] - people who do good deeds, people with good morals in terms of gnosis; they are the special servants of Allah in the tarikat. In the process of purifying their souls, they went through several stages of the path to Allah. Alisher Navoi called the first dastan "Khamsa" "Khairat ul-Abror" and expressed his philosophical views on this status:

Hayrati abror ko'rub zotini

"Hayrat ul-abror" dedim otini.

Surprised by their high morality, I called him (dastan)  
"Khairat ul-Abror".

In his work "Tazkirat ush-shuaro", Davlatshokh Samarkandy claims that Navoi relied on the traditions of Nizami when creating "Khamsa".

Navoi in his work "Muhokamat ul-lugatayn" confirms this idea, saying: "Avvalkim" khayrat ul-abror "bogida tabim gullar ochibdur, Shaikh Nizomiy ruhi" Makhzan ul-asror "idin boshimga dular sochibdur". It should be noted that Navoi, following the example of all his predecessors in "Khairat ul-Abror", created an original introductory dastan, which differs from their works in style, idea, content, size, artistry and image. In the conversations of Navoi, the Sufi-enlightenment essence is strong.

Also, at the heart of each chapter, conversation and story, a realistic approach to the socio-political problems of its time is reflected. The first dastan of Alisher Navoi was written in the style of Navoi ("Navoi style", "high style" - Y. Iskhakov), which reflected the author's intellect as a poet, deep views as a thinker, sharp ridicule and criticism of the negative qualities of representatives of society as a statesman, an unprecedented theoretical analysis as a great scientist, folk teachings and instructions as a leader of the people.

Prior to gaining independence, the previous eleven chapters of the dastan were not included in a number of publications of "Khairat ul-Abror". Also, these chapters, which embodied the poet's enlightening and epistemological views and played an important role in a series of issues: the chapter of basmala, one hamd, four munozhot and five nat (description of the virtues of the prophet), of course, were left without consideration in the studies of literary critics.

Based on the compositional structure of the work, it is important to determine the constituent foundations of the dastan. In its architectonics, after such sources as basmala (chapter 1), hamd (chapter 2), 4 munozhot (chapters 3-6), 5 nat (chapters 7-11), attitude towards their predecessors (chapters 12-13), description of the word (chapters 14-15), a hymn to the ruler (chapter 16), a description of the soul (chapter 17), three astonishments (18-20), a hymn to Bahauddin Naqshband and Khoja Akhror (chapter 21) articles (22-61) are cited and a final interpretation is given within a separate chapter (62). It contains "Xaq mamurai exsonidan maskani afv tilamak" and the last chapter (63) "History of the slave", which form the structural basis of the dastan.

In the first chapter of "Khairat ul-Abror" Alisher Navoi poetically interprets the main divine sentence "Bismillahir-rohmani-r-rahim" from the Holy Quran. This chapter is introductory to the entire "Khamsa", and unlike its predecessors, Navoi's basmal chapter is poetically ideally formed. Sufi-philosophical interpretations of the head of the basmal prepare the ground for prayers-munozhot and descriptions-nat. The head of praise-hamd "Khairat ul-Abror" is 42 bayts, and the total volume of four prayers is 167 bayts. Among them, the third prayer consists of 50 bayts, the rest do not differ significantly in size: the first prayer - 42 bayts; second prayer - 37 bayts; fourth prayer - 38 bayts.

Prayers are completely directed to the torch of enlightenment of the Koran and hadiths, and the foundations of the science of monotheism are explained by the addition of artistry and scientificity. In them, the views of the poet are expressed in the context of Allah, the Universe Man, the unity of man in the universe, the creation of the Universe thanks to the unlimited power of Allah; the main idea of the prayers is that Man is the greatest and most perfect miracle among the extraordinary beauties and miracles of all, that in fact the whole universe was created because of man, and that his actions, humanity and enlightenment are a limitless power that rules the world.

Four of the five verses - na't in Khairat ul-Abror (chapters 7-10) are devoted to the lifestyle of the Prophet (peace and blessings of Allaah be upon him), and one verse in chapter 11 describes the night of Meraj. Verses 7-10 chapters of the dastan tell about the creation of "Nuri Muhammadiyah", the appearance of signs of prophecy by the Holy Prophet, the origin of the religion of Islam, the struggle against the pagans, the miracles of prophecy, the power of Islam, the glory of the Koran and hadiths, instructive examples of the caliphs. Although the Prophet (peace and blessings of Allaah be upon him) is praised and his perfection is emphasized in these chapters, certain historical facts and truths about the life and work of the Prophet (peace and blessings of Allaah be upon him) are gradually reflected in the context of the times.

The appearance of nat after praise and prayer is a requirement of the creative tradition, but is also associated with a tribute to the prophets, who introduced the Islamic religion and faith, which made a great turn in the whole life of mankind, and waged a merciless and stubborn struggle against ignorance, idolatry and paganism, which multiplied the false "gods".

Khairatlar (amazement), which plays an important role in the structure of the dastan, reveals the criteria of humanity - the qualities of the mental world, which include social, political, moral, religious, educational, mystical issues. Amazement "Khairat ul-Abror" is the amazement of the soul with the wonders of the universe created by the Almighty, and is the result of sincere desires of faith as the embodiment of divine pictures. The main ideological content of the dastan is covered in terms of amazement in a high style, at the level of artistic and spiritual discoveries. In the dastans of Nizami Ganjavi and Amir Khusrav Dehlavi, the semantic structure of the introduction is the enlightenment of the heart of a Sufi who knows the secrets of the invisible world, and in the amazement of Navoi, the journey of Khoja-Kongil (soul) to the invisible worlds and amazement at the wonders of this world constitute the semantic structure of the introduction. These wonders are most evident in the accounts of the seven travelers in the Sabai Sayyar. The ideological and semantic center of the work is the astonishment of divine love, devotion, renunciation in "Leyli and Majnun", true love, the test of difficulties to achieve the beloved in "Farkhod and Shirin".

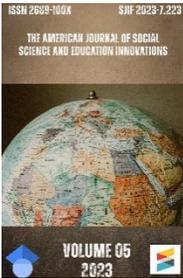
Speaking about the compositional and structural features of "Khairat ul-Abror", Professor M. Mukhiddinov emphasizes that in the chapters preceding the conversations, the authors felt a little "freer", arbitrarily chose how many prayers or nat should be written, and only when it came to conversations, they strictly followed the rule of writing twenty conversations. Although the number of conversations meets the requirements of the hamsa tradition, they differ radically in ideological orientation, in essence, in content, and in reflecting the author's concept. In the conversations of "Khairat ul-Abror" the spirit of the time in which Navoi lived and the problems of public life are expressed in a certain sequence. In the

conversations, instructions, instructions and Navoi's attitude to the solution of the issue were determined.

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## Research Article

# THE ADVANTAGES OF USING SECUBE IN PUBLIC ADMINISTRATION TO ENSURE INFORMATION SECURITY

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## ABSTRACT

This article explores the advantages of using SeCube in public administration to ensure information security. SeCube, a comprehensive information security management system, is particularly suited for the unique requirements of public sector entities. The article highlights how SeCube addresses common challenges in public administration, such as data protection, regulatory compliance, and secure communication. The focus is on SeCube's capabilities in risk assessment, incident management, policy implementation, and compliance monitoring, providing insights into its role in enhancing the security posture of public sector organizations.

## KEYWORDS

SeCube, Public Administration, Information Security, Data Protection, Regulatory Compliance, Risk Assessment, Incident Management.

## INTRODUCTION

In the realm of public administration, safeguarding sensitive information and maintaining robust security protocols are essential. SeCube presents a viable solution for public sector entities looking to enhance their information security practices. This article investigates the advantages of implementing SeCube in public administration, examining its efficacy in risk management, policy enforcement, incident handling, and compliance with governmental regulations. An understanding of SeCube's potential in public administration is vital for government entities aiming to protect sensitive data and ensure secure operations.

### Main Study Sections

#### Robust Risk Management and Assessment

SeCube offers public administration entities robust tools for risk management and assessment, enabling them to identify and address potential vulnerabilities in their information systems. This proactive approach to risk management is crucial in the public sector, where data breaches can have far-reaching implications. SeCube's dynamic risk assessment capabilities allow government organizations to continuously monitor and evaluate their security posture, adapting their strategies to mitigate emerging threats effectively.

#### Effective Policy Implementation and Enforcement

Public administration requires strict adherence to information security policies and standards. SeCube facilitates the implementation and enforcement of these policies, ensuring compliance across all levels of the organization. With SeCube, government agencies can develop and manage customized security policies that align with specific regulatory requirements,

enhancing the overall security framework. The system's ability to monitor policy adherence helps identify gaps in compliance, ensuring that security measures are consistently applied.

#### Incident Management and Rapid Response

In the event of security incidents, SeCube provides public administration entities with an effective incident management system. This capability is critical for minimizing the impact of security breaches and rapidly restoring normal operations. SeCube's incident response tools allow for quick detection, analysis, and resolution of security incidents, ensuring that government agencies can respond swiftly and effectively to protect sensitive data and maintain public trust.

#### Compliance with Governmental Regulations and Standards

Government entities are subject to various regulations and standards regarding information security. SeCube assists in meeting these regulatory requirements through its compliance monitoring tools. These tools enable public sector organizations to demonstrate compliance with laws and standards, simplifying the audit process and reducing the risk of non-compliance penalties. SeCube's compliance features are essential for maintaining transparency and accountability in public administration.

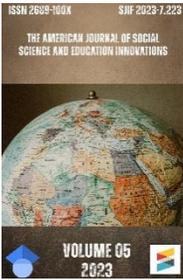
## CONCLUSION

The use of SeCube in public administration offers significant advantages in ensuring information

security. Its capabilities in risk assessment, policy enforcement, incident management, and compliance monitoring make it a valuable asset for government entities. By leveraging SeCube, public sector organizations can enhance their security posture, protect sensitive data, and ensure compliance with strict regulatory standards. The implementation of SeCube in public administration contributes to the creation of a secure and trustworthy digital environment for government operations.

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## Research Article

# SPORTS PSYCHOLOGY AND ITS ROLE IN DESIGNING CHILDREN'S PLAYGROUNDS FOR DEVELOPMENTAL SUPPORT

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## ABSTRACT

This article examines the role of sports psychology in designing children's playgrounds to support developmental needs. Sports psychology, typically associated with athletic performance, offers valuable insights into motivation, resilience, and social interaction that can be translated into playground design. This interdisciplinary approach aims to create play environments that not only promote physical activity but also cater to the psychological and social development of children. The article explores how principles of sports psychology can be integrated into playground design to enhance cognitive development, emotional well-being, and social skills in children.

## KEYWORDS

Sports psychology, Playground design, Child development, Motivation, Resilience, Social interaction, Cognitive development, Emotional well-being.

## INTRODUCTION

Sports psychology has transcended its traditional boundaries to influence the design of children's playgrounds, recognizing the interplay between

physical activity and psychological development. This article delves into how the principles of sports psychology can inform playground design to support

the developmental needs of children. By integrating these principles, playgrounds can become more than just physical play spaces; they can serve as environments that foster overall growth, resilience, and social engagement among children.

### Main Study Sections

**Foundations of Sports Psychology in Playground Design** This section introduces the core concepts of sports psychology relevant to playground design, such as motivation, goal setting, and overcoming challenges. It discusses how these concepts can be embodied in playground structures and activities, creating spaces that encourage children to engage, explore, and overcome obstacles.

**Promoting Physical and Cognitive Development** Examines how playgrounds designed with sports psychology principles can enhance both physical and cognitive development. This includes the incorporation of elements that improve motor skills, coordination, and spatial awareness, as well as features that stimulate problem-solving, creativity, and decision-making.

**Enhancing Emotional Well-being and Resilience** Focuses on how playgrounds can be designed to support emotional growth and resilience in children. This involves creating spaces that offer challenges and opportunities for success, fostering self-confidence, persistence, and coping strategies in the face of difficulties.

**Facilitating Social Interaction and Teamwork** Discusses the role of playgrounds in promoting social interaction and teamwork among children. It explores how sports psychology principles can guide the design of play areas that encourage cooperative play,

communication skills, and empathy, contributing to social development.

**Inclusive Design for Diverse Needs** Highlights the importance of inclusive playground design that accommodates children of varying abilities and developmental stages. This section explores how sports psychology can guide the creation of environments that are accessible, engaging, and beneficial to all children, regardless of their physical or cognitive abilities.

**Case Studies and Practical Implementations** Provides real-world examples and case studies of playgrounds designed with sports psychology principles. These examples illustrate the practical application of the concepts discussed and the observed impact on children's development.

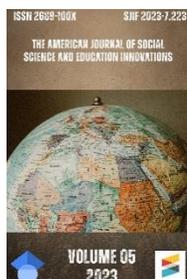
**Evaluating Impact and Future Directions** Discusses methodologies for evaluating the effectiveness of sports psychology-informed playground designs and looks at future directions for research and development in this field. This includes potential technological advancements and innovative design strategies.

### CONCLUSION

The integration of sports psychology principles into the design of children's playgrounds offers a holistic approach to supporting the physical, cognitive, emotional, and social development of children. By creating play environments that are not only physically stimulating but also psychologically engaging, playgrounds can significantly contribute to the overall well-being and growth of children. Ongoing research and innovation in this field are crucial for developing playgrounds that meet the diverse needs of children and foster a foundation for lifelong development.

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 Research Article

## CHEMICAL INNOVATIONS IN PRODUCING COMPOSTABLE CELLOPHANE MATERIALS

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### ABSTRACT

This article explores the chemical innovations driving the production of compostable cellophane materials. It discusses the advancements in polymer chemistry that have enabled the development of cellophane materials with enhanced compostability. The focus is on the synthesis of biodegradable polymers, the incorporation of environmentally friendly additives, and the overall impact of these innovations on the sustainability of cellophane. The article also examines the challenges in balancing compostability with material performance and the implications for the packaging industry.

### KEYWORDS

Compostable Cellophane, Chemical Innovations, Biodegradable Polymers, Sustainable Packaging, Polymer Chemistry, Environmental Additives.

### INTRODUCTION

The production of compostable cellophane represents a significant leap in sustainable packaging, largely driven by chemical innovations. Advances in polymer chemistry have been crucial in developing cellophane

materials that not only meet functional requirements but also decompose effectively in composting environments. These innovations are essential in addressing the global issue of plastic pollution. This

article delves into the chemical advancements that have enabled the creation of compostable cellophane, highlighting their importance in the context of environmental sustainability and packaging technology.

## Main Study Sections

### Development of Biodegradable Polymers

The cornerstone of producing compostable cellophane is the development of biodegradable polymers. This section explores the chemical structures and properties of these polymers, such as polylactic acid (PLA) and polyhydroxyalkanoates (PHA), which are key to compostability. The synthesis processes, including the use of renewable resources like corn starch and sugarcane, are examined. This part also discusses the degradation mechanisms of these polymers in composting conditions.

### Enhancing Compostability with Additives

Incorporating environmentally friendly additives is a critical aspect of improving the compostability of cellophane materials. This part of the article discusses the types of additives used, such as plasticizers, stabilizers, and pro-degradant catalysts, and their roles in enhancing compostability. It also covers the challenges in selecting additives that do not compromise the physical properties of cellophane, such as clarity, strength, and barrier properties.

### Balancing Material Performance and Compostability

Achieving a balance between material performance and compostability is a significant challenge in the development of compostable cellophane. This section delves into the trade-offs and optimizations required in the chemical formulation of these materials. It examines how factors like mechanical strength,

moisture resistance, and shelf life are balanced with the need for effective compostability.

### Implications for the Packaging Industry

The implications of these chemical innovations for the packaging industry are profound. This part discusses the potential impact of compostable cellophane on reducing plastic waste and its role in promoting a circular economy. It also explores the market potential, consumer acceptance, and regulatory considerations related to compostable cellophane. The challenges in large-scale production and the future prospects for these materials in the packaging industry are also examined.

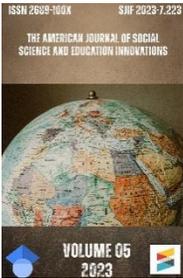
## CONCLUSION

Chemical innovations in producing compostable cellophane materials mark a significant advancement in sustainable packaging. The development of biodegradable polymers and environmentally friendly additives has opened new possibilities in reducing plastic pollution. While challenges remain in balancing performance with compostability, the potential impact on the packaging industry and the environment is substantial. Continued innovation and adoption of these materials are key to advancing towards a more sustainable future.

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 Research Article

## LEADERS OF THE GREAT ISLAMIC WORLD

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### ABSTRACT

This article is devoted to analyzing the role, position and high state heritage of Amir Temur and Yildirim Boyazid, two great leaders of the Turkish Muslim world and a statesman on the world political scene. The object of analytical research is focused on the geopolitical conflicts between the states in the Eurasian region in the XIV century. The development of processes in international relations is based on the content of Amir Temur's 1395 letter to Yildirim Boyazid in Shervan. As a source, this letter clarifies the common goals of the two great leaders, and they are different, sometimes conflicting views on their relationship. The status and influence of the two Muslim states, which in their time aimed to change the landscape of the political world, are given scientific conclusions about the balance of power in the region, the causes of conflict, conflicts of interest, subsequent events and their outcome.

### KEYWORDS

World, politics, global, region, territorial, interests, conflict, statehood, Amir Temur, Yildirim Boyazid, letter, attitude, international relations, processes, conflict, poles, culture, Islam, stability, balance.

### INTRODUCTION

Amir Temur and Yildirim Bayazid, who lived in the 14th century as two great generals and politicians of the Muslim Turkic world, are among the significant figures who managed to change the face of world civilization with their huge triumphal annals. They show the power of the Turkic empires, which in their time created the

world political and cultural centre in the geo-territorial space of Eurasia and established its order.

The history of the empire of the Turkic peoples and the territories they ruled formed a state culture based on harmonious values in approximately the same geographical latitudes. Whether the Huns, the

Khaqans, the Karakhanids or the Mamluks of Egypt, the Seljuks, the Ottomans, the Anushtegins, or the Mongols, the empires spanning from the Pacific Ocean to Western Europe had almost identical traditions of political governance. Amir Temur and Yildirim Bayazid developed ancient traditions and implemented new principles of statehood. They are rulers who have claimed and succeeded in world domination ambitions which are rare on a global scale.

The main results and findings

The main reason for the emergence of a new geopolitical space in Eurasia in the XIV century is the decline of the Genghis dynasty, which had ensured the balance of power until that time. In such conditions, two powerful empires - the statue of Amir Temur and the Ottoman Empire - were formed in the territory of Eurasia.

Amir Temur, the ruler of Movarounnahr - a visionary, enlightened, strategic thinker, managed to organize a solid military army with a disciplined army from the fragments of the Mongol Empire in Central Asia. For many years, this army has not known defeats. His strategic plans included the conquest of India and China.

Sultan Yildirim Bayazid, the ruler of the Ottoman Empire, led successful conquests against the Bulgarians, Serbs, and Byzantines in the Balkans thanks to his ability to move troops quickly according to new plans. He plans to conquer Constantinople and gain complete control over the Bosphorus, Dardanelles, and the European region. By the end of the 14th century, Yildirim Bayazid, the Sultan of the Ottoman Turks, conquered the territories of the Balkans and Asia Minor and began to own a vast kingdom.

As a skilled politician and an unparalleled military strategist, Amir Temur first tries to ensure the security of the border regions of Turan by destroying the states that are in internal conflict according to his ideas. He was well aware that he could be attacked from all sides simultaneously. After all, the emergence of the Turanian state and the triumphant campaigns of a skilled general, especially its future possibilities, worried the Mongolian nations and the countries of the Near and Middle East.

Realizing these dangers in time, Amir Temur conducts separate negotiations with all the hostages, threatens them when the time comes, and successfully destroys them individually. However, for this, he was condemned to not dismount for the rest of his life. During these struggles, he loses his grandchildren and best and most loyal comrades. As some politicians have emphasized, the reasons for his military campaigns were not invasions but, first of all, the elimination of constant dangers to Turan. Therefore, Amir Temur excludes Tokhtamish, the initiator of allies, from the field of active international politics and deprives the remaining allies of unity. As a result, the alliance against Amir Temur was defeated without having time to start practical actions (2).

Amir Temur understood the Eurasian region's complex and conflicting relations between Yildirim Bayazid and European countries. Although he listened to Western ambassadors in this regard, he was in no hurry to march against Bayazid. His sharp mind, logic and experience indicated that he distrusted neither the Europeans nor their diplomats. He knows very well that the minds of Europeans who hear Bayazid's name are in a hurry. In such a situation, he pursues a highly pragmatic policy. Therefore, Nizamiddin Shami said in his work: "I do not want to turn to that side and to send an army to that country. I do not want the Farangs to

be strengthened, and the people of Islam to be weakened because Amir Bayazid is constantly campaigning against the Farangs.

Nevertheless, Black Yusuf is a bandit and a highwayman, and the damage done to Muslim cities by his mischief and corruption is more than that of the surrounding strangers. As for Amir Bayazid, he took him under his protection and gave him a place. Now, he should do one of three things: first, he should use a sword to stop (Black Yusuf)'s actions and finish his work or send him to us so that we can put his guilt on him and give him the punishment according to what he has done. If (Amir Bayazid) does not want either of these jobs, let him drive him out of his country! He sent a letter saying, "Parenthood, friendship and alliance will be established between us, we will give and receive daughters, we will help and assist them in whatever way we can" (4).

If the intentions were in the letter to come to a positive end, the balance of power in the region would have ensured the priority of the interests of the Turkic states. Unfortunately, even if the state leaders and dignitaries encouraged Yildirim Bayezid to negotiate with Amir Temur's cavalry and elephants, his victories and successes in the countries of the world, nothing would come of it (5). Although Amir Temur, in his letter, giving reasons that two Turkic countries should not enter into a conflict, a conflict still occurred.

We encounter an interesting paradox in the history of Turkic states. Byzantium and China have always had a significant influence in breaking up several empires in Eurasia. For example, it is known that during the reign of the Seljuk Sultan Malikshah, Byzantium tried to incite China against the Seljuks through diplomatic means and start a war between them (6). This is how the end of the Turkish khanate happened. These geopolitical processes were repeated in new forms

during the time of Amir Temur. The Byzantine conspiracy and the cunning of China severely affected the destruction of the brave, brave, lazy, but sometimes stubborn Turkic peoples in their time.

If the current geopolitical situation and the balance of international forces were rationally considered, perhaps Amir Temur would have focused on the West rather than the Mediterranean Sea. Imagine how much the regional landscape of the world would have changed if Yildirim Bayazid had entered from the southwest side of the West. In fact, according to the logic of geopolitical efforts, the sphere of influence of Yildirim Bayazid was considered European territory. As a result of his attraction to the Eastern regions, Amir Temur becomes his rival and upsets the balance of power in Eurasia. Amir Temur's "I do not want the Farangs to be strengthened and the people of Islam to be weakened because Amir Bayazid is constantly attacking the Farangs." Such political goals lie in the contents of his letter.

As a result of the research, it is known that before the following four letters, which caused mutual accusations and conflicts, Temur wrote another letter to Bayazid and offered alliance relations in the fight against Tokhtamysh. That is, it is said that Amir Temur Yildirim wrote a letter to Bayazid in 1395 from Shirvan in order to fight against Tokhtamysh and stated the plan of a joint attack. According to the plan, Bayazid should have come from the Balkan Peninsula, crossed the Danube, entered the Dnieper region, and at the same time as Bayazid, Timur's troops should have left the Caucasus and joined him.

Amir Temur called Bayezid to march to the banks of the Dnieper because, in the early 90s of the 14th century, the rulers of the Grand Duchy of Poland and Lithuania completely controlled the territory of the Kyiv Principality and reached the Black Sea coast. Duke

Vitovt of Lithuania actively started building castles in new lands. As a result, he intends to take control of the Crimean-Lviv trade routes. All this happened shortly after Tokhtamish's defeat in Kondurcha. Undoubtedly, after 1391, the military power of the Golden Horde will weaken.

In this letter written by Amir Temur to Sultan Bayazid, he said he did not put a reliable barrier to Tokhtamish's treasures. In addition, the Ukrainian scholar refers to the above letter, warning Amir Temur Yildirim Bayezid that the alliance of Khokhtamish with the Franks could have negative consequences for the Ottomans. Amir Temur learned that the Pope gave a fatwa to the Polish king Władysław Jagailo to go on a crusade against the Muslims. However, the Ottoman sultan was not interested in Amir Temur's plans. The author writes that he had little information about the situation on the distant banks of the Dnieper and rejected the emir's offer of a joint military expedition to the Ukrainian lands.

The scientists' interpretations correspond to Amir Temur's geopolitical goals. In particular, in February 1395, through Shirvan, "they looted Urus and Orusjuk and massacred the peoples of that time, (8)" comes in the work of Sharofiddin Ali Yazhi. Here, the author means "Russian", and "Urusjuk" refers to Malaya Russian, Ukraine. However, the author does not provide any sources to prove his opinion.

We were interested in the source of such a letter and called for further research. Information about this letter is posted on the "Wikipedia" page, which contains details of the letter's content. Orientalist L. Kalimullina (9) talks about this letter in the article she wrote in 2010. Text of this undated letter by the author 3333, vl. 6a- 10a indicates that it is stored in the Suleyman Library of Turkey and cited in an article written by Zaki Vali Togan in German. It says that

Munsa'at Sari Abdullah Effendi sent this letter. The identity of this author is still unknown to us.

As a result of the research, it turned out that the electronic version of this article written by Zaki Vali Login in 1958 was republished in German in 2014 in the journal "Deutschen Morgenländischen Gesellschaft" (10) of Martin Luther University of Germany. It contains a copy of the letter in Persian. In addition, it became known that Zaki Vali Togan's description of this letter was published in the American magazine "The Annals of the Ukrainian Academy of Arts and Sciences" in 1958 (11).

According to the description of the text of the letter, Zaki Vali Togan gives the following interpretations in the introduction: "The political significance of Timur's second campaign was not limited to the affairs of the Golden Horde, but also affected the entire modern Eastern Europe. It can be seen from the letter he sent to Bayazid. I published this newly discovered letter in the last issue (1958) of the Zeitschrift der Deutschen Morgenländischen Gesellschaft. This letter is of particular interest. Stored in the Suleymaniye Library in Istanbul; as far as I know, it is the only surviving copy. In this letter, Temur offers Boyazid to conquer the Dnieper region jointly. Timur planned to march "from this side" of the Caucasus. Bayazid had to move from the "other side", from the Danube and the Balkans. In that letter, Timur called himself "the conqueror of the non-Muslim countries of the East (India and China)" and described Bayazid as a ruler in the West (the Balkans). Timur says that both rulers should act together. In his letter, Amir Temur warns Bayazid that the Tokhtamish-Frank alliance will be dangerous for the Ottomans" (12).

L. Kalimullina, who compared the texts, cites not the text of the letter written by Amir Temur but the analytical comments of Zaki Walidi Login about this

source. This difference was revealed when the actual text given in Toghon's article was translated as Amir Temur's letter. Below is a Persian copy and translated

text of the letter sent by our grandfather Amir Temur to Yildirim Bayazid.



وبدایع مدحیات طیبة الفوحات که مطاوی آن مواطن وفور رأفت ومهربانی تواند برد متحف  
ومهدی گردانیده همواره بجهت نصرت ربانی نصرت ووظایف ادعیة صالحه فان دعاء الصالحین مجاب  
بر زبان جارست ومن الله الاجابة والتوفیق والعناية بنا برکمال مسلمانی وصدق وصدافت او  
ورعایت دقایق موافق وشرايط مناسب که ذکر کرده شد بر مقتضی وکونوا مع الصادقین سلوک  
5 مناهج دوستی وتحریک سلسله محبت او هر آینه متضمن صلاح وسداد امور جانبین باشد  
بر مصداق وقولوا قولاً سدیداً یصلح لکم اعمالکم مطابق معنای ع: تَمَسَّكَ اِنْ ظَفَرَتْ يَدُ حَرٍّ  
موجب صلاح ذات البین داشته می آید و بر ضمیر منیر آن عزیز مکشوف گردانیده می شود که  
چون پادشاه جهان چنگیزخان بحکم حادثه ازلی بر ممالک ایران وتوران مستولی گشت وآفتاب  
دولت او باوج سلطنت طالع شد او عرصه ممالک را بر فرزندان قسمت کرده از آن جمله هر چه  
10 ممالک ایران بود بر فرزند خود پادشاه زاده چغتای مغوش و مسلم فرمود ومدتی از قبل او امر او  
گماشتگان درین ممالک بضبط درایتی قیام نمودند تا چون جلوس سر بر سلطنت بتکوخان رسید او بر  
تخت مملکت متمکن شد ودر امور ممالک استقلال یافت و برادر خود هلاکو اوغلان (را) با لشکری که  
در سرحد مملکت می بودند بممالک ایران فرستاد و او مملکت را بدو مسلم کرد او وفرزندان  
او مدتی مدید وعهدی طویل درین ممالک بر سر بر سلطنت متمکن (7 b) شدند وبجهت آن  
15 مملکت مارا همواره بایشان طریق منازعت ومکاوحت مسلوک بود بکرات بمصافی ومحاربه  
انجامیده تا چون جهت آن مملکت از زیور اروغ چنگیزخان عاطل مانده ونسل ایشان درین دیار  
منقطع شد واختلال باحوال بلاد وعباد راه یافت وراهها مخوف ومسدود گشتند وقوافل وحجاج  
طوایف طایفان حرم محترم که بشرف آیه یاتین من کُلِّ فِجِّ عَمِيقِ موصوفند از وصول بدان  
آستانه شریفه محروم می ماندند وقطاع الطريق از اکراد ولور دست نهب وغارت برآورده پای در  
20 دایره مفسده تطاول نهاده بودند تجار وارباب معاملات از کسب معیشت بازمانده وسلسله  
حال بلاد وعباد از م فروگسته ونداء آمَنٌ یُجِیبُ الْمُضْطَرَّ در اطراف مملکت شایع گشت وحسن  
تکریتی نام مجهول تکریت را دزدید. بیت:

زید ز داری دزی دزدید دزدی زهی دزدی که دزد دزد ز دزدان

از اطراف مفسدان در بقعه جمع شده واحمد جلایی را قوت مقاومت ودفع آن طائفه نماید بلکه  
25 اونیز بلامی ومناهی ونامشروعات مشغول شده ویای از جاذبه شرع بیرون نهاده وتریت رنود  
واوژاد وتقویت اهل فساد واجب دانسته از رمز عربیه

ومن یربط الکلب العقور یابیه فمقر جمیع الناس من رابط الکلب

ذاهل ما یابیه

بنابر این مقدمات پادشاهزادگان و امراء الوس در حضرت پادشاه اسلام قهرمان الماء والطین خلف سلف السلاطین اختر برج پادشاهی سایه رحمت آلهی نور حدیقه ایقانی چراغ دیده چنگیزخانی غیبات الحق والدنیا والدین سلطان محمود [Cod. محمد] خان خلد الله ملکه واقض علی العالمین احسانه وعاطفته آجول کردند مینی بر آنکه چون ممالک ایران از نسل چنگیزخانی خالی ماند بصوب ممالک موروثی نهضت (8 a) می باید فرمود و آن مملکت را از دست متغلبان انتزاع می باید کرد 5 بنابرین جاتی نوبت اول عزیمت نموده عرصه آن دیار را معسکر جنود نصرت و محیم سرادقات سلطنت گردانیده بودیم وهنوز ابتدای دارایی و پادشاهی آن مملکت بود که از جانب دار الملک سمرقند خبر رسید که تقاتمش شقاوت و نکبت اندیش در سر حد مملکت خرابی نموده است بدان سبب بجهت تأدیب و تعریک او عنان معاودت بصوب دار الملک معطوف فرموده شد و از آنجا با لشکرهای گران عزیمت دشت قیچاق و دیار اوزبک تصمیم پیوست و چنانچه شنیده باشید بر سر او رانده بیامین 10 عنایت ربانی او را ادب بلیغ داده شد ایل وحشم و جنود و خدم او تمامی عرصه حتوف و طعمه سیوف شدند هَذَا مِنْ فَضْلِ رَبِّي وَمَا النَّصْرُ إِلَّا مِنْ عِنْدِ اللَّهِ الْعَزِيزِ الْحَكِيمِ. چون بعون الله تعالی آن مصلحت ساخته شد و آن مطلوب بحصول پیوست تیمور قتلغ نام که همزاده تقاتمش بود مدت مدید ملازم حضرت ما می بود و از جمله محرمان و بتکچیان و با او عداوت تمام داشت ترتیب کرده و لشکر داده و از آن طرف آب اتیل در ولایت جفند و سفناق و ترکس و یوار گذاشته شد تا 15 بقلع و قمع کتی او اقدام نمایند و چون از طرف ممالک توران باب هیچ نگرانی نماند نوبت پادشاه زادگان و امراء الوس بحضرت پادشاه اسلام خلد الله سلطانه آجول کردند که چون مانع مرتفع شد علی القاعدة السابقه عزیمت ملک ایران می باید نمود و بضبط امور آن ممالک قیام می باید کرد کره بعد اخیری بنابرین معنی عزیمت آن ممالک مصمم گشت و بعنایت الهی عز شانه و عم احسانه بییک توجه (8 b) تمامی ممالک مازندران و گیلانات و کردستان و لورستان و شولستان و خوزستان 20 و فارس و عراقین و هرمز و کرمان و کیچ و مکران و دیاربکر و آذربایجان مسخر و مستخلص گشت وَاللَّهُ يُؤْتِي مُلْكَهُ مَنْ يَشَاءُ وَاللَّهُ وَاسِعٌ عَلِيمٌ و درین فرصت که بحمود گرجستان و انخاز و نواحی کوه البرز بسعادت و کامرانی اتفاق نزول افتاد و آن دیار نیز از مضافات و ملحقات ممالک محروسه گشت و آوازه اجتماع عسکر و تهیه اسباب جنود و ترتیب استعداد آلات حرب و ازدحام اطراف نشینان و ولایه و حکام ممالک (به) تقاتمش و مردم او رسیده انهزام و تفرقه تمام بحال 25 ایشان راه یافته و لشکر ایشان بدان طرف تیمور قتلغ اوغلان که از قبل حضرت ما می باشد ملحق شده اند و بمعنی گریخته بسواحل دریای کفه و آجام قرم پناه برده اند و بشوفیق ربانی احوال

ایشان روی بخراي نهاده فقطع دابر القوم الذين ظلموا والحمد لله رب العالمين والقصة بطولها  
والقصة مع فصولها نموده می شود.

دگر پیش ازین فرزند اعز امیرانشاه کرگان بهادر ابقاه الله تعالی حامل مکتوب حاجی محمد قصه  
خوانرا بطریق دوستی و اظهار مصادقت و استعلاّم احوال سازه پیش آن عزیز فرستاده بوده است  
5 در راه شنیده که آتجانب لشکر بجانب کفار کشیده است و بطرف غربی آن ممالک نهضت فرموده  
باستماع این خبر باز گشته است در آن ولا اندیشه کرده شد که هرگاه از (Cod. om.) آن جناب  
بحضرت ما کلجیان بیایند بعضی قصّاد فرستاده شود و قواعد صداقت مّمهد گردد تا آنکه مکتوب  
پیش ازین در حدود کر جستان بدان جانب فرستاده شد بعضی از کیفیت (9 a) حالات در آن مکتوب  
اعلام رفته بود بعد از آن چون این زمان در مشتاة ممالک شروان قیشلا میشی فرمودیم پیش ارش  
10 نام که اکنون حاکم دریند ووالی قلمه باب الابواب است و تعلق بحضرت ما دارد و از جمله مخصوصانست  
اورا وسیله و واسطه ساخته و دم موافقت و مخالفت می زند و تقبل کرده دختر خود را یکی  
از فرزندان دلیند ما داده بر خود را با لشکری بهم ملازم حضرت ما گرداند، ما نیز این معنی را  
اجابت فرمودیم و این تابستان در ییلاق آلاناتی ییلامیشی خواهیم فرمود و عزیمت جانب شام مقرر  
و مصمم است تا معلوم آن جناب باشد و چون با آن جانب تدانی و تقارب دیار بمحصول پیوندند سوانح  
15 و اوضاع و گماهی حالات از کمال دوستی اعلام کرده شود انشاء الله تعالی. اکنون در توامی ساموران  
(= شاموران) و آب سامورکه متصل دریند است از جانب جنوبی (میباشیم) و شاید که در آن  
جانب از تجار و سیاحان کسان باشد که مواضع را دانند معافی کرده ترصد ظهور آثار صدق تقبلات  
او می فرمائیم تا آنچه متقبل شده از قوت بفعل آورد؛ اگر جهه محبت (بخت. Cod.) و صداقت  
بقیاس از زیور صدق عاطل باشد ارادت آنکه بنیایت ربانی با لشکرهای کران بر سرا و رانده  
20 بتلای کار او غایت مساعی مبدول افتد. هرآینه آنچه مقصود باشد بر اوج ظهور مقصود گردد و من  
الله الاعانة والاستعانة ومع ذلك استماع افتد که او بر تقدیر عدم موافقت و متابعت گریخته از آب  
اوزو گذشته ییای. آجام سواحل دریای کده و آن طرفها خواهد رفت امید بنیایت الهی و است  
از عقب او رفته در باب تدارک او بکمال اجتهادات تقدیم افتد ان شاء الله تعالی بعلت واسطة اخذ  
وتجسس (تجسس. Cod.) او با کفار فرنگ صورت (9 b) غزو و جهاد دست دهد حضرت ما ازین  
25 جانب و آن عزیزان از آن طرف بدفع متمردان قیام نموده آید منه انصاح الامور و فی قبضة قدرته  
مصالح الجمهور. الحالة هذه یارسال چون بسواد عراق عرب نزول افتاد با ولایت شام و ولایة آنجا

تردد بار حاصل گشت بقاعده سلاطین سلف و رسم ملوک ماضیه ایلچیان و نوکران و معتقدان  
با تحف و هدایا و انواع یلکات بتعظیم تمام بجانب شام بجهت غلامک چرکسی بازرگان شاکرد مجهول  
نامقبول که اکنون بواسطه قتل ملوک اصل بتقلب و تزویر والی مصر شده است فرستاده شد.  
آن مملعون مغبون کفران حقوق و اظهار حقوق کرده خواهه زاده خود را بقتل آورده است  
و بجای او نشسته عربیه: *أَلَا لَمَنَ الرَّحْمَنُ مَن كَفَرَ النَّعَمَ* و امام و خلیفه زاده عهد را که روق اسلام 5  
و انتظام امور اسلامیان بولاء حضرت خلافت شعار ایشان منوط و مربوطست گرفته و مقید کرده  
و به ابطال قوانین ملوک سلف مصر مصر و مستبد شده و نفی پسندیده سلاطین ما تقدم را ملتزم  
و مرتکب شده چنانچه شنیده باشید ایلچیان را بی موجب و سببی که مفضی بدان معنی تواند بود  
هلاک کرده و مثل آن حرکت مذموم و فعل نامحمود از هیچ پادشاهی و بزرگی کسی ندیده است  
و نشنیده و ابدا رسولان (که) *بِسْمِ وَ مَا عَلَى الرَّسُولِ إِلَّا الْبَلَاغُ* موسومند از هیچ صاحب 10  
شوکتی مسومع نیست و ما جزاء ذلك الأخرى في الحياة الدنيا اکنون انتقام این معنی بد قضا  
الهی مهمات جانب دشت قیچاقی بر نهج نیکو بغصل رسانیده بصوب ممالک شام نهضت فرمائیم  
و بیامن الطاف ربانی آن غلامک چرکسی را ادبی بلیغ و گوشمال بسزا داده شود و دقیقه (10 a)  
*وَالظُّلْمُ مَرْدُودٌ عَلَى مَنْ ظَلَمَ* سمعت انکشافی باید و منه *أَعَانِي الْمَأْرَبِ وَ إِذْ رَأَى الْمَطَالِبِ*  
و با آنکه قاضی بجهت سیواسی حکم *مَا الْبَرْغُوثُ وَ دَمُهُ* و ما العصفور و دسمه دارد او نیز دماغ 15  
مخبط کرده افکار فاسده بخود راه داده است و بر مصداق *الْحَسْبُ عَالِيَهُ الضَّمُّ* دم از مولات  
غلامک چرکسی نامقبول می زند و در آن صدد که بواسطه طریقه قبیح معاش که پیش گرفته  
مذاق روزگار خود از شربت کالباحث عن حثیفه بظلفیه بجشاند.  
از کمال دوستی نموده می شود تا بر کیفیت حال واقف نموده بصوالح همت مدد فرمایند و انواع  
مناسبت و موافقت که مارا با آن جناب حاصل است و ذکر رفته مرعی دارند همواره عنان بواعث 20  
همم و دواعی نهم که بصوب ما ارسال رسل و رسایل معطوف داشته و ایلچیان و قصاد بهر وجه که  
میسر گردد فرستاده اخبار صحت ذات شریف و انتظام امور دولت اعلام بخشند تا موجب نصارت  
باشد. نصرت خلت گردد زیاده اصدار بقتاد والسلام علی الدوام اولاً و آخراً.

Translation: Allah, Who shines the rays of His greatness and power on the extraordinary creatures and beings and Who, by His grace and perfection, spreads His grace and infinite mercy over all the layers of the universe, is justly worthy of all praise. The Prophet Prophet Muhammad (peace and blessings of Allaah be upon him), whom Allaah chose to spread the true religion [Islam], is known for his excellent virtues and the most mature morals. May Allah bless all the [believer] followers who follow them sincerely, and may He be their refuge!

After [the prayer], this copy of the letter was written by Amir Timur, the great emir from Koragon, the justest ruler of the non-Muslims, the sword of Allah, who was ready to fight against his enemies. The murderer of tyrants and disbelievers, the aggressor and the mujahideen, the protector of the borders of the Muslim lands, and the "truthful and worldly religious leader" (Jalal al-Haq waddunya vaddin). However, in the relationship between the two, the ties of cooperation and friendship are not as strong as in the pamphlet.

Sending ambassadors and couriers, sending letters, and establishing solidarity traditions in accordance with the situation were also unsustainable and unsustainable.

However, it is known that we are fighting the disbelievers on the east side of the world. Jihad against the disobedient, rebellious and corrupt people, as stated in verse [Allah's] following: We are also mobilizing all our efforts to implement the rules of the true religion, to achieve the highest goal and the desired result in the development of the Shari'ah, which was brought by our Master Sayyid al-Mursalin [Muhammad sallallaahu 'Alayhi wa sallam].

He [Boyazid] made a great effort in the struggle against the apostate sects in the Maghreb and the followers of the ancient religions who denied the divine law in accordance with the ruling of Allah, and you are making a serious effort.

All the good intentions and actions of [His Majesty the Sultan] are aimed at spreading the Shari'a, creating favourable conditions for the well-being of Muslims and establishing the rules of monotheism. In this way, all believers live a safe, peaceful and happy life. Aware of this, believers' faith is increasing daily, and their desire for a noble goal and life is growing.

Indeed, a wealthy state adorns itself with the verse, "Whoever has Allah's heart inclined to Islam, then he has been blessed with the light of his Lord." At the same time, he [Hazrat Bayazid Bahadur Khan] is busy with his followers, calling on them to fight the disbelievers while engaging in a fierce battle based on the verse, "Whoever seeks anything other than Islam, his religion will not be accepted." Of course, he will be given various kinds of support and the generosity of Allah Almighty as a reward. Day by day, your people will prosper and prosper, and your lucky stars will shine

high and shine brighter and brighter. "The abundant cabbage is in the hands of Allah, and He gives it to whomever He wills."

Warm greetings; after the sincere wishes and desires expressed in your honour, we will continue to pray for you from Allah Almighty. There is a saying among the people, "The prayers of the righteous are mustajab." Allah listens to the supplications of His believing servants and helps and supports them. We know that he [Hazrat Bayazid] is a well-rounded, sincere and loyal Muslim, and in any case, by the verse "Be with the faithful", to establish friendly ties with them, we hope that this will guarantee the success and prosperity of both parties.

"To tell the truth. [Allah] will correct your deeds," and as the verse says, "If you win the love of a good person, value him." "[Truth and appreciation] benefit society. [Thus] He will show the pure conscience of the possessor of honour.

When Genghis Khan, the king of the world, conquered the lands of Turan in Iran by the will of God, he divided the territories under his control to his sons.

In particular, he gave all the lands of Iran to his son, Prince Chigatay, and entrusted him with the administration. For a time, until the throne passed into the hands of Menku-khan, those who were given the power to govern the country ruled the country wisely. When Menu-khan came to the throne's top, the kingdom's affairs began to run freely. He [Menku-khan] then sent his brother Hulagu to the territories of Iran with his army stationed on the country's border. Then he [Hulagu boy] took over the government. The Hulagu boy and his children ruled the country for many years.

Therefore, there were regular conflicts between our countries. There were objections to each other. Most of this ended in military clashes. With the departure of Genghis Khan and his descendants, the country was in turmoil. Roads have become dangerous and impassable. The caravans on their pilgrimage to Mecca were deprived of the opportunity to reach their destination. "Invite them among the people to perform the Hajj, and they will come to you on foot and long distances, on thin camels, exhausted." The Kurds and Lurs became the ones to do whatever they wanted. Business people are no longer able to do their jobs safely. The condition of the country and its people was terrible, and the cry, "Who else hears the cry of the oppressed except Him," spread throughout the country. The lineage is unknown, but a man named Hasan Tikriti managed to "steal" the land of Tikrit. This reminds us of the verse, "A thief stole a castle from a guard and looted it" [or "a thief was beaten by a robber"].

Fiscal corrupt officials from all over the district gathered around. Ahmad Jaloiri, on the other hand, was unable to stop and overcome them. Moreover, he went beyond the Sharia. Following his illegal activities, he secretly opened the way for the rebels, raising criminals and thugs. Just as the Arabs used to say: "He who ties a dog on the threshold of his house, it is not the dog that adorns people, but the one who tied it", so he [Ahmad Jaloiri] remained in the public eye. The Islamic king, the hero of "water and mud", the successor of the predecessor sultans, the shining star of the royal constellation, the shadow of divine grace, the light of the garden of the Ilkanids [Genghis Khan's descendants], the light of Genghis Khan, the truth of religion and the world. Sultan Mahmud Khan - may Allah continue his rule and spread his good deeds and kindness on the land of Kurrai - during his reign, the prince and the rulers of the nation were subject to him.

Since the Mamluks of Iran were free from the rule of Genghis Khan's dynasty, they had to march on the lands passed down from generation to generation as a legacy and seized that country from the hands of the invaders.

In addition, since Jinki uses the territory of the country primarily to pitches tents and assemble an army eager for victory [we need to do this]. When the "door" kings of the country were still trying to make the country prosperous, Dar ul Mulk Samarkand reported that the unfortunate Toktamysh began to plunder the country's borders.

Therefore, we set out for Dorul Mulk [Samarkand] in order to give him the etiquette he deserved and to "rub his nose on the ground". From there, accompanied by a large army, we planned to march to the steppe Kipchak and the Uzbek land. As you may have heard, by the grace of my Lord, "made him repent." His army and his army, as well as his army and officers, both large and small, tasted death and the poison of the sword. "This is from the bounty of the Lord," "In fact, victory is provided by Allah, the Exalted in Might, the Wise." At the same time, the news that the borders of Georgia and Abkhazia, the Alburz mountainous region, to our good fortune, were captured and annexed to our land, reached the ears of Toktamysh and his relatives, left their souls in a state of despair. Then a part of his army crossed over to the side of Temur Kutlug oġlan, who was our comrade-in-arms. Some fled to the Kafa and Ajam Crimean rivers in search of shelter. By the grace of the Lord, their situation became tense. "The oppressive people are destroyed. Only Allah, the Lord of the worlds, deserves all the praise." Thus ended their long story and complicated problems.

An earlier incident was as follows: Our dearest son Amiranshah Koragon Bahadir - may God prolong his life

- sent Haji Muhammad Qissahan, the bearer of this title, in a friendly manner to convey the good news to His Majesty [Hazrat Bayazid]. On the way, he [the ambassador] found out that His Holiness [Boyazid] had gathered an army against the disbelievers and sent him to the West. Still hearing this, he turned away, unable to meet you because you were in holy jihad at the time.

He thought that every time [you] sent envoys to us, it would be necessary to send some ambassadors to strengthen their friendship and express their allegiance, which was a sign of the sincerity of our intention. Earlier, a letter sent to him at the Georgian border described the situation.

After that, in Mushtat, Shirvan province, we spent the winter in the presence of one of our relatives, the current governor of Darband and, at the same time, the ruler of the Babul Abbab fortress - Amir Arash. Through his mediation, I received a letter from him [from Stop] with an offer of friendship. He [Stop], expressing his sincere obedience, agreed to give his daughter to one of our children and disbands and accustomed his son to become a servant of the Lord with the whole army. We also accept the offer and plan to spend this summer in the picturesque Yaylak Alltag. From there, an inevitable decision was made to march towards Damascus.

Let him know that if by the grace of Allah, something new happens in our relations with the other side [Stop], we will inform you about it.

We are now on the south of the Samur River, which flows into Darband in the Samuron (= Shomron) district. Perhaps if there are experienced merchants and tourists on the other side who know the area well, they should be allowed to cross here, exempt from duties and taxes, and follow in their footsteps. To be honest, his aspirations to negotiate peace had become

a reality, and the work was moving towards peace, bringing the two sides closer together. This should be used to facilitate the exchange of information on the situation on both sides. If these negotiations turn out to be just a game, we must go against it.

We sincerely believe His Highness will find it necessary and take practical action. We are delighted with our cooperation. We are sure that with the help of Allah, your fighters will follow in his footsteps until [the cease-fire] is completely crushed. Do this whenever possible. Only God is the faithful helper, and in Him, we find refuge. Despite the rumours of negotiations, we heard that he disobeyed you, turned his back on peace and loyalty, crossed the Uzu River and fled. Perhaps he intends to walk towards the fortified forts on the banks of the Kafa River. If this is the case, we must follow in his footsteps and catch him, using all our strength and mobilizing all our efforts, since he is in secret contact with the Frankish infidels. We very much hope for the help of Almighty God if it is God's will.

Hopefully, using what we are chasing, there will be a confrontation between the European infidels and us. On this side, we, the people of [Boyazid], on your part, will wage a jihad against the disbelievers, and as a result, together, we will destroy the ignorant. "The success of this work is only from Allah," "The interests of the Republic, the fate of the peoples are in His mighty hands." This is the situation now. Last year, when we were in Arab Iraq and Damascus, we exchanged goods with local governors. According to the traditions of the Salafi [past] sultans and former rulers, we sent ambassadors to them with gifts and greetings. Including the Circassian slave of an illiterate merchant. He, in turn, ruled Egypt through deception and deception due to the lack of prestigious rulers. This damned, careless, ungrateful disobedient, who killed his master's son, ascended to the kingdom's top. So,

he did as in the Arabic proverb: "May the curse of the Merciful be upon the blessings of unbelief".

He also isolated the imam from the masses in the caliphate, which led to the development of Islam and the success of Muslims. He also annulled the laws and good deeds of the former kings of Egypt, thus achieving a monopoly. You may have also heard that he executed the ambassadors for no reason.

Humanity has never heard of or seen such a heinous act and the sin committed with such contempt by any other ruler and dignitary. [As described in the Qur'an] It was not the duty of any sane ruler to torture and torture the ambassadors in this way, whose duty was only to inform and inform. After all, it is a shame that the punishment of such people in this world is nothing but shame.

Now, after the divine judgment, as for the Kipchak issue, it is necessary to walk towards Damascus as soon as it is resolved. By the grace of Allah, this Circassian should be "turned away from his ears" and put into his mind. The speedy fulfilment of goals and desires is in His hands. We hope the Arab proverb "The oppression of the oppressor will eventually return to itself" is true.

Qazivachcha Sivasi also went mad in vain, as in the Arabic phrase, "What is the use of the blood of a flea, and what is the use of the oil of a sparrow?" In keeping with the adage, "Pes found pes in the dark," he supported the Circassian. As in the Arabic proverb, he "walks with his hooves to his death like an animal" [that is, he seeks his death].

Thus, the last day will come after the unforgiving day, and he will taste the bitter juice of death.

We must keep each other informed of our situation, following the principles of sincere friendship. At the same time, we must consider that we sincerely support

each other. We must adhere to the abovementioned principles, such as mutual understanding and respect. We should also exchange ambassadors and gifts as much as possible, be aware of the health of Your Excellency, and be aware of public affairs in excellent condition. Such a relationship is reminiscent of a glow in the blossoming garden of mutual help and support. I do not think we bothered you too much with our suggestions. We wish you are lasting peace now and in the future. "

In the interpretations given in the letter, Amir Temur Yildirim praises Bayazid as an unequalled ruler. He is described as the Great Amir, the sword of God against the enemies, the person sent by God to protect the interests of Muslims and the boundaries of Islam. In addition, Amir Temur is said to be aware that the Sultan in the West of the Islamic world is constantly in a state of holy war against the Yogis. It praises him for this activity, wishes him success, and shows he is ready to support.

Amir Temur Yildirim pays special attention to the relationship with Bayazid: It is said that a little earlier, his son Mironshah Bahadur sent his representative Haji Muhammad Qissakhan to him with an offer of friendship and returned without seeing him because he was in Western countries at that time due to the war. If any messenger comes from him, he will send him an ambassador to confirm his friendship. If the negotiations regarding Tokhtamysh enter a new stage, he will send a message about it. At the same time, if Tokhtamysh hypocritically deals with Frankish infidels and it is discovered that he has established a secret relationship with them, it is considered that a holy war will start. Amir Temur's troops will be defeated from the Caucasus, and Yildirim Bayazid will be defeated from the Balkans, and then these infidels will be defeated by their combined forces.

Amir Temur Yildirim considers it expedient to provide transparent information about these issues, to direct his actions to joint implementation and mutual assistance, as another sign of his eternal friendship. At the same time, he wishes that from now on, ambassadors will be sent constantly so that it will be possible to exchange news and be informed about each other's situation.

This letter is considered an essential source for understanding the historical geopolitics of Eastern Europe and the mutual relations of Muslim countries. Although the information about Amir Temur's second campaign to the North Caucasus and the Dnieper region in 1395 was mentioned by Sharafuddin Ali Yazdi and Ibn Arabshah, the reasons for these facts were not analyzed more widely. If the Dnieper lands (the Dnieper lands were under the control of one of the chief commanders of Tokhtamysh's army, Prince Bakhtyoruk) and the Crimea remained points of support for him, Temur's vassal administrations in the Golden Horde (Temurqutluq and Ediger) were in danger.

The letter confirms Amir Temur's desire to establish genuine cooperation with Yildirim Bayazid in spreading Islam. It also shows that Amir Temur's positive intentions towards the Ottomans were satiated. According to him, Yildirim Bayazid should have taken over the Balkans and the countries West of the Dnieper. At the same time, he sees Yildirim Bayazid as the "flag bearer of Islam against the crusaders". However, the letter remains unanswered. As a result, there will be a conflict between the two generals rather than cooperation.

The letter's conclusions confirm the foundations of Amir Temur's extensive foreign policy toward the Eurasian continent. The series of political situations described in the letter thoroughly reveals the world's

global conflicts and the struggle of opposite poles so that you can witness that the essence of the struggle for world domination is coming in the new era based on the same scenario. Poland, Lithuania, the Tokhtamysh Union, their spiritual patron, the Pope, the European countries that are waiting for the moment and patronizing the conflicts, the small Russia that is standing in the middle, feeding the parties and forming a buffer zone, the Russian principalities that are waiting for their situation due to weakness, Egypt and Iraq in the East. The arrogance of Yildirim Bayazid, who did not understand the consequences of Iran's cooperation and these conspiracies, caused Amir Temur to be isolated in the international political arena. Nevertheless, he will win these battles.

We can conclude that the source letters revealing the nature of international situations and foreign geopolitical relations are divided into two parts. The first is Amir Temur's correspondence with Western countries, and the second consists of four letters sent to Yildirim Bayazid. If it is proved that this letter we are researching is indeed related to Amir Temur, the nature of the relationship between the two Muslim Turkish generals will undoubtedly open new pages.

If we take into account that all the wars of the West are based on the appeals of the ideas of the Christian religion (crusade - T.A), then the claims of Amir Temur based on the content of the letter are aimed at preventing ideological threats, and the claims of the "conquering campaigns" of the "hanging" sahibqiran are not confirmed. On the other hand, according to the scenario of political processes, the unity of Amir Temur and Yildirim Bayazid in ideological struggles should have been logically in line with the calls of the time. However, since the essence of geopolitical interests is built based on personal ambitions rather than logic, the

domination of the Eurasian region is counterproductive to the benefit of Muslims.

In the struggle for regional geopolitical interests, Yildirim Bayazid will serve to protect the integrity of Eurasia by supporting the united forces of the whole of Europe. In pursuit of ideological goals, the confused West began a crusade against Muslims, and the Ottomans crushed it in 1396. The crusaders consisted of French, Hungarian, English, Dutch, and Prussian knights, and their army consisted of 100,000 cavalries and infantry. Yildirim Bayazid's troops consisted of 60 thousand cavalries and infantry. (In some sources, it is said that Yildirim Bayazid's troops numbered 200,000, and the crusaders numbered 60,000. — Author's note)

In the battle near Nikopolis, 10,000 of the crusaders were killed, and some were captured. In addition, Yildirim Bayazid paid 200,000 gold coins from the crusaders. At the same time, the Eastern Roman emperor Manuel Palaeologus also undertook to pay tribute to the Turkish Sultan (17). In this way, the access routes of the Western countries to the markets of Eurasia, India and China are controlled. In 1389, the father of Sultan Murad I Yildirim Bayazid of the Ottoman Empire, was killed during the battle against the Serbs in the city of Kosovo. On the battlefield, the Sultan's 19-year-old son Bayazid takes the throne and continues the fight against the Serbs. Despite his young age, Bayazid soon won many military campaigns. In particular, he subjugated the countries along the Danube, conquered Macedonia and Thessaly, and invaded Greece. Yildirim Boyazid organized a military campaign to Philadelphia, located east of Smyrna (Izmir), and captured the western part of Asia Minor from the Greeks, the capital of Bulgaria, in 1393. In 1395, Bulgaria became part of the Ottoman Empire. Before that, in 1394, the Peloponnesian Greeks became tribute-paying vassals to the Ottomans. Only the mountains of Albania stopped the Turks from

advancing westward. From 1389 to 1396, the last independent states of Anatolia - Aydin, Saruhan, Hermiyan, Menashe, Hami, Karaman and Sivas - were included in the Ottoman Empire. In 1396, near Nikopol, he defeated the cavalry army led by Sigismund, the king of Hungary, gathered from various European countries, and besieged Constantinople, the capital of the Byzantine Empire. Because of his quick victory in wars, Bayazid was given the honorific nickname "Lightning". However, unfortunately, the great and powerful Yildirim Bayazid, along with being brave and courageous, was very impressionable, and because of his haste, he was very prone to unpredictable actions.

Today, the confrontation of the two great leaders of the Islamic world and the end of geopolitical processes are considered "a celebration of Europe". The promotion of Amir Temur's services as the "liberator of Europe" is a baseless claim! It does not correspond to the historical truth. In other words, a condescension invented by new politicians who are ignorant of history. In the details of the letters written to Bayazid, Sahibgiron never set such goals before himself. Therefore, Amir Temur Yildirim did not doubt Bayazid's military power, discipline and high leadership skills. In addition, Yildirim Bayazid was the gatekeeper of the Eastern Gate with the West. After the fall of this gate, history shows that there were several "crusades" from the West against the east. After Salahuddin Ayyubi, the Ottoman state was considered the most severe and powerful force that could resist the Crusaders. After all, it was not easy to raise the Ottomans from the middle. However, it was necessary to solve the problem of Europe a long way, to make them unable to raise their backs forever (18). We cannot deny that such goals were familiar to the intentions of Amir Temur. Only conflicts and betrayals within the region forced Amir Temur to cooperate with European countries or use them.

As Sharifuddin Ali Yazdi recounted in his work, Amir Timur Yildirim Bayazid reprimanded him after the defeat in the battle of Ankara: "If you had followed my advice, I would have helped you, and you would not have been in such a situation. However, you did not accept what I said; you caused many worries to Muslims, and nothing but opposition appeared. Nevertheless, in this regard, Hazrat Haqq subhonahu wa ta'ala has given me a favour, and I can do nothing but good for you and those who are related to you. Yildirim Bayazid became embarrassed and frustrated and took his sin on himself and said, "Yes, I made a mistake. I did not listen to Sahibqiran's words. I found this Jihadin Haram. If Sahibqiran forgives me and my sins, I will not do anything other than service as long as I am alive with my children. The owner graciously dressed him in royal robes and entertained him with kind words. The owner Yildirim used to show grace and mercy to Bayazid, bringing him to his table every day, talking to him, and cheering him on (19). However, under the influence of external and internal conspiracies, universal ideological goals cannot be realized.

It is not a secret that the consequences of the war were caused by religious reasons that have survived to this day in the world. It is known from the history of humankind that, in principle, all wars in all periods have been ideological since each of the participating parties, in one way or another, gained an advantage by attacking the way of life and the value system of their enemy. Can we say that the age of ideological polarization and threats is over? If we look at the situation realistically, the procedures for following the Islamic Sharia formed the basis of Amir Temur's political activity. He spends all his energy spreading the religion of Islam.

For this reason, he explained his marches to some non-Muslim countries, first of all, by spreading (introducing) the religion of Islam in those countries, eliminating the oppression of Muslims in these places (20). Of course, geopolitical interests are the priority here. First, it will focus on guaranteeing the security of the Turanian territories, not on phasing.

Disagreements between Amir Temur and Yildirim Bayazid led to the weakening of the power of the Turkish army, which was inexorable for Europe (21). In addition, in order to attack Sultan Bayazid of Turkey together, John VII Palaeologus, the viceroy of the Byzantine emperor in Constantinople, and Trabzon (Trapezund) emperor Manuel II, governor of Genoa in Pera (a region near Constantinople), encouraged Timur to start a campaign against the Ottoman state. In return, they promise to help him during the military campaign and to pay the tribute that Constantinople and Pera paid to Bayazid from now on to Timur (22). As a result, firstly, a large part of Europe will be prevented from being occupied by a powerful Turkish army, and secondly, they will make Timur and Bayazid fight and weaken two powerful Turkish states. Thirdly, when Amir Temur Yildirim loses hope against Bayazid, there is no other way but to go against him and use the services of European countries in this way.

The bitter truth of life is that none of the parties escaped the inevitable punishment of the Creator for the conspiracies committed. French scientist L. Keren remembers the consequences of these political tricks with regret. He insists that the immoral intrigues of Europe planted in his time will return to haunt him. In particular, the Genoese, Venetians, and Byzantines, who were obliged to pursue the Ottomans who fled from Sahibkiran to the seaside, helped a large part of the Turkish soldiers and Bayazid Aryans to the shores of Europe for a large sum of money. Among them was

Bayezid's eldest son Suleiman, who achieved this by signing an alliance agreement with Byzantium. With these actions, they dug a hole for themselves, which explains why the blame stones fell on Europe's head. Amir Temur does not realize that with his hand, he has lost the unique opportunity given to him by fate, and he has saved his precious treasure, which will destroy him half a century later.

Constantinople - today's Istanbul is still an expression of the power of the Turkish people, a celebration of the Ottoman Turks' empire and Yildirim Bayezid's historical role and role. After Amir Temur, the Ottoman Turks regained their power in a short period due to the political corruption and selfishness of the Europeans. The losers of the Battle of Ankara soon captured Constantinople and exacted revenge on the Grand Amir's unwelcome "allies". However, it is surprising that Amir Temur, who was naturally aware of the exploits of European and Byzantine sailors in the Bosphorus Sea, did not oppose them at all. He chose to ignore this betrayal (23).

## CONCLUSION

Thus, new opportunities and masters of ownership of the world's resources are created. However, Sahibgiron gave Tokhtamish an excellent opportunity to preserve the unity and power of the Turkic states, show goodwill to Bayazid, cooperate with Arab rulers, and sponsor the restoration of the Iranian state. Nevertheless, the result will end with the destruction of the Turkic Muslim countries, which did not realize the priority of global interests. Unfortunately, such a threat has not yet left the countries between Europe and China. It is new; on the contrary, complex types are emerging.

For this reason, learning from the political legacy of our grandfather Amir Temur to create an effective

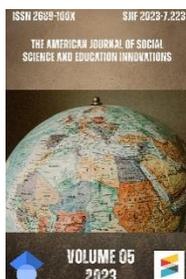
structure of cooperation and mutual interests within the framework of regional integrity has already become the call of the time. However, the politicians who are still unable to get out of national limitations do not realize that they will lose their independence by putting territorial interests above regional interests. The unity of Turkic peoples and states is not only an idea. It is a holistic historical and cultural phenomenon in which natural unity is embodied. It is the national basis of a single nation. The Turkic peoples' fate, who have been cut off from these veins, can be restored and improved only in the state of a union of independent states - a confederation.

It is gratifying that today scientists of the Turkic states create objective scientific and historical research, and the legacy of great people receives due appreciation. Accordingly, it is more important than ever to study the legacy of the statehood of the Turkic peoples as a whole, to study the causes of its rise and decline based on the laws of historical truth. The study of the historical significance of the powerful states was created by Amir Temur and Yildim Boyazid, the study of the traditions of Turkish statehood, particularly the great heritage of two great statesmen in world culture, in harmony with the cultures and interests that we consider.

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 Research Article

## PSYCHOLOGICAL FEATURES OF PERSONAL ATTITUDE TO DIABETES DISEASE

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### ABSTRACT

The peculiarities of the attitude of the individual to the disease and treatment in diabetes mellitus are analyzed in the article. The research is conducted in the frames of a biopsychosocial approach towards health and disease (G.Engel), V.N.Myasishev's theory of attitudes. The tutorial "Attitude type towards disease" (L.Vasserman) was used as a research method.

At all stages of the development of medical science, there was a violation of the therapeutic order. As early as the Hippocratic era, the problem of loyalty and the patient's lying about taking the drug was an urgent issue. Despite the changes in medical practice and in-depth reforms, the problem of adherence to doctor's recommendations remains relevant even in the current period, over the past decade this direction has become the subject of independent scientific research not only in medical practice but also in clinical psychology.

The phenomenon of treatment adherence is considered in the science of psychology from the side of various approaches, theories, structures, and factors. Hence, there are loyalty models of biomedical, behavioral, communicative, cognitive, and self-management (e.g., L. Myers, K. Evidence, 1998; M.X. Karamyan, 2010).

I.E. Leppic gives a broad definition of compliance- basically: it represents the type of patient Hulk, the degree of complability, and the pursuit of purpose. In his views, the scientist includes the patient's taking the medicine on the Hulk, regular visits to the hospital, and proper adherence to the doctor's instructions. The absence of complacency can be explained in a narrow framework as follows: the patient takes the drug in the wrong dose (in very small quantities or overstates), how many times does not follow the procedure of administration and duration, or takes another drug that the doctor does not recommend at all. In particular, the issues of adherence to treatment in diabetes have not been studied by scientists from Uzbekistan. However, B.X. Shagzatova (2004) on the issue of improving the basics of medical social care and treatment-prevention measures, D.I. Ilkhamova (2003) –

characteristics of the sex of the age of an individual in cardiovascular diseases, M.X. Karamyan-conducted research on the nature of the value relationship of the attitude to health.

An analysis of the work devoted to the attitude to treatment and commitment to therapy shows that, in general, the question of its basis in diabetes mellitus, in the second – of the connection between the commitment to treatment and the motivational – values of the individual is little studied. In other words, despite our understanding of the importance of psychological factors in the constructive formation of the attitude to treatment, research on the dependence of loyalty on individual-motivational characteristics was found in patients with Type 1 and Type 2 sugar diabetes.

### KEYWORDS

Personality, disease, diabetes mellitus, personality's attitude to disease, personality's attitude to treatment, emotions, behavior.

### INTRODUCTION

The patient's attitude towards treatment influences the prevention of the disease and the effectiveness of treatment. In particular, the issue of attitude to treatment in patients with diabetes mellitus, a chronic disease, is very acute.

Diabetes mellitus is a chronic disease that occurs when the pancreas does not produce insulin and develops as a result of ineffective absorption of insulin produced by the body [1]. According to the World Health Organization (WHO) as of October 30, 2018, there are approximately 422 million people with diabetes worldwide. The disease is a leading cause of blindness, heart attack, kidney failure, stroke, and leg amputation. Based on this, 1.6 million deaths recorded in 2016 were due to diabetes [2]. According to WHO, in 2017, mortality from diabetes in Uzbekistan amounted to 5636 people, or 3.34% of total mortality [3].

Diabetes can be treated and its complications can be managed through diet, smoking cessation, physical activity, and regular medication. These actions are closely related to treatment adherence and are an important component of treatment response.

Diabetes can be treated and its complications can be managed through diet, smoking cessation, physical activity, and regular medication. These actions are closely related to treatment adherence and are an important component of treatment response.

A person's attitude towards the disease is reflected in many characteristics, including attitude towards treatment [4]. For example, illness manifests itself as fear, fatigue, blaming doctors and other people, or, conversely, denial of the illness, the belief that the illness does not affect one's life. Treatment attitudes include, for example, treatment avoidance, panic, and seeking new treatments.

Diabetes mellitus is a chronic disease, and reducing its severity depends on the patient's commitment to constructive behavior [5]. According to the World Health Organization, a person's recovery from diabetes depends on their attitude.

For example:

Control your blood sugar levels through proper diet, physical activity, and medications;

Control blood fat and blood pressure to reduce the risk of heart disease and other diseases;

Carrying out regular clinical monitoring aimed at identifying complications of the eyes, kidneys, and feet to prescribe modern treatment methods [6]. In this article, we examine the responses of patients with diabetes to the disease response and treatment response blocks of the two blocks of the Disease Response Questionnaire.

### LITERATURE REVIEW

The concept of attitude to illness and treatment has been studied by many scientists (F. Alexander, R. A. Luria, V. N. Myasishchev, V. V. Nikolaeva, I. Svetkova, etc.) [7;8;9;10;11]. Often in the psychological literature, attitude to treatment is studied through loyalty (complicity)

L. Myers, K. Midens; R. Kadyrov; E. A. Naumova, Yu. G. Schwartz, etc.) [12; 13; 14].

The phenomenon of treatment adherence is considered in psychology from different approaches, theories, structures, and factors. Therefore, there are biomedical, behavioral, communicative, cognitive, and self-management models of loyalty (for example, L. Myers, K. Midens, 1998; M.K. Karamyan, 2010) [15].

I. E. Leppik gave a broad definition of compliance, mainly: the type of behavior of the patient, the level of compliance, and the desire for a goal. The scientist also includes in his views that the patient takes medications, regularly visits the hospital, and follows the doctor's instructions. In a narrow sense, lack of compliance can be explained as follows: the patient takes the wrong dose of the drug (too little or too much), does not follow the order and duration of administration, or takes another drug that was not recommended. generally a doctor [13].

In particular, Uzbek scientists have not studied issues of adherence to diabetes treatment. However, B.H. Shagzatova (2004) on the issue of improving the fundamentals of medical and social care and treatment and preventive measures, D.I. Ilkhamova (2003) - on characteristics of a person's age and gender in cardiovascular diseases, M.K. Karamyan - researched the nature of value relations attitude towards health [16;17;18]].

### RESEARCH METHODOLOGY

When studying the motivational and value characteristics of a person's attitude towards treatment, a comprehensive and multifaceted analysis is carried out.

Firstly, in the process of conducting the study, characteristics of attitude towards treatment were determined, including behavioral components - cognitive, emotional, and loyal. Secondly, the study determined the motivational and value characteristics of attitudes towards the treatment of patients with diabetes mellitus. Thirdly, the possible connection between the motivational and value characteristics of patients' attitudes towards treatment and adherence indicators was studied.

For this reason, J. Angel's systemic biopsychosocial approach, V. N. Myasishchev's attitude theory, and communicative, cognitive, and self-management models of loyalty were chosen as the methodological basis for the empirical study.

For this study, we consider the above-mentioned contemporary research, approaches, and theories as a basis.

DJ. Based on Engel's systemic biopsychosocial approach, we can say that biological, psychological,

and sociological factors have a great influence on human health and illness.

Diseases arise not only under the influence of biological factors, but also as a result of the system of human activity, and in addition to biological elements, the psychosocial system (personal, dyadic, family and social relationships) is also involved in the process. DJ. Engel argues that health and disease are determined by many interacting factors [19]. In other words, according to the views of J. Angel, the medical concept of health and illness often ignores the attention, care, and motivation of a person [20].

In our study, attitudes and high levels of treatment adherence may be determined not only by biological and social (socio-economic) factors but also by several psychological factors.

We chose the biopsychosocial model of health and illness as the methodological basis for the study because it takes into account the following:

first, the psychosocial context for viewing health and illness;

secondly, the role of emotional, motivational, and personal qualities in assessing human health.

The psychological meaning of attitude, based on V.N. Myasishchev's theory of attitude, is that it is a form of reflection of the surrounding existence in human behavior [21].

V.N. Myasishchev emphasizes that a person intervenes in the system of relations in society from birth to death and in every possible way forms his subjective attitude to existence. This system consists of specialized components that determine a person's attitude to the outside world and himself: character, temperament, and abilities.

Communication, cognitive, and self-monitoring models of treatment adherence [23].

The main idea of the communicative model of treatment adherence is the understanding of the importance of the interaction style of medical personnel. Interaction with patients, understanding and effective communication of medical personnel, and stability of relationships between patients and doctors are factors that increase treatment adherence [24]. In the cognitive model of medication adherence, among the social-cognitive factors, the health belief model, social-cognitive theory, and the theory of planned behavior are important [25;26].

Self-efficacy is highlighted as an important social-cognitive factor in the cognitive model of medication adherence. A. Bandura's social-cognitive theory highlights self-efficacy. This quality expresses a person's self-confidence and the ability to use fully all their capabilities to achieve their goals [27].

## ANALYSIS AND RESULTS

When studying the motivational and value characteristics of a person's attitude towards illness and treatment, a comprehensive and multifaceted analysis is carried out. First, in the process of conducting the study, characteristics of attitude towards treatment were determined, including behavioral components - cognitive, emotional, and goal-oriented. Secondly, the study determined the motivational and value characteristics of the attitude toward the treatment of patients with diabetes mellitus. Thirdly, the possible connection between the motivational and value characteristics of patients' attitudes towards treatment and adherence indicators was studied.



When we analyzed support for blocking the emotion-related response to illness, higher rates were observed in patients with type 1 diabetes. We see that their worries about their future, as well as their ongoing treatments and medications, have left them extremely emotionally drained. Type 2 diabetes is more likely to cause feelings of avoidance from others than type 1 diabetes, just because of the disease. People with type

1 and type 2 diabetes mellitus in the emotional characteristics of their attitude to the disease more often choose the following confirmation options: “My illness scares me” (66.7% and 55.1%, respectively), “My illness scares me.” I am irritable, impatient and irritable” (66.7% and 53.1%, respectively), “I feel that my illness is more serious than the doctors diagnosed” (49% and 30.6%, respectively) 1 - Table.

Table 1.

Distribution of answers to questions related to emotions in the “Attitude towards illness” block, %

No	Confirmations	%		
		All selection H=100	Type 1 sweet diabetes H=51	Type 2 sweet diabetes H=49
1	My illness scares me	61	66.7	55.1
2	My illness makes me angry, impatient, and irritable.	60	66.7	53.1
3	I feel that my illness is much more serious than the doctors diagnosed.	40	49.0	30.6
4	My illness depresses me as if people are avoiding me.	23	29.4	16.3
5	I'm so sick of this disease that I don't care what happens to me	20	17.6	22.4
6	I am healthy and I am not bothered by illnesses	31	33.3	28.6
7	I know whose fault I got sick and I will not forgive this person	38	39.2	36.7

**My illness scares me**

When analyzing the confirmation of the block of attitudes towards the disease, depending on the opinions of the patients, it was found that patients with type 1 and type 2 diabetes mellitus (72.5% and 83.7%, respectively) try not to think about the disease and live a carefree life, and the associated complications with their disease (49% and 30.6%, respectively). At the same time, patients also noted the statement that “doctors exaggerate the danger of my disease” (43.1% and 22.4%, respectively).

When studying the responses of patients with type 1 and type 2 diabetes mellitus to the behavioral questions of the disease response block, it turned out that “I’m trying to overcome the disease, I work as before and work even more” (75.4% and 75.5%, respectively), “I am I try my best not to overcome the disease” (62.7% and 67.3%, respectively), “I feel special because my illness is different from others and requires attention” (39.2% and 53.1%, respectively) chose affirmations.



When we analyzed responses to questions related to emotions, patients with type 1 and 2 diabetes said: “I feel overwhelmed by endless procedures, I just want to be left alone” (19.6% and 16.3%, respectively), “I get upset and angry when treatment does not work” (51.0% and 36.3%, respectively) and “The difficulties and risks associated with future treatment frighten me” (56.9% and 40.8%, respectively)) chose affirmations.

When analyzing the results, it turned out that emotional support for treatment attitudes was higher in patients with type 1 diabetes. They are always afraid of future dangers. They avoid various treatments related to their disease and use only reliable medications. Table 2 provides answers to questions related to the patient’s attitude to the disease and thoughts.

Table 2.

Distribution of answers to questions related to patients’ opinions in the “Attitude towards treatment” block, %

No	Confirmations	%		
		All selection H=100	Type 1 sweet diabetes H=51	Type 2 sweet diabetes H=49
1	I do not believe in luck in treatment and consider it useless.	34.0	27.5	40.8
2	I don't need any treatment	18	19.6	16.3
3	I feel like I am being prescribed medications and treatments that I don't need and being pushed into unnecessary surgeries.	21	25.5	16.3
4	Among the methods of treatment used, there are harmful ones that, in my opinion, should be prohibited.	32	31.4	32.7
5	I feel like I'm being mistreated	20	19.6	20.4
6	With all the new medications, treatments, and surgeries, I have endless thoughts about the complications and risks associated with them.	31	29.4	32.7

This table presents the patient’s answers to questions about his attitude towards the disease as follows: patients with type 1 and type 2 diabetes mellitus “I don’t believe in luck in treatment and consider it useless” (27.5% and 40.8%, respectively), “I don’t know treatment is required” (19.6% and 16.3% respectively), “I am prescribed medications and medical procedures that I do not need, unnecessary surgery, I believe that it will contribute to the practice” (25.5% and 16.3%, respectively), “Among the treatments used, there are harmful ones that, in my opinion, should be prohibited” (31.4% and 32.7%, respectively), “I feel that

I am being treated incorrectly” (19.6% and 20.4%, respectively) “All new medications, treatments, and surgical procedures give me endless thoughts about the complications and risks associated with them” (29.4% and 32.7%, respectively) chose affirmations.

In answers to questions related to the patient’s attitude towards the disease, patients with type 1 and type 2 diabetes mellitus said: “I avoid various methods of treatment, if I think less about it, then I believe that my body will defeat the disease” (68.6). % and 55.1%, respectively), “I am looking for new methods of

treatment, unfortunately, I am always disappointed” (27.5% and 30.6%, respectively), “Medicines and medical practices very quickly have an unusual effect on me, and this surprises doctors” (29.4% and 26.4%, respectively), “I would be ready for the most painful and dangerous treatment to get rid of the disease” (60.8% and 42.9%, respectively), chose affirmations such as “I avoid talking about treatment with other people” (39.2% and 24.5%, respectively).

There are differences between the responses of patients with type 1 and type 2 diabetes mellitus depending on the block of attitude towards the disease and attitude towards treatment of the Attitudes towards Treatment questionnaire. People with type 1 diabetes are emotional about the disease and constantly think differently about it. Behavioral evidence for this block has a high percentage of type 2 diabetes. Therefore, patients with type 2 diabetes try not to let the disease defeat them.

Conclusion/Recommendations. Thus, biopsychosocial approaches to the concept of illness and health, communicative, cognitive, and self-management models of treatment adherence, and the theory of relationships by V.N. Myasishchev allowed us to study the complex motivational and value characteristics of adherence to treatment in diabetes mellitus. These theoretical and methodological approaches include the main factors - socio-demographic (gender, age, level of education), medical (type of diabetes, duration of the disease), motivational (self-efficacy, locus of disease control, self-control), and value. distinguishing between factors (the content of life).

In conclusion, the emotional state of patients with type 1 diabetes is much higher in the treatment response block. In contrast, patients with type 2 diabetes were found to have different beliefs about treatment. In terms of behavior during treatment, the indicators of

patients with type 1 diabetes mellitus were significantly higher. We believe that this situation is because the rates of type 1 patients are higher than those of type 2 patients since they have experience with treatment.

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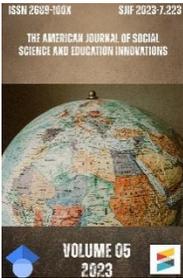
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 Research Article

## THEORETICAL VIEWS OF TEACHING ENGLISH TO ENGINEERING STUDENTS

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### ABSTRACT

This article describes the theoretical basis of the methodology in teaching English to engineering students. We use the method as case-study, role-playing business games, critical understanding of the text. According to the nature of the final product, the following types of projects are distinguished: constructive-practical, informational-research, published, scripted, creative projects related to social inquiry.

### KEYWORDS

Case-study, role-playing business games, critical understanding of the text, problem-based method.

### INTRODUCTION

Today's new step in the development of the concept of problem-based education is related to the formation of the principles of dialogic and group-based problem-based education, the study of the conditions of professional thinking in a group. This ensures the formation of a more effective professional thinking of the specialist and includes previously developed principles and methods of problem-based education, as well as new ones arising from the specific characteristics of higher education.

In the process of teaching foreign languages, the regularity of using problematic situations and

problematic tasks is explained by the fact that speech activity - the way of thinking is inseparable from its formation and means of formation, that is, language and speech. Judging from the presented situation and linguists come to the conclusion that the problem situation plays a key role not only in the process of thinking, but also in the process of word formation. One type of problem-based education is the problem-based project method, also called project method, project technology. According to the variety of names shown, all authors say that design activities are always combined with problem-based learning. If the problem principle emphasizes the personal nature of the

creative mental activity of learners to a greater extent, the design principle implies the active methods of the educational process in general and in language teaching.

## METHODS

In the field of language teaching, design technology refers to learning methods and activities that allow students to solve a certain problem as a result of independent cognitive activity, as well as technologies that involve the presentation of the results of this activity. According to the nature of the final product, the following types of projects are distinguished: constructive-practical, informational-research, published, scripted, creative projects related to social inquiry.

Another form of problem-based method is considered to be problemsituational analysis - case-study, case-study method that came from abroad. This educational method testifies to the integration processes of the higher school in the European educational system.

Currently, the case-study is considered as one of the most effective models of teaching the language of specialization to students of the preparatory courses in the field of economy, management, municipal state administration, and social studies.

Role-playing business games, which are used in higher education institutions training specialists in the fields of foreign economy and market economy, are used to practice professional communication in the foreign language, such as concluding a contract, holding a discussion, making a decision in a quick work situation - getting out of a conflict.

The main key to the effectiveness of business games is that the student, on the one hand, creates an imitation model of production or a certain part of it, and on the

other hand, imitative modeling of specific production conditions, game modeling of the content and forms of professional activity, the ability to create an imitative game model of the activities of all participants, implementing the principles of dialogic communication, duality, and problematic [1; 46]. The effectiveness of this form of contextual education will depend on the nature of its use, justifying the systematic goals of its use and its place in the educational program.

Modernization and reform processes in the field under consideration are carried out in the field of education in the following ways:

1. In accordance with the profile of the students of the foreign language course, deepening the orientation to the profession and transferring the content of this course to the skills and competencies that are formed. Such a course is aimed at ensuring the formation of intercultural competences of students of higher educational institutions [1; 89], they are taught to see the world in terms of work;
2. The process of clarifying the teaching of professional communication in a foreign language includes the specified fields, the topic of communication, situations, texts, knowledge of the history of the language and the country, the skills and competences of speaking in foreign language, and intellectual skills. In this case, the orientation of learners to the "conversational culture" in the development of intercultural communication is carried out by choosing the necessary sociocultural component that creates the necessary conditions.

In order to develop listening skills, which are a component of professional communication in the Foreign language, this type of speech activity can be

divided into the following levels : global, detailed and critical understanding of the text (full understanding of its content, logical connection between them, basic g (e.g., narrowing down the author's point of view, critically understanding what was heard, being able to evaluate its content) and forming appropriate responses (listen and repeat, listen and distinguish, determine the purpose, determine the author's attitude, evaluate). The suggested exercises teach learners to creatively use the information received in the listening process in performing complex communicative tasks. In oral professional communication is now a major factor in preparing a graduate of a professional higher education institution who has the skills to participate in interpersonal oral communication with foreign partners, as well as to speak at business meetings, seminars and scientific conferences. is important [2, 136 ]. The educational practice based on the explanation of non-linguistic specializations did not justify itself.

## CONCLUSION

It seems difficult to master this type of speech activity, which, in comparison with others, is related to the identification of the needs and motives of a certain number of learners in the professional field, because motivation of specific communicative actions is considered one of the most necessary conditions for effective oral communication. Identified needs and motives allow to determine the communication intentions of the persons engaged in oral communication, as well as to determine the field, topic and situations of professional communication based on the subject of the specialized language course. These parameters for the organization and structure of the communication of a certain contingent of students determine the development of the minimum number of language skills and competencies necessary for this

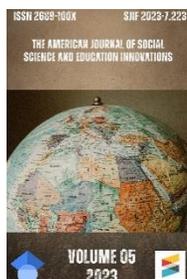
development, as well as the development of a set of exercises consisting of creative and priority communicative tasks.

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 Research Article

## THE ISSUE OF CONTINUITY IN THE STUDY OF GENERAL PHYSICS USING ELEMENTS OF THEORETICAL PHYSICS

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### ABSTRACT

In this article pays special attention to the promotion of physical knowledge at the modern stage of scientific and technical development, and describes the issue of coherence among the elements of educational materials in the process of mastering.

### KEYWORDS

Lesson, education, physics, method, thinking, ability, learning, molecule, electricity, particle, speed, continuity, idea.

### INTRODUCTION

One of the effective ways to increase the degree of scientificity in physics teaching is to present educational material based on fundamental ideas and theories.

It should be noted that this concept will make it possible to solve at a high level such general pedagogical tasks as grasping a variety of facts, perceiving them in interconnection and the simultaneous development of scientific, theoretical and creative thinking, improving the quality of knowledge acquisition, and the formation of a scientific worldview.

A.S. Shurygina [5] in her research determined the role and place of probabilistic-statistical ideas and methods in the physics course and proposed a version of molecular physics taking into account such concepts as random variable, probability, statistical average and fluctuation.

In this area, the works of M. Joraev [1] are worthy of attention, since when studying molecular kinetic theory, he cited scientific and methodological ideas related to enhancing the importance of probabilistic and statistical ideas.

Continuing in his works the work of V. V. Multanovsky [2] and A. S. Shurygina [8], he gave options for his course of molecular physics.

In particular, he pointed out that in addition to the concepts known to students, it is necessary to introduce the concepts of a statistical system and statistical equilibrium into the basis of the theory, that the basis of the theory consists of the following three principles of equal distribution according to the state of equilibrium, molecular disorder and degree of freedom of energy, thereby asserting, that they must be used when summarizing quality and quantity.

In the history of physics, the use of statistical methods in studying the properties of heat distribution is considered an important innovation.

This is not only an expansion of the boundaries of thermodynamics and statistical physics, but also an important revolutionary event in physics.

Planck [4] considers heat distribution as the absorption and removal of electromagnetic waves by substances, and also introduces this into the laws of thermodynamics and classical electrodynamics.

He makes the following assumption:

$$E = n \varepsilon$$

In this case,  $\varepsilon$  - is the elementary energy,  $n$  - is an integer.

Elementary energy can be distributed over all resonators in different quantities. It follows from this that an individual resonator will be defined not through any energy, but through the energy multiplied by  $\varepsilon$ . On December 14, 1900, Planck presented his new and very important discovery to the German Physical Society.

These discoveries were accepted as the emergence of primary quantum concepts.

An energy quantum means that energy emission is discrete (intermittent) in nature, i.e. electromagnetic energy is released and absorbed in separate portions. The Planck oscillator can be defined in terms of energies that are multiples of the energy  $h \nu$ .

From this it follows that electromagnetic energy can be distributed and absorbed only in portions. In this case, the discreteness of energy is inextricably linked with the unchangeable value  $h$  (Planck's constant). In 1905, A. Einstein, in his work "On heuristic views on the generation and rotation of heat," made his next discovery on quantum concepts.

He put forward ideas such as electromagnetic radiation, a discrete idea and the following hypothesis: "light quantum" is the elementary processes of absorption and propagation of quanta. [6, 3].

Einstein's hypothesis about the light quantum has two important aspects for the development of quantum concepts

Firstly, the idea of radiation consisting of inseparable and limited quantum energy corresponds to the corpuscular theory of light.

Secondly, from the appearance and absorption of light on the basis of these representations, the discreteness of the elementary process arises.

Thus, Einstein encountered the corpuscular theory of light. Subsequently, this quantum theory of light led to the dualism of the corpuscular wave. In 1916, in his work "Absorption and propagation of radiation according to quantum theory" [6], Einstein studied the issues of thermodynamic equilibrium between the Bohr atom and radiation. Through probable concepts, Einstein

gave a quantum conclusion to Planck's radiation law. These works of Einstein became fundamental and played an important role in the subsequent development of quantum theory. Considering that the propagation and absorption of light appears on its own and without fail, the concept of probability was introduced.

Einstein's important conclusion was the equality of absorption and induction radiation.

These works became an important step from a methodological point of view in the transition from cause-and-effect laws to the laws of probability.

Quantum ideas are inextricably linked with the emergence and gradual development of thermodynamics and statistical physics with the emergence and development of quantum and statistical physics.

Currently, quantum statistics is becoming the basis of our knowledge of processes and patterns related to the properties of substances and area. In general, as a result of large-scale development of science, the concept of "matter wave" was replaced by the "concept of probability wave". The probabilistic explanation of the wave function in a unique way reflects the phenomena of spontaneity of a micro-object. It becomes necessary to know the probability of the state of a micro-object, i.e. premature knowledge in quantum physics has the nature of probability.

This means that the physics of micro-objects is expressed through statistical theories. Of great importance at the present time is the introduction of physical elements and statistical ideas into the content of higher education, the development in students of the skills to make conclusions at the level of

fundamental physical theories. To solve this problem, it is necessary to introduce elements of theoretical physics into the educational process.

At the same time, it is necessary to take into account the unique features of the methods of teaching physics. When teaching physics, one should not forget the importance of forming the foundations of a scientific worldview. Physics is also important in the ideological and spiritual education of students. In the formation of a methodological and scientific worldview, in the process of studying a physics course, the methodology of teaching physics is important. The main elements of the block of physical knowledge, in the process of forming a methodological and scientific worldview when studying a physics course, are physical concepts, physical laws and scientific theories. There is no doubt that the system of these connections is inextricably linked with each other. In order for students to master physical concepts, the teacher needs to correctly organize the process of forming theoretical concepts and manage the process of their assimilation.

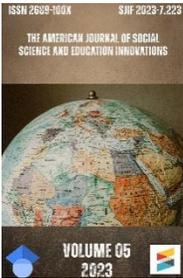
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 Research Article

## OBJECT AND SUBJECTS OF PROFESSIONAL LIABILITY INSURANCE OF DOCTORS

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### ABSTRACT

This article discusses constitutional guarantees, the object and subjects of medical professional liability insurance. The issue of the rights and obligations of subjects of medical professional liability insurance is also analyzed through research by domestic and foreign scientists.

### KEYWORDS

Doctor, profession, responsibility, professional liability, insurance, professional liability insurance, doctor's professional liability insurance.

### INTRODUCTION

The purpose of medical professional liability insurance or medical malpractice insurance is to protect healthcare providers from financial ruin due to lawsuits and to ensure that patients receive compensation for damages caused by medical negligence.

Today, many private medical institutions are being created in our country, and this, in turn, creates an entrepreneurial environment.

One of the guarantees of stable operation of such business entities is the introduction of modern management by the Institute of Professional Liability

Insurance, as the experience of foreign countries in the field of healthcare shows. The task of this institution is to take measures to eliminate damage caused to the patient during the provision of medical services, freeing medical workers from the property burden caused by the need to compensate for damage [1].

### METHODS

The article uses systemic-structural, formal-legal, comparative-legal, logical (analysis, synthesis, deduction and induction) and statistical methods. For example, through the system-structural method, first

of all, the opinions of scientists on the issue are given, then theory and legislation are analyzed, and then personal opinions are expressed based on what has been studied. The comparative legal method was used to compare foreign and national legislation. The relevance of the article is analyzed by studying the number of complaints and lawsuits caused today by professional errors of medical workers using statistical methods.

## RESULT

As a general rule, the object of professional liability insurance is the property interest of the policyholder (insured) in compensation. According to B. T. Sultanaliev, unlike other types of insurance, the occurrence of an insured event in professional liability insurance usually does not depend on external factors (for example, various natural phenomena, force majeure, actions of third parties) and the doctor's qualifications and performance. The experience of professional activity may also depend on the individual characteristics of the patient's (victim's) body [2].

Insurance protection is characterized by a number of objective and subjective characteristics.

Objective signs usually include:

random state of occurrence of negative consequences;

the possibility of causing material damage and harm to life or health;

the need to prevent negative consequences, eliminate them and compensate for the damage caused.

The combination of these signs indicates the presence of insurance risk in the process of social production.

Subjective signs of insurance protection include the conscious need of participants in public relations

(state, individuals and legal entities) to take measures to implement insurance.

Moreover, if the corresponding economic opportunities, individual professional groups and the legal culture of the population as a whole are sufficiently high, the corresponding needs are formalized in the form of requests [3; pp. 735-739].

The purpose of medical professional liability insurance is to protect the legitimate interests of both parties. On the one hand, society and the state protect the interests of the patient, placing the burden of compensation for harm caused to the victim during the provision of medical care on the organization of medical care, and on the other hand, protects the property interests of the patient. medical personnel. Thanks to this, the state guarantees the effective development of healthcare, which is considered important for society.

In world practice, there are various medical professional liability insurance systems, which can be divided into four main types:

the first is individual insurance for a specific profession;

the second is self-insurance, i.e. insurance through the association of professional persons in mutual insurance societies;

third, group insurance, medical association or other medical societies entering into a relationship with the insurance company;

the fourth is a mixed system, which includes several elements of the above, for example, in addition to participation in a mutual insurance company, a professional additionally insures his risk in any private insurance company.

In decision of President of the Republic of Uzbekistan December 7, 2018, number PQ-5590 “On comprehensive measures to radically improve the healthcare system of the Republic of Uzbekistan,” the Ministry of Health was entrusted with the development of a draft Law of the Republic of Uzbekistan “On insurance of medical activities and compulsory liability.” medical personnel.” This bill has been submitted for public discussion on the portal for discussing draft regulatory legal documents.

According to the bill, the object of compulsory liability insurance for medical personnel is property interests associated with the occurrence of liability of medical personnel for obligations arising from harm to the life or health of victims due to a defect. in the provision of medical care.

But to us this definition seems something crazy and incomprehensible. The concept of “lack of medical care” is borrowed from the Russian language and is a translation of the concept of “lack of medical care.” But using the word “defect” in this sense in relation to the provision of medical care is inappropriate. In the legislation of the Republic of Uzbekistan, the concept of “failure to provide medical care” is not used and is not defined in any regulatory legal document. As a result, the question remains as to what defect is meant by a deficiency in medical care, its level and how to define it.

According to opinions based on research by a number of scientists, the following concepts are distinguished:

deficiency - any deficiency in the provision of medical services by a medical service, medical organization, unit, official, medical worker;

A defect is a condition that can only be identified, classified and assessed after quality control or forensic examination of medical activities [4].

Medical malpractice is usually caused by a medical error. Such a medical error is defined as follows:

unintentional action or inaction of a medical worker in connection with the provision of medical care to a person seeking medical care, characterized as independence or negligence;

physical or moral harm from a medical worker to a patient;

an error by a medical worker in the conscientious performance of his professional duties without signs of a crime or offense;

inaccurate information provided by a medical worker in the course of his professional activities.

Thus, medical malpractice is a culpable error that constitutes a violation of the quality or safety of a medical service provided by a medical organization or medical professional, regardless of whether it causes harm to the patient's health.

Article 11 of the Law of the Republic of Uzbekistan “On Insurance Activities” provides that the objects of civil liability insurance may be property interests associated with the following:

the risk of liability for causing harm to life, health or property of individuals, legal entities, state property;

risk of liability for violation of contract terms [5].

We will use this article as the basis for determining the object of medical personnel liability insurance.

In general, we can say that the object of professional liability insurance for medical personnel is the property interests of medical personnel in relation to liability arising from harm to the life or health of victims as a result of errors in its provision. medical care.

In this case, the object will be aimed at protecting the property interests of the widowed medical worker.

Yalinsky A. and Rericht A. argued that “professional liability insurance has two goals: to protect the client from the insolvency of the professional entity that caused the losses, and to protect this entity from death in the event of a professional error” [6; p. 280].

According to B.T. Sultanaliev, the subject of professional liability insurance for doctors is usually healthcare workers or healthcare organizations. This includes doctors, nurses, surgeons, dentists and other health care professionals. This may also include healthcare facilities such as hospitals, clinics, nursing homes and medical laboratories. The subjects of this insurance are persons or organizations engaged in the provision of medical care or related services.

But, in our opinion, it is incorrect to call only medical personnel the subject of doctor’s professional liability insurance. Because there are other parties involved in this insurance relationship. It is appropriate to recognize all those who have entered into this relationship as subjects of doctor’s professional liability insurance.

That is, the subjects of liability insurance for medical workers are medical workers, insurers, victims and beneficiaries.

Medical worker is an individual working in the field of medical activities, including traditional medicine. Under this insurance, the insured person is a medical worker.

The insurer can be a medical organization or the medical worker himself. If a medical organization is insured, all employees who have entered into an employment contract with a medical organization (including managers) and carry out insured activities and have sufficient qualifications and knowledge are considered insured.

Article 13 of the Law of the Republic of Uzbekistan “On Insurance Activities” provides a general definition of an insurer.

An insurer is a legal entity that has a license to carry out the relevant type of insurance and undertakes to pay insurance compensation (insurance payment) in accordance with the insurance contract.

Thus, the insurer can be a legal entity of any organizational and legal form, which is not prohibited by the legislation of Uzbekistan.

Accordingly, we can say that the insurer of a doctor’s professional liability insurance is a legal entity that has a license giving the right to carry out the corresponding type of insurance activity and carries out compulsory insurance of harm caused to life. and the health of the patient when providing medical services by a medical professional.

The categories of persons to whom the insurance risk is directed can be divided from the point of view of insurance of the professional liability of a doctor and the situation of the occurrence of professional liability of a medical worker.

In the first case - harm to the life and (or) health of the patient, in the second case - the death of the patient.

Accordingly, we divide those entitled to compensation into victims and beneficiaries.

A patient whose life and (or) health was harmed during the provision of medical care to the victim.

**Beneficiary** The person entitled to receive insurance benefits in the event of the patient's death.

Let's consider what rights and obligations medical personnel and the insurer may have when entering into a relationship related to an insurance contract.

Medical personnel have the following rights:

choosing an insurer to conclude an insurance contract;

obtaining clarification from the insurer about the terms of the insurance contract;

appeal the insurer's decision to refuse to pay insurance compensation in accordance with the established procedure.

Medical personnel are obliged:

payment of the insurance premium under the insurance contract;

notify the insurer of the overpaid amount of insurance compensation in connection with cruel treatment of the victim or beneficiary and take the necessary measures to return the overpaid funds to the insurer.

The insurer has the following rights:

participation in checking insurance cases in a medical institution and, if necessary, involving relevant specialists;

checking information about an insured event at a medical institution.

The insurer has the following obligations: have regional divisions (branches) authorized to consider

applications for insurance compensation and make their payment;

familiarizing the medical worker with the terms of the insurance contract, including his rights and obligations;

ensure the confidentiality of information received by a medical professional about the victim and beneficiary as a result of his activities;

if a decision is made on non-payment of insurance compensation, notify the medical worker, the victim, the beneficiary in writing, indicating the reasons for the refusal;

payment of insurance compensation.

## CONCLUSION

To summarize the above, it is very important to clearly define the objects and subjects of medical professional liability insurance. Having determined the object, they understand within the framework of what law the relationship should be regulated. Since the object of insurance of a doctor's professional liability is the property interests of the doctor, these relations are regulated by civil law. By contacting a doctor with professional liability insurance, patients receive additional guarantees of the quick and effective implementation of their legal rights.

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