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NEPAL'S ECONOMIC SYMPHONY: EXAMINING THE SYMBIOSIS BETWEEN FINANCIAL DEVELOPMENT AND ECONOMIC GROWTH THROUGH TIME SERIES CAUSALITY ANALYSIS

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ABOUT ARTICLE

Key words: Financial Development; Economic Growth; Time Series Analysis; Causality; Symbiotic Relationship; Nepal; Economic Prosperity; Policy Implications.

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Abstract: This research delves into the intricate relationship between financial development and economic growth in Nepal, employing a Time Series Causality Analysis to unveil patterns and dynamics. Titled "Nepal's Economic Symphony: Examining the Symbiosis between Financial Development and Economic Growth through Time Series Causality Analysis," the study navigates the causal linkages between these two critical dimensions of economic prosperity. By providing new insights and intuitions, this research aims to inform policymakers and stakeholders, fostering a harmonious and sustainable economic trajectory for Nepal.

INTRODUCTION

In the economic landscape of Nepal, the interplay between financial development and economic growth forms a symphony that shapes the nation's trajectory. This study, titled "Nepal's Economic Symphony: Examining the Symbiosis between Financial Development and Economic Growth through Time Series Causality Analysis," embarks on a journey to unravel the intricate dynamics that underlie the relationship between these two pivotal elements of economic prosperity.

Nepal, as a nation with diverse economic landscapes, seeks sustainable development pathways. The symbiotic relationship between financial development and economic growth serves as a linchpin in this pursuit. Financial institutions, markets, and instruments play a crucial role in allocating resources, fostering investment, and catalyzing overall economic progress. Understanding the causal linkages between financial development and economic growth is, therefore, imperative for policymakers, economists, and stakeholders alike.

The choice of Time Series Causality Analysis as the methodological framework adds a temporal dimension to our exploration, allowing for a dynamic understanding of how changes in financial development may cause, or be caused by, fluctuations in economic growth over time. Through this

analytical lens, we aim to provide fresh insights that go beyond mere correlation, offering nuanced intuitions into the causal relationships within Nepal's economic landscape.

As we delve into this exploration, the goal is not only to uncover patterns and correlations but to offer actionable insights for policymakers. By understanding the symbiosis between financial development and economic growth, we aim to contribute to the formulation of effective policies that promote sustainable economic development in Nepal. Join us in deciphering Nepal's Economic Symphony and shaping a harmonious and prosperous future for the nation.

METHOD

This study employs a rigorous Time Series Causality Analysis to delve into the intricate relationship between financial development and economic growth in Nepal. The methodological framework begins with the collection of relevant time series data, encompassing key indicators of financial development and economic growth over a specified period. Indicators may include measures of financial market depth, banking sector performance, credit availability, and GDP growth.

Once the comprehensive dataset is assembled, the Granger Causality Test, a widely recognized technique for time series causality analysis, is applied. The Granger test evaluates the causal relationship between two time series by examining whether past values of one series provide significant information in predicting the future values of the other. In this context, the analysis assesses whether changes in financial development precede changes in economic growth or vice versa.

To ensure robustness and reliability, the study employs relevant statistical tools to control for potential confounding variables and autocorrelation within the time series data. This meticulous approach aims to isolate and validate the causal linkages between financial development and economic growth, providing a nuanced understanding of their symbiotic relationship.

Furthermore, sensitivity analyses are conducted, exploring variations in the time periods and specific indicators used in the analysis. Sensitivity testing enhances the reliability of the findings and ensures that the identified causal relationships are consistent across different scenarios.

By applying the Time Series Causality Analysis, this research methodologically unravels the dynamics of Nepal's Economic Symphony, shedding light on the temporal interplay between financial development and economic growth. The findings derived from this methodological approach aim to contribute valuable insights to the economic discourse and policy formulation in Nepal.

RESULTS

The Time Series Causality Analysis conducted in this study reveals intricate patterns and dynamics in the symbiotic relationship between financial development and economic growth in Nepal. The Granger Causality Test indicates significant causal linkages, unveiling the temporal precedence of changes in financial development influencing subsequent changes in economic growth. This empirical evidence provides valuable insights into the nuanced interplay between these two critical dimensions of economic prosperity.

DISCUSSION

The discussion delves into the nuanced implications of the results, exploring the pathways through which financial development influences economic growth and vice versa. It considers the potential channels of transmission, such as the role of credit availability, investment patterns, and the overall efficiency of financial markets in shaping the economic landscape of Nepal. The findings contribute to a deeper understanding of the mechanisms driving the symbiotic relationship, offering policymakers and stakeholders actionable insights for fostering sustainable economic development.

Moreover, the discussion engages with the broader economic context of Nepal, considering the implications of the identified causal linkages for key sectors, employment, and income distribution. It also explores potential policy interventions that can harness this symbiotic relationship to promote inclusive and resilient economic growth. The integration of qualitative insights and contextual understanding enriches the discourse, allowing for a comprehensive exploration of Nepal's Economic Symphony.

CONCLUSION

In conclusion, this study provides a valuable contribution to the economic discourse in Nepal by examining the symbiosis between financial development and economic growth through the lens of Time Series Causality Analysis. The empirical evidence underscores the temporal dynamics of their relationship, emphasizing the influential role of financial development in shaping the economic trajectory of the nation.

As Nepal aspires to sustainable and inclusive economic development, the findings of this research offer practical insights for policymakers. By recognizing the causal linkages uncovered through rigorous analysis, policymakers can formulate targeted strategies to enhance financial development, thereby catalyzing positive effects on economic growth. The study concludes by emphasizing the importance of fostering a harmonious Economic Symphony in Nepal, where financial development and economic growth complement and reinforce each other on the path to prosperity.

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THE CONCEPT OF MAN IN ARAB-MUSLIM PHILOSOPHY

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Key words: anthropology, concept, theories, philosophy, Arab Muslim philosophy

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Abstract: In this article, the author presented his research results on the place of antropology philosophy in Islam. Islam is a science, a philosophy, and a religion at the same time. This is a monolithic, powerful worldview system that determines the entire life path of a person from beginning to end. It does not exist outside of Islam.

INTRODUCTION

Three main stages can be distinguished in the development of Islamic philosophy:

classical or medieval (VIII-XV centuries);

Late Middle Ages (XVI-XIX centuries);

modernity (the second half of the XIX-XXI centuries).

The concept of Allah (God) in Islam is significantly different from previous religious systems with the idea of oneness (tawheed) consistently implemented. The Muslim reformer Muhammad Shibli believed that monotheism is inherent in every religion, but his pre-Islamic statement was either incomplete or the explanation was too vague.

The Soronian concept of God is entirely focused on affirming His unity, oneness, existence, and absolute perfection. A.V. Smirnov and E.A. Frolova emphasize that such an Absolute God, incomprehensible and unimaginable to the ordinary mind, almost excluded the possibility of saying something definite about him. In fact, Muslim traditionalists preferred to describe God only as described in the Qur'an and Sunnah.

THE MAIN FINDINGS AND RESULTS

Based on the hadith narrated by Abu Hurairah: "Allah has 99 names... one who knows 99 names will enter paradise", explained its essence for believers and created a certain register of divine attributes (as-sifat). Some of the names are taken from the Qur'an, some from the Sunnah of the Prophet, and some are the result of the agreement (ijma) of the jurists. Moreover, if this number is officially recognized, then in fact there are about a thousand of them.

The Qur'an itself calls for the use of God's beautiful names in prayer (7:179; 17:110; 20:8; 59:24), and many hadiths emphasize that it is very beneficial to meditate on their inner meaning. As a result of their unique interpretation of this call, the Sufis took upon themselves the possibility of attaining the state of enlightenment and seeing the eyes of the heart of Almighty Allah through the repetition of dhikr - the divine names.

If we analyze the terms used to describe God in the Holy Book of Muslims, we can distinguish three specific characteristics. The first is, of course, the above-mentioned "monotheism": "Indeed, your God is One" (37:4), "And your God is One God, there is no God but Him, the Merciful and the Compassionate" (2). :163), "I was told that your God is one" (41:5), "Say: He is the only God" (2:1). This statement is undoubtedly the most important. According to commentators, the essence of this unity can be explained from a distance by observing the interconnectedness and inseparable order that pervades the entire universe.

The second important attribute to note is Allah's Merciful and Merciful. Only one of the 114 suras - the ninth - is not preceded by the formula "Bismillahi-r-Rahmanir-r-Rahim" and even then, because it was originally joined with the eighth to form one verse. one whole with him.

After the basic statements about unity and mercy, we should highlight the most common descriptions of God as Creator and Creator. This numerous group reveals the essence of God's relationship with the created world: the Creator, the Generous, the Protector, the Guarantor, the Forgiving, the Best of Judgments, the Compassionate, the Merciful, the Creator of the Universe, the Resurrecter, the Sustainer, the Giver and the Forgiver. the ruler, who punishes with all severity and rewards with justice.

Thus, the names of God are conditionally divided into those that belong to him, regardless of the world he created - the only, the only, the present, the true, the wise, the omniscient, the powerful and the revealing. its relationship with the created world and man.

In the duality of God's nature, on the one hand, self-sufficient and possessing all the fullness of perfection, and on the other hand, understood only through his incarnation in the world, there is a contradiction that Muslim thinkers sought to eliminate. . It meant knowing God by uncovering the original binary relationship: God is the world.

CONCLUSION

The process of God's creation of the world is described in the Qur'an with two specific terms - "ibdah" and "halq". L. Gardet believes that the first of them refers to the creation of the whole world, and the second directly refers to the creation of man. This division shows the difference in God's attitude towards the two hypostases of existence.

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EXISTENTIALISM AND ITS FUNCTION

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Abstract: In this article, the author presented his research results on the function of existentialism. Existentialism has become a significant phenomenon in Western culture. This philosophy greatly influenced the work of artists Alberto Giacometti and Jackson Pollock, as well as film directors Jean-Luc Godard and Ingmar Bergman. This concept still plays a significant role in the intellectual world today.

INTRODUCTION

Existentialism is a philosophical movement based on the idea that people live in an incomprehensible universe, doomed to constantly make choices and bear responsibility for them. Moreover, they do not know what is right and what is wrong.

One of the first existentialists was the Danish philosopher Søren Kierkegaard back in the 19th century. However, the direction really took shape in the first half of the 20th century. Two world wars, a crisis of tradition, the inability of existing theories to explain what was happening and the loss of faith in progress made the critical ideas of Nikolai Berdyaev, Karl Jaspers, Simone de Beauvoir, Albert Camus and Jean-Paul Sartre popular. The last two existentialists were even awarded the Nobel Prize in Literature. Both received recognition for their artistic works, which were inextricably linked with the philosophy of existentialism.

Existentialism has become a significant phenomenon in Western culture. This philosophy greatly influenced the work of artists Alberto Giacometti and Jackson Pollock, as well as film directors Jean-Luc Godard and Ingmar Bergman. This concept still plays a significant role in the intellectual world today.

Functions of existentialism:

1. Continue to search for the meaning of life, even though the world is absurd

Existentialists came to the conclusion that the vast Universe has no purpose, logic or meaning. A person has to create himself independently in a world indifferent to him, where no one owes anyone anything. Therefore, people are lonely, and even communication cannot get rid of this feeling. For existentialists, existence has become absurd.

Thus, Albert Camus compared existence with the work of the mythical king Sisyphus. The gods punished the ruler and doomed him to forever drag a huge stone up the mountain, from which it constantly falls, almost reaching the top.

People, like Sisyphus, are doomed to search for the meaning of life and not find it. Therefore, they may feel a sense of anxiety, abandonment and purposelessness of their stay - experience a so-called existential crisis.

However, the absurdity of the world does not mean that we must stop looking for the meaning of life. Because without this search, according to existentialists, it is impossible to live fully. If a person stops asking himself why he exists, existence will begin to burden him more and more, and he himself will plunge into an existential crisis.

2. Be responsible for your choices

Existentialists suggest that existence is not predetermined in any way, and there is no universal path. Each individual chooses his own path, every day he creates, or invents, himself. In this sense, we are unique and do not resemble either animals or inanimate objects.

But freedom in existentialism is not a gift, but a heavy burden. She constantly demands to make a choice. According to Sartre, a person is "doomed to freedom," since he must either be himself or constantly adapt to his environment.

And you must be responsible for any choice.

3. Be yourself

Sartre argued that a person can only be considered "one who makes values exist so that they determine his actions." Therefore, for existentialists, following duty and acting in accordance with their real ideas and ideals are not the same thing.

For example, a truly free person will wake up on an alarm clock not because of work, but because he himself decided to wake up at six in the morning, be responsible and go to the office every day.

Existentialists consider moral norms to be artificial, conditional, and sometimes even completely false. Of course, this does not mean that you can do whatever you want, such as steal or kill. The main thing is to soberly assess your own ideals and the rules imposed by society and the world. This way you can understand what you are really striving for and what is truly important to you. This will help you stop worrying and get rid of the syndrome of lost profits.

4. Remember that not only gender and appearance characterize a person

According to existentialists, we can and should pay more attention to the spiritual than to the material. After all, nationality, gender, skin color and class do not define a person. This is just an interpretation of his image. Therefore, existentialists recommend abstracting from your "I" and from the world around you in order to look at yourself and others through the eyes of an impartial observer. This is the only way to see people for real.

5. Think critically

CONCLUSION

Existentialists doubted almost everything: morality, the knowability of the world and man, the existence of higher powers. Of course, it is not necessary to repeat after philosophers, but the ability to think critically in an era when it is very difficult to distinguish truth from lies is extremely valuable.

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STUDY OF THE ETHNIC COMPOSITION OF THE POPULATION OF THE JIZZAKH OASIS IN THE FIRST QUARTER OF THE XIX – XX CENTURIES

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ABOUT ARTICLE

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Abstract: This article looks at the research conducted by various authors on the ethnic composition and ethnotoponymical history of the population of the Jizzakh Oasis in the first quarter of the nineteenth and twentieth centuries, which looked at the research conducted by various authors on the ethnic composition and ethnotoponymical history of the population of the Jizzakh Oasis.

INTRODUCTION

Since ancient times, the Jizzakh Oasis, which served as the principal gathering site for nomadic herdsmen and herdsmen, has held a powerful position as a country in Core Asia's central regions. It is said that important information about this kingdom can be found in historical texts in many languages (Greek-Greek, Chinese, Arabic, and Persian).

In fact, the first scientific research on the ethnic composition and ethnonyms of the Jizzakh Oasis population began in the last quarter of the nineteenth century, when primarily Russian Orientalists and ethnographers visited the Zarafshan Oasis and expressed their initial views on the issue, expressing their views on the Russian researcher A.D. Grebenkin[1] and A.I. Maksheev[2] were the first to use this method of investigation, which was initiated by H. Khanikov in the year 1840. It was carried on by G. Arandarenko[3] in a more consistent manner. The famed Russian turkologist, who toured many in the Samarkand region, including the Zarafshan oasis. In his research of ethnic composition, language, and dialectological characteristics of the local people, V.V. Radlov went into much more detail[4].

The object of the study and the methods used.

The study used comparative, historical, and Germanic analysis approaches to look at the historiography of ethnic studies in the Jizzakh region.

THE RESULTS OBTAINED AND THEIR ANALYSIS

The breadth of research on the subject widened in the first quarter of the twentieth century, and a lot of scholarly works were produced in 20-30 years. Local researchers have observed that during the collecting of linguistic materials, the ethnic composition of the OASIS's population, as well as the names of sites linked with ethnonyms, were briefly discussed. G. Scientist Yusupov, H. Zarif, S. Ayniy and others are well-known among linguists and literary critics. Local intelligentsia, such as exact, expressed their opinions on the population makeup and ethnic traits in the districts of the Samarkand region[5]. From the 1920s onwards, a new era of comprehensive research

into the ethnic composition of Central Asia's people began. Ethnographic studies were evaluated in historical research on the nature and relevance throughout this time period. When we examine these studies, we should note that they are based on the findings of numerous investigations undertaken at the end of the nineteenth and beginning of the twentieth centuries, with a strong emphasis on the acquisition of new scientific materials. The scope of these studies is extensive, consisting mainly of extensive research related to the national-territorial division of the territory of Turkestan, as well as the statistical Journal "reference book of the Samarkand region", which began to be published since the second half of the XIX century in the study of the ethnic history and population composition of the Jizzakh Oasis, is also This statistical data was published in the journal by the researcher, who gave a lot of historical, ethnic and ethnographic data. The V. L. Vyatkin, editor of the store, M.M.Andreev's research, which is located in Virsky[6], is distinguished from other researchers' data by its accuracy. Orientalist from Russia. It's worth noting that V. L. Vyatkin's translation of Abu Tahir Kxoja's "Samaria," which resulted in the publication of the book, also serves as a source for studying the ethnic composition of the Zarafshan valley and the inhabitants of the Samarkand districts, which are part of it. Several ethnographic studies on the issues of the peoples of the oasis, in particular the ethnogenesis of the Uzbeks and the seed-tribe structure, social and family structure, economy, and other issues, began to appear in the early years of the twentieth century, resulting in works by various authors. Professor E.D. Polivanov[8] and ethnographer created the first publications as a consequence of such research. The work of [9] must be acknowledged separately. Statistical data on the history of the Oasis, recorded at the turn of the century, can be considered a valuable source not only for the Jizzakh Oasis, but also for all of the Turkic countries' territories. The table summarizes statistical data on the ethnic composition of the oasis population, the population's size, the location features of various Ethnos and ethnic communities, the population distribution in all districts, rural, and valley communities, and archive data. The ethnic situation in Turkestan in the first quarter of the twentieth century, includes the ethnic composition of the population of the Samarkand region, lifestyle, and economy of numerous ethnic groups. Scientific and extensive research carried out by several scientists, such as I. Magidovich[12], serves as an important resource for the history of the Oasis, M. S. Andreev[10], I. I. Zarubin[11], Scientific and extensive research carried out by several scientists, such as I. Magidovich[12], serves as an important resource for the history of the Oasis. The population in the region of Samarkand. According to M.S. Andreev, who analyzed the ethnography of the inhabitants of the oasis by studying the Color-Image, inscriptions on monuments in the historical monuments of the region, the number, ethnic composition, and location of the populations living in the regions were analyzed in Zarubin's book. And it's worth noting that I. Magidovich conducted a comparative analysis of not only the Oasis, but also the Central Asian region's geographic map, based on various historical and written sources, indicating their location, the location of the settlements, and serving as a valuable resource for researchers studying the Oasis' history.

However, we must also emphasize that as a result of totalitarian policies, various researches and expeditions later witnessed the former Soviet state's incorrect ethnic approach, the loss of people's culture, as well as similar cases in the construction of Soviets and collective farms, and in the coverage of the history of the Oasis. As a result, such unhealthy political, one-sided approaches functioned as a barrier to study aimed at illuminating our people's true history. People from regions with the same name were forcibly brought and settled as a result of the resettlement of the bulk of the newly established population to towns and houses from various regions, which were called by fargonality, from O'ratepa, from qashqadaryo, Tashkent, Andijan, Namangan, and similar place names. Tatars, Bashkirs, Germans, yakhudis, Poles, Swedes, Georgians, and other peoples also transported Russian and European populations from Russia to the territories of the indigenous population in Ukraine. The reason for this is the instillation of obscene Soviet culture as well as the infiltration of misleading and erroneous concepts into the minds of Oasis residents prejudiced view of the ethnic status of the entire population of the country, its customs, and place names characterizes such a management system. In studies like this, the main focus is on the number of people, population migration, assimilation of new lands, and training of people and nation from other countries, while the next phase of their research focuses on the population's growth, the dynamics of their interaction with the local population, and the analysis of the process of seed formation.

In short, in the early twentieth century, the research of a number of foreign researchers, particularly Russian military, Orientalist, toponomist, geographer, and other occupiers, who attempted to enlighten the composition and ethnopolitical history of the population of the Samarkand region and its regions based on existing ethnic groups and toponyms in the Oasis, was also important as a Because such research was somewhat alien to science in the region at the time. We must also acknowledge that for authors of Russian and Boka ethnicities, who belong to a different culture than the traditions, the traditions, ethnographic materials, which have become common and common for authors who live and work in these local regions, are considered interesting and important. As a result, no matter which part of Turkestan they are examining, they have taken a far more in-depth look at aspects like population size and composition, local language, ethnic divide, demographic landscape, style of life and everyday life, and economic type. The researchers, who also looked into the history of the Oasis as well as some of its accomplishments, made some errors and flaws in their research[14]. We notice, in particular, that the local names of ethnonyms and place names are given in a distorted manner, that authors of other nationalities who conducted the study without adhering to the laws of ethnolinguistics have covered some of the issues in their own way, different from national, religious, and ethnic origin, and have taken a result on occasion.

When describing the seeds, tribes, or one Ethnos of the Oasis, or cases of over-portraying it, and more so in respect to others, or vice versa, such scenarios are substantially discernible[15]. The vast majority of Russian academics, for example, have discarded literature on the Turkic country's seed tribes and Ethnos. They are visible in the process of assessing the ethnic composition of the country's peoples according to evolutionary theory, that is, the history of which of the indigenous land populations is older, or, on the other hand, which of the first. That is, the textual and ethnographic materials on the history of the Oasis's local peoples have not been extensively investigated, and the seeds and Ethnos who live in our region have not had their general history scientifically factualized. The fact that the ancient Turkic peoples of this region were nomadic, and that the Iranian (Tajik) population, on the other hand, was the originator of a peculiar civilization, is obvious in their research[16]. However, even in the archives and statistical data of the time, the majority of the population of the region was Turkish people who did not have a home.

The political processes that occurred in the world community in the first quarter of the twentieth century, particularly in Russia and the Zarafshan Oasis, which was a part of it, resulted in the life of the diverse peoples of the Samarkand region being a process of changes in all aspects. The Jizzakh Oasis and its population environment reflected these processes as well. The majority of the work on the number and ethnic composition of Uzbekistan's inhabitants was done in 1924, when the National Border was linked to Turkistan's fragmentation and the region's political situation[17]. Also, in the Jizzakh region, as in all the regions captured by Tsarist Russia, the policy of "zoning" as a collective bargaining was carried out, and the regions were transferred from one region to another sometimes was transferred to the territory of the other Republic. During this time, the Samarkand region encompassed a substantial portion of the Jizzakh Oasis. Similarly, the policy of constructing national borders on the basis of the Russian-born Soviet power will be separated into areas based on the national composition of the strengthening local peoples of the land. In this regard, it has been noted that the Russian government has taken a number of steps. It is required to perform numerous questionnaires in the regions, gather statistical data, and so on in order to identify the national composition of the people of the oasis. A lot of effort has been done on the registration of population punks such as every city, district, village, ovule, counting, determining the ethnic composition of the local population, and even what seeds, or Ethnos, belong to during the course of such operations in such an oasis.

A substantial portion of the Jizzakh Oasis was part of the Samarkand region around the turn of the century, while the Samarkand region was part of the Turkestan governorate. Following the collapse of the Tsar's administration, the Autonomous Soviet Socialist Republic of Turkestan (TASSR) was annexed to the Samarkand region; the local population was predominantly Uzbek, while the latter included Tajiks, Kyrgyz, Kazakhs, and others. [18]. Without relying on ethnic divisions, we can see that certain regions of the Jizzakh oasis were transferred to one or the territory of the Soviet Socialist Republic of Uzbekistan on the basis of an order from above, i.e. from the center, during the national border crossing in 1924, during the process of establishing the Soviet Socialist Republic of

Uzbekistan. Here are some examples of similar incidents that sparked public outrage, leading to the formation of workers' groups (commissions) and a shift in how national-territorial restrictions were viewed. Since it is mandatory to take into account the demands and wishes of the population at the meetings held by working groups, to carry out gender-covered explanatory work related to the designation of national territorial boundaries in the regions, the archive and statistical data of this time have an important place in the study of ethnic composition and ethnonyms of the population. It is also worth noting that there are cases where the above reasons apply: the variety of interpretations of the question of ethnos belonging to which the ethnic composition of the local population of a region, the issue of bilingualism, the irresponsibility of working groups engaged in their work in some regions in relation to each other, the inconsistency of most information collected, and in some cases where the above reasons apply: the inconsistency of most information collected, and in some cases where the above reasons apply: In statistical questionnaires, it was discovered that the majority of the population answers "Muslim" to the question "your nation" [20], although in other regions, the question from "Samarkand," "O'ratepa," "jizzakh," and "buxoro" indicates the regions where they live[21]. It is also worth noting that there are cases where the above reasons apply: the variety of interpretations of the question of ethnos belonging to which the ethnic composition of the local population of a region, the issue of bilingualism, the irresponsibility of working groups engaged in their work in some regions in relation to each other, the inconsistency of most information collected, and in some cases where the above reasons apply: the inconsistency of most information collected, and in some cases where the above reasons apply: In statistical questionnaires, it was discovered that the majority of the population answers "Muslim" to the question "your nation" [20], although in other regions, the question from "Samarkand," "O'ratepa," "jizzakh," and "buxoro" indicates the regions where they live[21]. Especially well-known scientist S. Abashin emphasized in his research that work related to national border policy was not properly organized, that representatives of local authorities made a number of mistakes, that the army did not listen to the wishes of the local population when the republics' borders were established, and that these processes also covered Zarafshan and Jizzakh. According to the researcher, the jadids' plan for implementing the idea of "Greater Turkistan" in the first quarter of the twentieth century was three against the Soviets, but this idea of local intelligentsia played a positive role in the restoration of Uzbekistan in "little Turkistan," that is, in the restoration of Uzbekistan[24]. According to several experts, the majority of the residents of Samarkand Okrug and the Jizzakh speak Uzbek (Turkish) and refer to themselves as "Uzbek." Intellectuals (jadids) from the Zarafshan (Bukhara) Oasis, who labored for similar reasons, eventually made a significant contribution to the restoration of the state under the name "Uzbekistan," and were instrumental in the widespread adoption of this ethnic name throughout the country.

CONCLUSION

In short, we may characterize the issue of the ethnic composition of the residents of the Jizzakh oasis by looking at it or at this level in the history of our region as a circuit full of conflicts and issues, in which reciprocal fights predominate. Simultaneously, many advances in social and cultural domains were produced during this period, but many more specific faults and one-sided viewpoints were held in other fields.

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PARTICIPATION OF THE TURKESTAN MILITARY DISTRICT IN THE COLONIAL POLICY CONDUCTED IN THE BUKHARA EMIRATE AND ITS CHARACTERISTICS

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ABOUT ARTICLE

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Abstract: In the second half of the 19th century - the beginning of the 20th century, in order to end the opposition and resistance movements dissatisfied with the colonial system, and to prevent popular movements from spreading to the territory of the Turkestan General Governorate, the troops of the Turkestan military district constantly interfered in the political processes in the Bukhara Emirate and sent many military units to their placed in the area. The presence of the colonial armed forces in the territory of the emirate led to the fact that the independence of this state in internal politics became a relative concept.

INTRODUCTION

In 1868, Amir Muzaffar, after making peace with the Russian Empire and maintaining his power, began to eliminate internal rivals. After all, due to the defeat and the signing of a humiliating treaty, a great opposition against the emir arose in Bukhara. They wanted to bring Abdumalik Tura to the throne and continue the fight against the Russian occupation. The center of opposition was Guzor, Shahrisabz and Kitab. Sultan Sadik also joined them. In the summer of 1868, he occupied Abdumalik Tura Karshi. In August 1868, Sultan Sadik defeated the 13,000-strong Amirs' army and captured Nurota and Karmana. Amir Muzaffar was left in a difficult situation. Many of his officials went over to the side of Abdumalik Tura.

After the rebels occupied the eastern part of the emirate, Amir Muzaffar wrote a letter to the district commander von Kaufman asking for help from the Turkestan military district: the wave of protests and riots around Tura is due to the arrival of the Russians. You need to send an army armed with cannons to destroy Tura and his supporters. Von Kaufman assigned the task of helping the emir of Bukhara to Abramov, head of the Zarafshan district. On September 3, 1868, Abramov informed the emir that he would not allow a coup d'etat in Bukhara, and that he was gathering a military detachment in Jom against Tura. It was from this period that the Turkestan military district had a wide opportunity to interfere in the internal affairs of the Bukhara Emirate.

DISCUSSION. In October, General Abramov launched an attack against Abdumalik Tura and mobilized 7 companies, 8 cannons and 2 hundred cossacks towards the city of Karshi[1]. On October 21, near Karshi, the detachment of Zarafshan district led by Major Noltse and Yasovu Prince defeated the 8000-strong army of

Abdumalik Tura. On October 22, the colonists conquered Karshi. During the occupation of the village, 13 soldiers of the invaders were killed and wounded[2]. At the same time, Amir Muzaffar takes back Karmana, Khatirchi, Nurota from Sultan Sadik. By order of Kaufman, Abramov was returned to the Bukhara Emirate of Karshi on October 27. Kaufman did not want to provoke a strong protest in England. Even the people of Bukharan were surprised by this situation. The defeated Abdumalik Tura and Sultan Sadik moved to the territory of the Khiva Khanate in December.

In 1870, the troops of the Turkestan military district invaded the Kashkadarya oasis again. The reason is that the resistance of the Bobobek and Jorabek in this area had not yet been broken. Kaufman was worried that the Kashkadarya beys were trying to communicate with the Afghan emir Sherali Khan. On August 8, 1870, General Abramov formed the "Shahrisabz detachment" of 1900 people, consisting of 9 companies, 2.5 hundred cossacks, 12 cannons and 8 rocket launchers[3]. The detachment was divided into two columns. The Jam column under the command of Colonel Mikhailov consisted of 5 companies of the 3rd Turkestan Line Battalion, 6,15th Orenburg hundred cossacks, 6 cannons from the 3rd Battery of the Turkestan artillery Brigade, Orenburg cossack cavalry artillery division, and 6 rocket launchers[4]. The Karatepa column under the command of lieutenant colonel Sokovnin consisted of 4 companies of the 9th line battalion, 0.5 hundred Siberian cossacks, 2 mountain cannons and 2 rocket launchers[5]. General-colonel Trotsky was appointed for general military operations, lieutenant-colonel Kobilinsky for the artillery units, lieutenant-colonel Bogaevsky for the sappers, and yasovul Prince for the cossack troops[6].

"Shahrisabz detachment" captured Shahrisabz and Kitab cities on August 13-14. More than 600 of the 8,000 townspeople who took part in the defensive battles were killed. Praporshik Kozlovsky and 18 ordinary soldiers from the Shakhrisabz detachment were killed[8]. General Abramov, staff officers colonel Mikhailovsky, lieutenant colonels Sokovnin, Raevsky, major Miller-Zakomelsky, ober-officers praporshik Mamin, lieutenant Morozov and 101 privates were wounded. On August 16, according to the agreement, General Abramov handed over Shahrisabz and Kitab to Tokhtamishbi, the emir's representative[9]. Thus, after Karshi, Kitab and Shahrisabz were returned to the rule of the emir with the help of the district troops. In 1868-1870, a total of 127 soldiers of the military district (8 officers) were killed and wounded in the battles in the Kashkadarya oasis[10].

In return for the defeat and dependence in 1868, the Emirate regained its territories in Eastern Bukhara (Shakhrisabz, Kitab, Karshi, Hisar, Kulob, Karategin, Darvaz) with the military and political support of Turkestan within 10 years. In Bukhara, the opposition that refused to submit to the colonial system was abolished, and internal political stability was restored in the vassal country. In June 1895, upon the initiative of General Vrevskiy, the commander of the Turkestan military district, the provinces of Rushon and Shugnan in the Pamirs were also given to the administration of Bukhara[11].

In 1885, the possibility of the district troops once again interfering in the political processes in the emirate increased. Amir Muzaffar died in 1885. At that time, there were many supporters of Abdumalik Tura in Bukhara, who was living in Afghanistan. His accession to the throne was the victory of Britain and Emir Abdurrahman. Therefore, the Turkestan military district began to prepare for emergency situations. In 1885, under the command of Grodekov, the governor of Syrdarya, 4 battalions, 6 cossack hundreds, and 12 cannons were prepared in Kattakurgan and Samarkand to support Crown Prince Abdulahad. General M. N. Annenkov, who is in charge of railway construction in the Bukhara region, officially informed Abdulahad that he could rely on Tashkent's support in case of conflicts with other princes (Muzaffar had 13 sons) for the throne[12]. The district sent scouts to Shakhrisabz, Karshi, and Hisar to investigate the events surrounding Abdumalik Tura. An additional 29 Cossacks were sent to guard the embassy in Bukhara[13]. However, no problems have arisen in the emirate. In November 1885, Abdulahad took the throne of the emirate without opposition.

The last military intervention of the colonial administration in Turkestan in the political processes of the Bukhara Emirate took place during the period of religious conflicts in 1910. In 1910, there was a religious confrontation between Sunnis and Shiites in the city of Bukhara. The main reason for the conflict was that Qushbegi Astanaqlu began to put Shias in the positions reserved for Sunnis in the administration and army.

On January 9 in Bukhara, a student of a Sunni madrasa was killed in a fight during the Shia holiday "Ashura". Ostanaqulbi arrested the students who appealed to punish the murderers. On January 10, an armed conflict began between Sunnis and Shiites. The political agent of the Russian Empire in Bukhara stated that the Russian troops would not interfere in the internal affairs of the emirate unless Astonokulbi requested it (the emir mainly lived in Karmana). General Lilienthal, the chief of staff of the 1st Turkestan Corps, personally came to New Bukhara on January 12, after the conflicts did not stop, with additional military forces. Lilienthal demanded serious measures from the emir, which showed its inaction around the clashes. Lilienthal warned Ostanaqulbi and Lutsh that if the riots happened again, the district troops would be forced to occupy Bukhara. On January 13, when religious conflicts continued again, Russian troops entered the city and put an end to the riots. More than 500 people from both sects were killed in religious clashes[14]. General Lilienthal, by order of the district commander Samsonov, kept part of the Russian troops until complete peace was established in the capital. But from a historical point of view, the entry of Russian troops into the capital was very painful.

The colonial administration in Turkestan constantly monitored the armed forces of Bukhara and opposed its strengthening of power. Turkestan has often interfered in the processes surrounding the Bukhara army. In 1877 Bukhara had 13,000 infantry and 6,000 cavalry[15]. In Central Asia, during the period of increasing confrontation with Afghanistan and Great Britain, the colonial administration was interested in strengthening the emir's army at certain times. After all, the emir's army had to guard the southern borders of Turkestan. In 1885, the emir asked the Turkestan region for 12,000 berdanka rifles for his army[16]. Due to the Russo-Afghan military conflict in the Pande oasis, the strong propensity of Amir Abdurrahman to the British, and the increased threat from the southern borders of Turkestan through Bukhara, 1,000 berdanka rifles and about 100,000 bullets were delivered to Bukhara from the district[17].

In 1886-1887, there were reports that Emir Abdurakhman was preparing to start a war against Turkestan and Bukhara. On the eve of the possible war, the army of the Bukhara emirate consisted of only 12,000 people[18]. As a result, realizing that the emirate army alone could not stop the threat from the south, the commander of the okug Rosenbach, started planning to deploy part of the soldiers of the Turkestan military district to the territory of Bukhara[19]. In 1886, an agreement was reached with the emir on this issue. Russian troops to be deployed in Bukhara were also needed to keep the existing regime in the emirate under control by military force in the future.

In December 1886, the 3rd Turkestan line battalion was deployed to Chorjoi. In May 1887, a garrison consisting of the 17th line battalion, 1 battery and 2 Astrakhan Cossack hundreds was formed in Kerki. In 1889, the 17th battalion was replaced by the 9th and 19th battalions[20]. In 1886-1888, the Chorjoi-Samarkand line of the Kaspiyorti military railway was completed. To protect the railway, in 1887, the 3-4 companies of the 2nd Caspian Railway Battalion of the Caucasus Military District were included in the troops of the Turkestan Military District[21]. They are mainly located at railway stations in Chorjoi, Kogon, and Samarkand. In addition to the land forces in Bukhara, the Amudarya flotilla was founded in Chorjoi in 1887. In 1894, the Bukhara-Afghan border was closed in order to stop British-Afghan goods from entering Bukhara. Border posts were established by the Turkestan military district in Kerki, Kalif, Chushka-Guzar, Patta-Hissar, Ayvadje, Sarai, Bogorak[22].

In the 90s of the 19th century, the district troops in Bukhara increased significantly. 1896 THO 1st Turkestan line brigade was formed and placed in the territory of the emirate. The 3rd, 9th, 13th, 14th, 19th battalions will be included in the brigade. In 1898, there were about 8,000 TMD troops in the territory of Bukhara[23]. In 1899, the 4th Rifle Brigade, 1 cossack regiment, and 1 cossack artillery battery from the 1st Turkestan army corps were in the territory of the emirate. In 1899-1901, the 13th, 14th, 15th, 16th rifle battalions of the 4th Turkestan Rifle Brigade, 1 hundred of the 4th Orenburg regiment and the 2nd Orenburg cossack artillery battery were stationed in Termez, and 3 hundred of the 4th Orenburg regiment were stationed in Kerki[24]. In 1899, the 5th rifle brigade, 1 mountain battery and 1 fortress artillery company of the 2nd Turkestan army corps were also transferred to Bukhara. In 1899-1901, the 19th, 20th rifle battalions of the 5th rifle brigade of the 2nd Turkestan army corps, the 3rd Transkaspian mountain battery, 1 fortress artillery company to Kerki, the 17th rifle of the 5th rifle brigade The battalion was deployed in Chorjoi[25].

Turkestan district troops in Termez, Chorjoi, kerki (in 1901):[26]

№	Location	Military unit	officer	Ordinary sl.	All
1	Termez 3345 men	13,15,16 th rifle battalions	63	1616	1679
		4 th Orenburg reg: 1 hundred	3	122	124
		2 nd Orenburg cossack battery	10	130	144
2	Kerki 2730 kishi	19,20 th rifle battalions	41	1217	1258
		4 th Orenburg reg: 3 hundred	13	363	379
		3 rd battery (2 nd brigade)	6	214	218
		Rortress artillery company	3	89	92
3	Chorjoi	17 th rifle battalions	22	636	688

In the years under review, the provision of weapons to Bukhara by the military district, the sending of military instructors, and the emir's annual spending of huge amounts of money could not improve the quality of the Bukhara army. The Amir's large army proved to be a useless ally to the district's troops in the face of the threat from the south. On the contrary, this large army could threaten the internal stability of the country itself. In the 90s of the 19th century, the Bukhara army numbered around 20,000[27]. Amir Abdulahad spent a lot of money - 1,308,867 rubles per year for military expenses[28].

In 1894, THO commander Vrevskiy asked the military minister Vannovsky to disband the Emirate army. Vrevskii said that this army is useless, that more than half of the emirate's income is spent on it, and that the guarantee of the emir's power still depends on the Russian troops in Turkestan. Vrevskii Amir Abdulahad to create a regular army of 5900 men, consisting of 5.5 infantry battalions, 1 rifle company, 1 cavalry regiment, 1 artillery team and 1 palace guard unit, instead of the existing army in Bukhara, and proposes to reduce annual military expenses by 559,339 rubles[29]. But the emir did not accept the offer.

CONCLUSION

In conclusion, in the 1970s and 1990s, after preventing the British from entering Central Asia through Afghanistan, the Turkestan Military District deployed its troops along the Bukhara-Afghanistan border. And he strengthened his military positions in this area. During this period, an important consequence of the political tension between Russia-England and Bukhara-Afghanistan was that the military influence of the Turkestan military district and the Russian Empire over the Bukhara Emirate increased even more.

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IN THE CROSSHAIRS OF ACCOUNTABILITY: EXPLORING LEGAL RAMIFICATIONS STEMMING FROM INCORRECT ADMINISTRATION

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ABOUT ARTICLE

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Abstract: This exploration delves into the legal intricacies surrounding civil liability arising from incorrect administration. The study navigates through the multifaceted landscape of accountability, dissecting the legal ramifications when errors occur in administrative processes. Through a comprehensive analysis of case law, statutes, and legal precedents, the research sheds light on the nuanced dimensions of liability, investigating the responsibilities and obligations of individuals and entities involved in the administration. By elucidating the legal implications, this study aims to provide a valuable resource for legal professionals, policymakers, and stakeholders seeking a deeper understanding of the consequences and potential safeguards against incorrect administrative actions.

INTRODUCTION

"In the Crosshairs of Accountability: Exploring Legal Ramifications Stemming from Incorrect Administration" embarks on a comprehensive examination of the intricate legal landscape surrounding the consequences of incorrect administration. In various spheres of public and private sectors, administration plays a pivotal role in ensuring the smooth functioning of institutions and safeguarding the rights of individuals. However, when errors occur in administrative processes, the repercussions can be far-reaching, leading to legal disputes, financial implications, and damage to reputations.

This study is motivated by the imperative to unravel the complexities and legal nuances associated with civil liability arising from incorrect administration. In the modern legal landscape, where administrative actions influence individuals, organizations, and communities, understanding the legal ramifications becomes crucial for both practitioners and stakeholders. The consequences of administrative errors can extend across diverse domains, including governmental agencies, corporate entities, educational institutions, and healthcare providers. As we delve into this exploration, it is essential to acknowledge that incorrect administration is not a monolithic concept but a multifaceted one that encompasses a spectrum of actions and decisions. These may range from procedural errors and omissions to substantive misjudgments, each carrying distinct legal implications. The term

"Crosshairs of Accountability" encapsulates the focal point of our investigation — the intense scrutiny and legal challenges faced by those responsible for administering duties.

The study draws upon an in-depth analysis of case law, statutes, and legal precedents to provide a nuanced understanding of the obligations and responsibilities of individuals and entities involved in administration. By exploring real-world scenarios and legal outcomes, the research aims to contribute valuable insights to legal professionals, policymakers, and stakeholders grappling with the complexities of administrative accountability. In the subsequent sections, we will navigate through the intricacies of civil liability, shedding light on the legal implications stemming from incorrect administration. Through this exploration, we seek not only to understand the challenges but also to identify potential safeguards and mechanisms that can mitigate legal risks and promote accountability in administrative practices. As we embark on this journey, the study endeavors to offer a comprehensive resource for those navigating the legal terrain of incorrect administration, fostering a deeper appreciation of the implications and responsibilities involved.

METHOD

The research process for "In the Crosshairs of Accountability: Exploring Legal Ramifications Stemming from Incorrect Administration" unfolded through a systematic and multifaceted journey. The initial phase involved an extensive literature review, immersing into legal theories, frameworks, and principles related to administrative accountability and civil liability. This foundational step set the stage for a nuanced understanding of the theoretical underpinnings that guide legal perspectives on incorrect administration.

Building upon the theoretical groundwork, the study pivoted towards a focused analysis of case law. This involved a meticulous examination of legal precedents where civil liability was contested or established in the context of administrative errors. The case law analysis sought to distill key patterns, legal principles, and nuanced interpretations, offering valuable insights into the complex legal ramifications stemming from incorrect administration.

Simultaneously, an in-depth analysis of relevant statutes and legal frameworks governing administrative actions was undertaken. Scrutinizing legislative provisions aimed to uncover the statutory obligations and responsibilities imposed on individuals and entities involved in administration. This phase provided essential context to understand how the law defines and addresses civil liability concerning administrative errors.

To complement the doctrinal analysis, qualitative data were collected through interviews and discussions with legal professionals, scholars, and experts specializing in administrative law. These qualitative insights offered a practical dimension to the research, providing perspectives on real-world challenges, legal trends, and the evolving nature of administrative accountability. The combination of theoretical, case law, statutory, and qualitative insights ensured a comprehensive exploration of the research topic.

The synthesis and comparative analysis phase brought together the diverse data sources, extracting common themes, contrasting legal interpretations, and synthesizing findings. This iterative process aimed to develop a holistic understanding of the legal ramifications associated with incorrect administration. The research methodology aspired not only to contribute to academic discourse but also to offer practical insights for legal professionals, policymakers, and stakeholders grappling with the complexities of administrative accountability. As the research journey "In the Crosshairs of Accountability" concludes, it stands as a testament to the meticulous and comprehensive approach employed to unravel the intricate legal dynamics surrounding civil liability arising from incorrect administration. The insights gleaned from this process contribute to a deeper understanding of the legal landscape and offer a valuable resource for navigating the complexities of administrative errors within the purview of legal accountability.

The research methodology employed in "In the Crosshairs of Accountability: Exploring Legal Ramifications Stemming from Incorrect Administration" is designed to provide a rigorous and comprehensive analysis of the legal landscape surrounding civil liability arising from incorrect administration. The methodology is structured to delve into case law, statutes, and legal precedents, combining qualitative and doctrinal research approaches.

Literature Review:

The study commenced with an extensive literature review to establish a solid foundation of knowledge regarding legal theories, frameworks, and principles related to administrative accountability and civil liability. This phase involved reviewing legal literature, scholarly articles, and relevant legal texts to gain a comprehensive understanding of the theoretical underpinnings and contemporary perspectives on the subject.

Case Law Analysis:

A primary focus of the research involves an in-depth analysis of case law relevant to instances of incorrect administration. This includes identifying and examining legal precedents where civil liability was established or contested due to administrative errors. The case law analysis aims to extract key patterns, legal principles, and nuanced interpretations that contribute to the understanding of the legal ramifications stemming from incorrect administration.

Statutory Analysis:

The research also entails a detailed analysis of relevant statutes, regulations, and legal frameworks governing administrative actions. This phase involves scrutinizing legislative provisions to identify the statutory obligations and responsibilities imposed on individuals and entities involved in administration. The analysis aims to uncover how the law defines and addresses civil liability in the context of administrative errors.

Qualitative Data Collection:

Qualitative data were collected through interviews and discussions with legal professionals, scholars, and experts specializing in administrative law. These interviews provided valuable insights into practical challenges, perspectives on legal trends, and the evolving nature of administrative accountability. The qualitative data collection aimed to complement doctrinal analysis with real-world experiences and expert opinions.

Synthesis and Comparative Analysis:

The collected data, comprising insights from case law, statutory analysis, and qualitative interviews, underwent a rigorous synthesis and comparative analysis. This process involved identifying common themes, contrasting legal interpretations, and synthesizing findings to develop a comprehensive understanding of the legal ramifications associated with incorrect administration.

Through the application of this mixed-methods approach, the research methodology seeks to provide a robust and nuanced exploration of the legal landscape surrounding civil liability arising from incorrect administration. The combination of doctrinal analysis, case law examination, statutory scrutiny, and qualitative insights ensures a comprehensive and multifaceted understanding of the subject matter. The research aims to contribute not only to academic scholarship but also to offer practical insights for legal professionals, policymakers, and stakeholders navigating the complex terrain of administrative accountability.

RESULTS

The comprehensive examination of civil liability arising from incorrect administration has yielded multifaceted insights into the legal ramifications in various contexts. Through an in-depth analysis of case law, statutes, and qualitative interviews, distinct patterns and complexities in administrative accountability have emerged. The results indicate that legal repercussions for incorrect administration are contingent upon factors such as the nature of errors, the degree of negligence, and the industry context.

DISCUSSION

The discussion delves into the nuances uncovered during the research, emphasizing the role of case law in shaping legal interpretations and precedents surrounding incorrect administration. The analysis of specific cases

reveals the dynamic interplay between legal principles and the unique circumstances of each instance. The discussion explores how statutory frameworks serve as crucial benchmarks for determining accountability and outlines the challenges in achieving a balance between legal consistency and flexibility in response to diverse scenarios.

Moreover, the qualitative insights obtained from legal professionals provide a real-world perspective on the challenges and evolving nature of administrative accountability. The discussion incorporates these perspectives to highlight the dynamic landscape where legal practitioners navigate complexities, interpret legal standards, and grapple with the evolving expectations of accountability.

The study also engages in a comparative analysis of legal systems and jurisdictions, underscoring the variations in approaches to administrative accountability. The discussion explores how cultural, historical, and institutional factors influence legal frameworks, offering a comparative understanding of legal ramifications in different contexts.

CONCLUSION

In conclusion, "In the Crosshairs of Accountability: Exploring Legal Ramifications Stemming from Incorrect Administration" has provided a comprehensive analysis of the legal landscape surrounding civil liability in the context of administrative errors. The research illuminates the intricate dynamics, demonstrating that legal accountability is a multifaceted construct shaped by case law, statutory frameworks, and the evolving perspectives of legal practitioners.

The insights gained from this study contribute to a deeper understanding of the legal ramifications associated with incorrect administration. As administrative errors can have far-reaching consequences, from financial implications to damage to reputations, the study offers a valuable resource for legal professionals, policymakers, and stakeholders navigating the complexities of administrative accountability. The comparative analysis provides a broader perspective, acknowledging the diversity in legal approaches and encouraging ongoing dialogue on refining legal frameworks to adapt to evolving administrative challenges.

This research not only adds to the academic discourse but also serves as a practical guide for legal practitioners, offering nuanced insights into the legal ramifications and complexities associated with incorrect administration. As the legal landscape continues to evolve, this study stands as a foundational resource for those grappling with the crosshairs of accountability in the context of administrative errors.

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HISTORY OF SPECIAL EDUCATION IN UZBEKISTAN IN 1925-1990 (IN THE CASE OF BLIND CHILDREN)

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ABOUT ARTICLE

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Abstract: This article discusses the history of special education in Uzbekistan in 1925-1990 (in the case of blind children). The period from 1925 to 1990 marked a transformative era in the history of special education for blind children in Uzbekistan, characterized by significant developments and milestones that shaped the landscape of educational opportunities for visually impaired students. The establishment of specialized institutions, development of educational materials, professional development of educators, emphasis on vocational training, and the promotion of inclusive educational policies and practices during this period underscored Uzbekistan's commitment to providing inclusive, supportive, and enriching educational opportunities for blind children. These developments not only laid the foundation for the subsequent evolution of special education in Uzbekistan but also reflected a progressive and forward-thinking approach to addressing the unique needs of visually impaired students.

INTRODUCTION

In the early developments of special education for blind children in Uzbekistan, there were significant challenges and limitations. During the Soviet era, there was a lack of specialized resources and facilities for children with visual impairments. However, with the passage of time, efforts were made to establish schools and organizations tailored to the needs of blind children.

One of the key milestones in the development of special education for blind children in Uzbekistan was the establishment of the Tashkent Special Music Boarding School for the Blind in 1939. This institution provided educational opportunities and resources for visually impaired children to develop their musical talents and academic skills.

In the following years, the Uzbekistan Society of the Blind, along with the government, worked to expand educational programs and improve access to learning materials for blind students. Efforts were made to integrate blind children into mainstream schools and provide them with individualized support and accommodations.

THE MAIN FINDINGS AND RESULTS

Despite these advancements, challenges persisted in terms of access to technology and specialized tools for blind students. It was not until the late 20th century that significant strides were made in the development of educational resources and assistive technologies for visually impaired students in Uzbekistan.

Overall, the early developments in special education for blind children in Uzbekistan marked a period of progress and growth, laying the foundation for future advancements in the field. Through the establishment of specialized schools and concerted efforts to improve access to educational resources, blind children in Uzbekistan began to receive the support and opportunities they needed to thrive academically and socially.

In Uzbekistan, the establishment of the first schools for blind children marked a crucial milestone in the development of special education and support for individuals with visual impairments. During the early 20th century, efforts were initiated to address the educational needs of blind children, leading to the creation of dedicated institutions tailored to their unique requirements.

The Tashkent Special Music Boarding School for the Blind stands as a prominent example of the first schools established to cater specifically to blind children in Uzbekistan. Founded in 1939, this institution represented a significant step towards providing educational opportunities for visually impaired children in the region. The school not only focused on academic instruction but also placed a strong emphasis on nurturing the musical talents of the students, highlighting the belief in the potential and capabilities of blind individuals.

The establishment of this pioneering school laid the groundwork for further developments in special education for blind children in Uzbekistan. It set a precedent for the recognition of the importance of tailored educational programs and resources for children with visual impairments, inspiring future initiatives and institutions dedicated to supporting the unique learning needs of blind students.

In the years following the founding of the Tashkent Special Music Boarding School for the Blind, efforts were made to expand educational opportunities for visually impaired children in Uzbekistan. The Uzbekistan Society of the Blind and governmental organizations collaborated to advance the provision of specialized resources and facilities, as well as to integrate blind children into mainstream educational settings while ensuring they received the individualized support and accommodations they required.

The establishment of the first schools for blind children in Uzbekistan was not without its challenges, particularly during the Soviet era. Limited resources and a lack of specialized educational tools presented obstacles to the delivery of quality education for visually impaired students. However, the perseverance and dedication of educators, administrators, and advocates paved the way for progress in the field of special education for blind children.

The early schools for blind children in Uzbekistan played a pivotal role in fostering an inclusive and supportive environment for visually impaired students, contributing to their educational and personal development. These pioneering institutions served as beacons of hope and opportunity, empowering blind children with the knowledge and skills they needed to pursue their aspirations and contribute meaningfully to society.

Ultimately, the establishment of the first schools for blind children in Uzbekistan represented a significant leap forward in advancing the rights and opportunities of individuals with visual impairments. It signaled a shift toward greater awareness and support for the diverse educational needs of all children, regardless of their physical abilities, and laid the foundation for a more inclusive and equitable educational landscape in Uzbekistan.

The impact of the Soviet regime on special education for blind children in Uzbekistan during the 20th century was profound and complex, leaving a lasting imprint on the educational landscape for visually impaired students in the region. Under Soviet rule, significant efforts were made to address the educational needs of children with disabilities, including blindness, yet the policies and practices implemented by the regime also reflected larger political and ideological agendas that influenced the development of special education in Uzbekistan.

During the Soviet era, the government prioritized the establishment of specialized institutions and educational programs for children with disabilities, seeking to integrate them into the broader educational framework. In Uzbekistan, this initiative encompassed the creation of schools and centers specifically dedicated to the education and development of blind children. These institutions aimed not only to provide academic instruction but also to equip visually impaired students with practical skills and vocational training, reflecting the Soviet emphasis on labor and productivity.

One of the key developments in the realm of special education for blind children during the Soviet era was the establishment of specialized boarding schools and educational facilities. These schools, designed to cater specifically to the needs of visually impaired students, offered a curriculum tailored to support their learning and personal development. Additionally, the Soviet regime invested in the training of educators and specialists in the field of special education, further enhancing the quality of support available to blind children in Uzbekistan.

The Soviet government's approach to special education for blind children was also influenced by ideological considerations, as the regime sought to portray itself as a champion of inclusivity and equal opportunities for all citizens, including those with disabilities. This manifested in policies aimed at integrating visually impaired students into mainstream educational settings whenever possible, emphasizing the importance of social integration and participation.

However, while the Soviet regime made substantial efforts to address the educational needs of blind children in Uzbekistan, its approach was not without shortcomings and challenges. The centralized nature of the Soviet education system, coupled with bureaucratic inefficiencies, at times created barriers to the effective delivery of specialized services for visually impaired students. Additionally, the overarching political ideology of the regime could influence the content and focus of educational programs, potentially shaping the experiences of blind children in ways that aligned with the state's priorities.

Furthermore, the dissolution of the Soviet Union in 1991 brought about significant changes in Uzbekistan, including shifts in educational policies and priorities. The transition from a centrally planned system to an independent state introduced new dynamics and challenges for the realm of special education, including those pertaining to the continued development and support of programs for blind children.

In the post-Soviet era, Uzbekistan has been navigating the ongoing evolution of its educational system, including the realm of special education for blind children. While the legacy of the Soviet regime's impact on special education is still palpable, contemporary efforts have focused on addressing the unique needs of visually impaired students in the context of a changing social and political landscape.

This includes initiatives to modernize educational facilities, enhance training for educators and specialists, and integrate innovative approaches to support the academic and personal development of blind children.

The Soviet era in Uzbekistan witnessed significant advancements and improvements in the field of special education for blind children, reflecting the regime's comprehensive efforts to address the unique educational needs of visually impaired students within the region. From the 1920s to the 1990s, Uzbekistan experienced a significant transformation in its approach to special education, marked by the establishment of specialized institutions, the development of innovative educational methodologies, and the enhancement of support systems tailored to the needs of blind children. These advancements not only reshaped the educational landscape for visually impaired students in Uzbekistan but also left a lasting legacy that continues to impact the realm of special education for blind children in the region. Central to the advancements in special education for blind children during the Soviet era in Uzbekistan was the establishment of specialized schools and centers dedicated exclusively to meeting the educational and developmental needs of visually impaired students. These institutions provided a tailored educational environment, equipped with specialized curriculum, adaptive teaching methods, and resources designed to support the unique learning paths of blind children. By creating these specialized educational facilities, the Soviet government demonstrated a commitment to recognizing and addressing the distinct requirements of blind children within Uzbekistan, setting the stage for inclusive and comprehensive special education initiatives within the region.

Moreover, the Soviet era ushered in significant progress in the development and availability of educational materials and tools specifically designed for blind children in Uzbekistan. Braille literacy, in particular, experienced marked advancement, with the production and distribution of Braille books, texts, and learning resources becoming more widespread throughout the region. This expansion of Braille materials played a pivotal role in ensuring equitable access to education for blind children, enabling them to engage with academic content and pursue learning opportunities in line with their sighted counterparts. Additionally, the development and dissemination of assistive technologies, such as tactile diagrams and specialized equipment, contributed to creating a more inclusive and accessible educational environment for visually impaired students in Uzbekistan.

In addition to the focus on academic development, the Soviet era laid a strong emphasis on vocational training and practical skills development for blind children in Uzbekistan. Recognizing the importance of equipping visually impaired students with the tools necessary to lead independent and fulfilling lives, the Soviet government prioritized vocational education within the special education framework. This emphasis aimed to empower blind children with the skills and training needed to pursue meaningful employment and play productive roles within Uzbekistan's society, aligning with the broader Soviet emphasis on labor and contribution to the collective welfare.

The Soviet regime also made substantial investments in the training and professional development of educators and specialists within the field of special education for blind children in Uzbekistan. By enhancing the expertise and skills of teachers, instructors, and support staff working with blind children, the Soviet government sought to elevate the quality of educational provision, ensuring that visually impaired students in Uzbekistan received comprehensive and effective support. This commitment to educator training not only bolstered the capabilities of those working directly with blind children but also contributed to the establishment of a more robust and knowledgeable educational infrastructure within the region.

Furthermore, the Soviet era in Uzbekistan witnessed a concerted effort to promote the social integration of blind children within the broader educational and societal context. The emphasis on inclusion and active participation aimed to break down barriers and stereotypes, fostering an environment in which visually impaired students could engage with their peers and communities on equal footing. This broader social inclusion initiative reflected the Soviet government's aspiration to create a society that embraced diversity and provided equitable opportunities for all its members, including those with physical challenges.

The enduring impact of the advancements and improvements in special education for blind children during the Soviet era in Uzbekistan manifests in the continued influence on contemporary practices and principles in the field of special education. The legacy of the Soviet period's commitment to specialized educational institutions, the development of tailored educational materials, vocational training, and professional development for educators continues to inform and inspire efforts to enhance the quality and inclusivity of special education for blind children in modern Uzbekistan.

In the late 20th century, Uzbekistan underwent significant changes and reforms in the realm of special education for blind children, marking a transformative period characterized by the reshaping of educational policies and practices. During this time, a series of initiatives, developments, and reforms emerged, reflecting a concerted effort to address the unique educational needs of visually impaired students and foster greater inclusivity within the educational landscape of Uzbekistan.

One of the most notable changes during this period was the increased emphasis on inclusive education, which sought to integrate blind children into mainstream educational settings. This shift represented a departure from previously segregated approaches and was rooted in the belief that all students, including those with visual impairments, should have access to the same educational opportunities. As a result, there was a growing recognition of the importance of providing support and accommodations within regular schools to ensure that blind children could fully participate in the educational experience alongside their sighted peers.

Moreover, the late 20th century witnessed a significant expansion in the availability of specialized educational resources and tools tailored to the needs of blind children. This included the development and dissemination of Braille materials, adaptive technologies, and tactile learning aids, which played a crucial role in enhancing the accessibility and quality of education for visually impaired students in Uzbekistan. The broader adoption of these specialized resources reflected a commitment to addressing the specific learning requirements of blind children and creating an environment conducive to their academic and personal development.

In addition to these changes, reforms in the professional development of educators and specialists working within the field of special education for blind children in Uzbekistan were also prominent during the late 20th century. Efforts were made to enhance the training and expertise of teachers, ensuring that they were equipped with the skills and knowledge necessary to effectively support the diverse needs of visually impaired students. This focus on professional development aimed to elevate the quality of educational provision and establish a cadre of educators capable of catering to the unique requirements of blind children within the educational system.

Furthermore, the late 20th century saw an increased recognition of the importance of vocational training and life skills development for blind children in Uzbekistan. As part of the broader reforms in special education, there was a growing emphasis on equipping visually impaired students with the practical skills and knowledge needed to lead independent and fulfilling lives. This encompassed initiatives aimed at providing vocational training, fostering life skills, and preparing blind children for

meaningful employment opportunities, aligning with the broader societal goal of empowering individuals with disabilities to contribute meaningfully to their communities.

Another significant change during this period was the integration of modern educational methodologies and approaches into the special education framework for blind children in Uzbekistan. This involved the adoption of innovative teaching techniques, the incorporation of multi-sensory learning experiences, and the implementation of individualized educational plans tailored to the specific needs of each visually impaired student. By embracing contemporary educational practices, Uzbekistan sought to enhance the overall quality of special education and create a more dynamic and engaging learning environment for blind children.

The late 20th century also witnessed a shift in the perception of disabilities within Uzbekistan, with a growing emphasis on promoting social inclusion and empowerment for visually impaired individuals. This broader societal shift had a profound impact on the realm of special education, as it contributed to the creation of a more supportive and inclusive environment for blind children within educational settings. Efforts to challenge misconceptions and stereotypes surrounding visual impairment, as well as initiatives aimed at fostering a culture of empathy and understanding, were instrumental in creating a more inclusive and welcoming educational landscape for blind children in Uzbekistan.

Ultimately, the significant changes and reforms in special education for blind children in Uzbekistan during the late 20th century signaled a pivotal era of transformation, characterized by a progressive reimagining of educational practices and policies. From the promotion of inclusive education and the expansion of specialized resources to the emphasis on professional development, vocational training, and social inclusion, these reforms reflected a comprehensive and concerted effort to address the unique needs of visually impaired students and create a more equitable and supportive educational environment. The enduring impact of these changes continues to shape the realm of special education for blind children in Uzbekistan, underscoring the lasting significance of the reforms implemented during this transformative period.

In Uzbekistan, significant achievements and progress have been made in providing quality education for blind children, reflecting a commitment to fostering inclusive and supportive learning environments that cater to their unique needs. Over the years, a series of initiatives, advancements, and reforms have played a pivotal role in transforming the landscape of special education for visually impaired students in Uzbekistan, ushering in a new era of educational opportunities and support.

One of the notable achievements in the realm of special education for blind children in Uzbekistan is the establishment of specialized institutions and educational programs dedicated to their academic and personal development. These institutions have been instrumental in creating a focused and tailored approach to education, providing a supportive environment where visually impaired students can thrive, learn, and grow. By building specialized schools and programs, Uzbekistan has demonstrated a commitment to addressing the specific learning requirements of blind children and ensuring that they have access to the educational resources essential for their academic success.

Moreover, the development and dissemination of specialized educational materials and resources have been a cornerstone of the progress made in providing quality education for blind children in Uzbekistan. This includes the production of Braille materials, tactile learning aids, adaptive technologies, and other resources designed to enhance accessibility and facilitate effective learning experiences for visually impaired students. The availability of these specialized materials has been pivotal in fostering an inclusive and equitable educational environment, empowering blind children to engage fully in their educational pursuits and achieve their academic potential.

In addition to advancements in infrastructure and resources, Uzbekistan has made remarkable strides in the training and professional development of educators and specialists in the field of special education for blind children. Efforts to enhance the expertise and skills of teachers, administrators, and support personnel have played a crucial role in elevating the quality of educational provision and ensuring that visually impaired students receive the specialized support they require. By investing in the professional development of educators, Uzbekistan has demonstrated a dedication to equipping its educational workforce with the knowledge and capabilities to effectively address the diverse needs of blind children.

Furthermore, Uzbekistan has emphasized the importance of vocational training and life skills development for blind children, aiming to prepare them for independent living and meaningful employment opportunities. By integrating vocational training into the educational framework for visually impaired students, Uzbekistan has sought to equip them with the practical skills, knowledge, and confidence needed to embark on successful career paths and lead independent lives. These efforts reflect a commitment to empowering blind children and ensuring that they are prepared to contribute meaningfully to society beyond their academic pursuits.

The integration of modern educational methodologies and innovative approaches into the special education framework for blind children has also been a significant achievement in Uzbekistan. By adopting contemporary teaching techniques, incorporating multi-sensory learning experiences, and implementing individualized educational plans, Uzbekistan has created a dynamic and engaging learning environment conducive to the academic and personal growth of visually impaired students. This emphasis on modern educational practices reflects a commitment to providing an enriching and inclusive educational experience for blind children.

Furthermore, Uzbekistan has demonstrated a proactive stance in fostering social inclusion and promoting a culture of empathy and understanding towards individuals with visual impairments. This broader societal shift has had a profound impact on the realm of special education, contributing to the creation of a more supportive and inclusive environment for blind children within educational settings. Efforts to challenge misconceptions and stereotypes surrounding visual impairment have played a crucial role in creating a more inclusive and welcoming educational landscape for blind children in Uzbekistan.

Special education for blind children in Uzbekistan underwent significant developments and milestones from 1925 to 1990, a period characterized by dynamic societal, political, and educational changes. During this time frame, several key developments shaped the landscape of special education, reflecting a growing recognition of the unique needs of visually impaired students and a commitment to enhancing their educational opportunities.

In the early years of this period, the Soviet regime in Uzbekistan placed a strong emphasis on the establishment of specialized institutions and educational programs tailored to the needs of blind children. The government's proactive approach to providing educational opportunities for visually impaired students led to the creation of schools specifically dedicated to the education and development of blind children. These institutions played a crucial role in shaping the early foundations of special education for blind children in Uzbekistan, laying the groundwork for a more structured and tailored educational approach.

Furthermore, the period from 1925 to 1990 witnessed a concerted effort to develop and disseminate specialized educational materials and resources for blind children in Uzbekistan. This included the production and distribution of Braille materials, tactile learning aids, and other resources designed to

enhance accessibility and facilitate effective learning experiences for visually impaired students. The availability of these specialized materials played a pivotal role in fostering a more inclusive and equitable educational environment, ensuring that blind children had access to the educational resources essential for their academic success.

The training and professional development of educators and specialists in the field of special education for blind children emerged as a significant milestone during this period. Uzbekistan made efforts to enhance the expertise and skills of teachers, administrators, and support personnel, recognizing the crucial role of a qualified and dedicated workforce in providing specialized support to visually impaired students. By investing in the professional development of educators, Uzbekistan demonstrated a commitment to equipping its educational workforce with the knowledge and capabilities to effectively address the diverse needs of blind children.

Moreover, the period from 1925 to 1990 witnessed the integration of vocational training and life skills development into the educational framework for blind children in Uzbekistan. Efforts to prepare visually impaired students for independent living and meaningful employment opportunities underscored the nation's commitment to empowering them for successful integration into society. The emphasis on vocational training and life skills development reflected a progressive approach aimed at equipping blind children with the practical skills, knowledge, and confidence needed to lead independent and fulfilling lives.

Additionally, the development of inclusive educational policies and practices for blind children emerged as a key milestone during this period, demonstrating a shift towards creating more supportive and accommodating educational settings. The Soviet Union's policies aimed at integrating visually impaired students into mainstream educational settings, emphasizing the importance of social integration and participation. This approach sought to break down barriers and promote inclusivity within educational environments, fostering a supportive and conducive atmosphere for blind children to pursue their academic aspirations.

The period from 1925 to 1990 also witnessed the modernization and adoption of contemporary educational methodologies and innovative approaches within the realm of special education for blind children in Uzbekistan. The introduction of modern teaching techniques, multi-sensory learning experiences, and individualized educational plans aimed to create a dynamic and engaging learning environment conducive to the academic and personal growth of visually impaired students.

CONCLUSION

In conclusion, the impact of the Soviet regime on special education for blind children in Uzbekistan was multifaceted, encompassing both positive advancements and challenges. The establishment of specialized schools and programs, along with the emphasis on social integration and equal opportunities, reflected a commitment to addressing the educational needs of visually impaired students. However, the broader political and ideological context of the Soviet era also influenced the development of special education in ways that continue to shape the experiences of blind children in Uzbekistan today. As the country looks toward the future, ongoing efforts to build upon the legacy of the Soviet era and adapt to contemporary needs will play a crucial role in shaping the quality and inclusivity of special education for blind children in Uzbekistan.

The achievements and progress made in providing quality education for blind children in Uzbekistan underscore the nation's unwavering commitment to creating inclusive, supportive, and enriching educational opportunities for visually impaired students. From the establishment of specialized

institutions and the development of educational materials to the prioritization of vocational training, professional development of educators, and the promotion of social inclusion, Uzbekistan has made significant strides in ensuring that blind children have access to the resources, support, and opportunities essential for their holistic development and academic success. These achievements reflect a transformative approach to special education and highlight the enduring commitment to empowering and enabling visually impaired students to pursue their educational aspirations and realize their full potential.

The period from 1925 to 1990 marked a transformative era in the history of special education for blind children in Uzbekistan, characterized by significant developments and milestones that shaped the landscape of educational opportunities for visually impaired students. The establishment of specialized institutions, development of educational materials, professional development of educators, emphasis on vocational training, and the promotion of inclusive educational policies and practices during this period underscored Uzbekistan's commitment to providing inclusive, supportive, and enriching educational opportunities for blind children. These developments not only laid the foundation for the subsequent evolution of special education in Uzbekistan but also reflected a progressive and forward-thinking approach to addressing the unique needs of visually impaired students.

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ANALYSIS OF THE PROBLEM OF CORRUPTION IN THE WORKS OF ANCIENT THINKERS AND MOVAROUNNAHR SCHOLARS

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ABOUT ARTICLE

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Abstract: This article presents an analysis of the problem of corruption as articulated in the works of ancient thinkers and Movarounnahr scholars. Drawing upon the writings of philosophers such as Plato, Aristotle, and Confucius, as well as the contributions of Movarounnahr scholars including Avicenna, Al-Farabi, and Al-Biruni, the analysis offers a multidisciplinary exploration of the ethical and sociopolitical dimensions of corruption within diverse cultural and historical contexts.

The analysis reveals recurring themes and nuanced variations in the conceptualization of corruption, shedding light on the enduring relevance of ancient insights to contemporary discussions of governance, ethics, and societal well-being. Emphasizing the ethical imperatives of virtuous leadership, the cultivation of moral character, and the establishment of resilient institutions, the works of these thinkers and scholars offer valuable perspectives that continue to inform efforts to address corruption and uphold the ideals of just and virtuous societies.

INTRODUCTION

Corruption has plagued societies throughout history, and the ancient world was no exception. The works of ancient thinkers and scholars from the region known as Movarounnahr (which encompassed parts of Central Asia, including modern-day Tajikistan and Uzbekistan) provide valuable insights into the nature of corruption and how it has been perceived and addressed in different historical and cultural contexts. In this article, we will delve into the writings of ancient thinkers such as Plato, Aristotle, and Confucius, as well as the contributions of Movarounnahr scholars, to analyze their

perspectives on corruption and explore the enduring relevance of their ideas to contemporary discussions of this pervasive societal issue.

Ancient Perspectives on Corruption

The ancient world produced a rich tapestry of philosophical and ethical thought on the topic of corruption. In ancient Greece, Plato and Aristotle both grappled with the challenges posed by corruption in political and societal structures. Plato, in his work "The Republic," examined the corrupting influence of power and the potential for individuals to abuse authority for personal gain. He proposed a hierarchical society governed by philosopher-kings who would be immune to the temptations of corruption through their pursuit of wisdom and virtue.

Aristotle, in his "Politics," also addressed the problem of corruption, emphasizing the importance of cultivating virtuous citizens and establishing institutions that would mitigate the risk of moral decay within the state. Both Plato and Aristotle recognized the insidious nature of corruption and sought to develop systems that would promote justice and integrity in governance.

In ancient China, the teachings of Confucius similarly grappled with the ethical dimensions of corruption. Confucius emphasized the cultivation of moral character and the practice of benevolent governance as antidotes to corruption. His emphasis on the importance of virtuous leadership and ethical conduct in public service continues to resonate in contemporary discussions about the root causes of corruption and the qualities of effective leadership.

Movarounnahr Scholars' Perspectives on Corruption

In the historical region of Movarounnahr, a rich tradition of scholarship and intellectual inquiry flourished, yielding valuable perspectives on corruption and its impact on society. Scholars such as Avicenna (Ibn Sina), Al-Farabi, and Al-Biruni made significant contributions to fields ranging from philosophy and medicine to astronomy and mathematics. While their writings encompass a wide array of subjects, their insights on governance, ethics, and human behavior offer valuable perspectives on the problem of corruption.

Avicenna, a polymath whose influence extended across multiple domains of knowledge, explored the ethical dimensions of leadership and governance in his philosophical works. He emphasized the importance of moral virtue and the pursuit of wisdom in the conduct of rulers, highlighting the detrimental effects of corruption on the well-being of communities and the stability of states.

Al-Farabi, known for his extensive contributions to political philosophy and Islamic thought, examined the nature of the ideal state and the moral virtues necessary for its preservation. His writings on governance and the ethical responsibilities of rulers shed light on the enduring concern with corruption and the means by which it can be addressed within political systems.

Al-Biruni, a pioneering scholar in the fields of astronomy, geography, and anthropology, also engaged with ethical and sociopolitical questions in his works. His multidisciplinary approach to understanding human societies provided nuanced insights into the cultural and moral dimensions of corruption, offering valuable perspectives

Methodology:

This analysis of the problem of corruption in the works of ancient thinkers and Movarounnahr scholars will employ a multidisciplinary approach, drawing upon the fields of philosophy, history, political science, and cultural studies to explore the diverse perspectives on corruption within different historical and cultural contexts.

Literature Review:

The methodology will entail an extensive review of primary sources, including the writings of ancient philosophers such as Plato, Aristotle, and Confucius, as well as the works of Movarounnahr scholars such as Avicenna, Al-Farabi, and Al-Biruni. Secondary sources, including scholarly articles, monographs, and historical analyses, will also be consulted to provide additional context and interpretation of the primary texts.

Comparative Analysis:

A comparative analysis will be conducted to identify recurring themes and divergent perspectives on corruption across different cultural and historical milieus. By juxtaposing the insights of ancient Greek and Chinese philosophers with those of Movarounnahr scholars, this methodology seeks to elucidate the commonalities and distinctions in their conceptualizations of corruption and its implications for governance and societal well-being.

Historical Contextualization:

The methodology will prioritize a nuanced understanding of the historical and cultural contexts in which these thinkers and scholars lived and wrote. By situating their ideas within the political, social, and intellectual currents of their respective eras, this analysis aims to elucidate the ways in which corruption was perceived, critiqued, and addressed within distinct cultural frameworks.

Ethical and Philosophical Analysis:

The methodology will incorporate an ethical and philosophical analysis of the conceptual frameworks employed by ancient thinkers and Movarounnahr scholars to address corruption. Emphasis will be placed on identifying the underlying ethical principles, political ideals, and prescriptions for virtuous governance that emerge from their writings, shedding light on the enduring relevance of their ideas to contemporary discussions of corruption.

Through this methodology, the aim is to provide a comprehensive and nuanced analysis of the problem of corruption as articulated by ancient thinkers and Movarounnahr scholars, offering insights that contribute to a deeper understanding of the perennial challenges and complexities associated with this pervasive societal issue.

RESULTS AND DISCUSSION

The analysis of the problem of corruption in the works of ancient thinkers and Movarounnahr scholars reveals a rich tapestry of insights and perspectives that continue to resonate with contemporary discussions of governance, ethics, and societal well-being. Across diverse cultural and historical contexts, recurring themes and nuanced variations in the conceptualization of corruption emerge, shedding light on the enduring relevance of these ideas.

Ancient Thinkers' Perspectives:

The works of ancient thinkers such as Plato, Aristotle, and Confucius underscore the enduring concern with corruption as a threat to the stability and moral fabric of societies. Plato's emphasis on the corrupting influence of power and his proposal for a philosopher-king ruling class reflects a preoccupation with the ethical dimensions of governance and the potential for moral decay within political structures. Aristotle's focus on the cultivation of virtuous citizens and the establishment of resilient institutions resonates with enduring concerns about the ethical foundations of governance and the mitigation of corrupt practices. Confucius' teachings similarly emphasize the importance of virtuous leadership and ethical conduct as essential safeguards against the corrosive effects of corruption.

Movarounnahr Scholars' Insights:

The writings of Movarounnahr scholars such as Avicenna, Al-Farabi, and Al-Biruni offer complementary perspectives on the problem of corruption, enriching our understanding of the ethical and sociopolitical dimensions of this perennial challenge. Avicenna's emphasis on moral virtue and the ethical responsibilities of rulers underscores the enduring concern with the ethical conduct of leaders and the impact of corruption on societal well-being. Al-Farabi's exploration of the moral virtues necessary for the preservation of the ideal state and the ethical responsibilities of rulers offers valuable insights into the ethical foundations of governance and the challenges posed by corruption. Al-Biruni's multidisciplinary approach provides nuanced insights into the cultural and moral dimensions of corruption, enriching our understanding of the diverse manifestations of this societal issue.

Overall, the analysis reveals the enduring preoccupation of ancient thinkers and Movarounnahr scholars with the problem of corruption, highlighting the ethical imperatives of virtuous leadership, the cultivation of moral character, and the establishment of resilient institutions as essential components of efforts to mitigate the risks posed by corruption. These insights continue to inform contemporary discussions of governance, ethics, and the enduring quest for just and virtuous societies.

CONCLUSION

The analysis of the problem of corruption in the works of ancient thinkers and Movarounnahr scholars underscores the enduring relevance of their insights to contemporary discussions of governance, ethics, and societal well-being. Across diverse cultural and historical contexts, the writings of ancient philosophers such as Plato, Aristotle, and Confucius, as well as the contributions of Movarounnahr scholars including Avicenna, Al-Farabi, and Al-Biruni, converge to offer valuable perspectives on the ethical dimensions of corruption and its implications for the stability and moral fabric of societies.

The enduring concern with the corrupting influence of power, the ethical imperatives of virtuous leadership, and the establishment of resilient institutions emerges as a central theme in the works of these thinkers and scholars. Their emphasis on the cultivation of moral character, the pursuit of wisdom, and the ethical responsibilities of rulers continues to resonate in contemporary discussions about the root causes of corruption and the qualities of effective leadership. Moreover, their insights enrich our understanding of the challenges posed by corruption and the enduring quest for just and virtuous societies.

By engaging with the intellectual legacies of ancient thinkers and Movarounnahr scholars, we gain valuable insights that contribute to a deeper understanding of the complexities associated with corruption and the enduring ethical imperatives that continue to inform efforts to address this pervasive societal issue. As we navigate the challenges of governance and ethical leadership in the modern world, the wisdom of these ancient voices remains a source of enduring relevance and inspiration.

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GENDER EQUALITY IS A PRIORITY OF THE NEW UZBEKISTAN

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ABOUT ARTICLE

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Abstract: The issue of equality between men and women has always worried society at all times. Because gender equality means a society in which both women and men have equal opportunities, rights and responsibilities in all areas of life. The author in his article emphasizes that modern conditions of world development and the paradoxes of globalization also affect the position of women, and the family also plays an important role in achieving gender equality. It is emphasized that state care for women is a sign of the health of society, its humanity and morality.

INTRODUCTION

Gender equality means that women and men should have the same opportunities, rights and responsibilities. This means, in particular, that women and men should have equal powers, equal educational opportunities, and that they should bear equal responsibility for the home and children. We have made a lot of progress towards gender equality in the recent past, but we still have a long way to go to ensure equal opportunities for women in terms of livelihood, participation and voting rights. Today we take it for granted that women can vote. However - with the exception of a few countries such as New Zealand, Australia and Finland - universal suffrage only became a reality after the First World War. In fact, women's right to vote was only introduced into international law in 1948 by the United Nations Commission on Human Rights.

THE MAIN FINDINGS AND RESULTS

Women have also taken advantage of increased opportunities to be leaders. In 2019, women held nearly one in four seats in legislatures around the world, more than double the figure in 1995. Women are also more likely to hold leadership positions now than they were twenty years ago, although parity is still a long way off.

With greater representation, better results are achieved. Looking at education, the world has seen tremendous progress in closing the gap between girls and boys in a number of critical areas, such as school enrollment rates and literacy rates.

In terms of health, significantly fewer mothers are dying during childbirth, and the average life expectancy of women has increased significantly. With rare exceptions, women now live longer than men in almost every country.

In terms of labor force participation, an increasing number of women are engaged in economic activities beyond non-market housework in countries across income levels.

Around the world, there have been many national reforms in recent years aimed at improving the status of women in the workplace, in marriage, and especially protecting women from violence.

Despite this significant progress, significant gender gaps still remain. They vary in scope and form across countries, ranging from physical violence and material deprivation to unequal opportunities in employment or political life.

CONCLUSION

So equal distribution of rights and responsibilities in the family is the best decision that people can make before getting married. This will allow them to maintain mental and physical health. This means that each of the participants in the relationship will be able to realize their social and economic potential and simply become fully happy.

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WOMEN'S RIGHTS AND STATE CARE FOR WOMEN

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Abstract: The issue of equality between men and women has always worried society at all times. Because gender equality means a society in which both women and men have equal opportunities, rights and responsibilities in all areas of life. The author in his article emphasizes that modern conditions of world development and the paradoxes of globalization also affect the position of women, and the family also plays an important role in achieving gender equality. It is emphasized that state care for women is a sign of the health of society, its humanity and morality.

INTRODUCTION

Equality and non-discrimination are among the main principles of the United Nations Charter adopted in 1945. Because women's rights are human rights, women have and enjoy all human rights. In this sense, gender equality is one of the core values of the United Nations, and sexual discrimination is prohibited in almost all human rights treaties.

The right to live free from violence, the right to attain the highest standard of physical and mental health, the right to education, the right to property, the right to equal pay and all other human rights must be guaranteed to women regardless of gender. However, millions of women around the world continue to face discrimination in exercising these rights. Gender inequality is the cause of many problems that negatively affect women and girls. These can be domestic and sexual violence, low wages or problems with employment, education, etc.

THE MAIN FINDINGS AND RESULTS

The Universal Declaration of Human Rights only defines the basic principles, but it alone cannot achieve the real protection of the rights of women and girls. One step taken by the United Nations to fill this gap was the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW), adopted on December 18, 1979. Known as the Convention on the Rights of Women, this document obliges the countries that ratify it to eliminate discrimination against women in the fields of culture, society, education, politics and law.

The Republic of Uzbekistan always pays special attention to ensuring women's rights. Uzbekistan was one of the first in Central Asia to join the UN Convention on the Elimination of All Forms of Discrimination against Women on May 6, 1995. It has also ratified the Conventions on Protection of Motherhood, Conventions on Discrimination in Labor and Occupation and other international documents.

Article 58 of the Constitution of the Republic of Uzbekistan stipulates that women and men have equal rights and that the State provides women and men with equal rights and opportunities in the management of society and state affairs, as well as in other areas of society and state life.

Gender equality is at the very heart of human rights and the values of the United Nations. Equality and non-discrimination are fundamental principles of the UN Charter, adopted by world leaders in 1945.

However, millions of women and LGBTI people around the world continue to be discriminated against in the exercise of their civil, cultural, economic, political and social rights.

Moreover, many women, including trans women, gender-variant people, and intersex people, face multiple forms of discrimination based on factors such as age, race, ethnicity, disability, and socioeconomic status.

Effectively ensuring the rights of women, girls, men, boys and gender diverse people requires, first and foremost, a comprehensive understanding of social structure, social norms and stereotypes and the power relations that shape not only laws and policies, but also economic and social dynamics, and family and community life.

CONCLUSION

The UN Human Rights Office stands ready to work with States, national human rights institutions (NHRIs), civil society and other stakeholders around the world to:

- change discriminatory laws and policies that enable gender discrimination and bring them into line with international human rights law;
- transform discriminatory social norms and harmful gender stereotypes into more equal social structures and power relations between the sexes;
- eliminate gender-based violence;
- guarantee the enjoyment of sexual and reproductive health rights for everyone;
- protect and expand citizenship for women's rights activists and feminist movements;
- promote equal participation of women, men and people of other gender identities in civil, political, economic, social and cultural life; And
- ensure gender equality in the UN Human Rights Office and the United Nations.

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DEVELOPMENT OF EMOTIONAL INTELLIGENCE IN MANAGEMENT ACTIVITIES

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ABOUT ARTICLE

Key words: Intellectual level, intelligence, management psychology, professional maturity, emotional intelligence, professional activity, competent, psychological experts, motivation.

Abstract: This article describes the development of emotional intelligence in the process of management, the acquisition of emotional intelligence, management processes that affect the development of intelligence in the process of management in students.

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INTRODUCTION

In recent years, in connection with the increased attention to the human factor, interest in issues of management psychology has also increased. On this basis, a special branch of Social Psychology appeared — management psychology. Management psychology is such a branch of psychology that studies the problems associated with management activities, the psychological mechanisms of the effective organization and joint functioning of the activities of other groups by a group of individuals and individuals. Management problems are also studied by several disciplines, including philosophy, history economics, economics and psychology, which are concerned with opening up its specific aspects.

Psychology studies both the object and the subject of management. The team of scientists studied in Psychological Research, a separate person, their psychological states, certain processes and tasks in them are said to be the object of management. When the subject of governance is studied, however, it is usually referred to as the governing person or group of people. Psychology studies the psychological foundations of the activities of a more controlling person, and on this basis, the work of buysunners solves a number of problems, such as how to organize effectively, how to make clear and correct decisions, and how to educate in itself the psychological state and processes. For example, in concrete life circumstances, if the chief is conducting a meeting, through the opinions, lectures, etc. of each speaker, their psychological states are determined, new work programs are produced, according to the decisions made, separate scientific instructions and advice are given to the head and each of the employees. When management psychology analyzes the activities of a boss the main focus is whether the management is suitable for his needs or abilities, according to which individual characteristics he was promoted to the rank of chief, for the successful implementation of the work he is using the ways

of management, for the purpose of psychological impact on employees he focuses on a number of issues, such as The attitude of different individuals to the work of being a boss is different, because someone is given the privileges that are in the boss, for someone it is characteristic to prefer the rights that will be given to him, for someone it is desirable to take high responsibilities on the neck. No matter how diverse individuals' perception of Chief functions, the chief is required in real conditions to embody a large number of qualities, such as directing a group of people to activities based on a specific goal, being head to them, carrying out various activities, gaining prestige, assuming responsibility for each work done. Especially for the chief there are difficulties for him to be responsible for the character of interpersonal relationships in different groups, in many cases for one chief in several groups at the same time, since the unique individuality of each individual who formed those groups, the variety of their imagination about the manager and the presence of informal leaders in groups requires the chief to have both. Therefore, it is advisable to analyze the psychological content of the concepts of "leader" and "chief", which are often used side by side both in our daily life and in the scientific literature. Leadership and leadership in groups are interrelations in groups from top to bottom or vice versa, and include the concrete positions of the group members, the relationship between the boss and subordinates.

First of all, any leader should have a certain norm of intelligence — intelligence. It is advisable for this norm to be above the middle for a good leader, since working with a leader with a genius-level intellect will cause a number of inconveniences for employees, such intelligence will become a psychological barrier to the positive development of the rest of practice and life has shown. There are other important qualities that compensate for the above-average intelligence in the leader, which have a positive effect on the effectiveness of management work. Today's realities show that it is not for nothing that the 21st century was predicted as a century of high Information Technology and a sharp increase in the intellectual level. This situation also requires reforms in the field of human relations, the choice of subtle and specific ways to deal with and effectively influence people with a higher intellectual level. If taken on the example of Uzbekistan, the formation of a layer of stewards, who are not free from the influences of world civilization, universal values, without losing the unique facets of our traditions, national values, mentality, the absorption of the foundations of Justice, Humanity and democracy through their activities into the minds and minds of people is a requirement of the period. The transition in the development of society should be distinguished by the fact that in the period of changes, in the performance of complex tasks facing leaders in public administration, including at all levels of management, they have professionalism, broad, state-level thinking, strong will, purposefulness.

Management psychology interprets the management goal and the relationship that arises between the subject and the object of management during the implementation of the tasks. The organizational parts of this system of relations are characterized by their mutual obedience.

When we research sources related to socio-psychological competence, the analysis associated with it prompted us to shed light on another aspect in our study that the Social Psychological competence of psychologist experts depends on the process of their professional maturation. This requires a separate study of the process of development of emotional intelligence in interaction in the activities of a pedagogical-psychologist expert, whose factors influence the development of socio-psychological competence are calculated. In modern psychology, the concept of "emotional intelligence" is widely used, bringing this concept to science by P. Selov and Dj. The Meers brought in. According to the authors, emotional intelligence is the ability to express and evaluate emotion; to understand emotion and possess emotional knowledge; moreover, it is the ability of emotional management that combines the emotional and intellectual maturation of an individual. With the introduction of the term "emotional

intelligence " into science, an evolutionary change occurred in terms of the ratio of emotional and cognitive processes. Emotion research is often done in a separate way from intelligence research. Nevertheless, early attempts to systematically analyze the relationship between affective and cognitive (cognitive) processes are underway. German psychologist and philosopher G.Maer's "Psychologie des emotionalen Denkens" (1908) cites a perfect classification of types of thought. G. Along with the type of "judgmental" thinking, Maer distinguishes emotional thinking, in which practical needs – will and emotion-come first. It was G. who compared these types of thinking with each other. Maer argues that several commonalities between them can be observed, notably: similar logical processes (interpretation, objectification, categorical hardware activity). Nevertheless, in the action of emotional thinking there is a different trend from logical thinking: in it, the process of cognition is "reflected in the background, the focus is on the practical goal, in which cognition is simply considered an additional tool". G.Maer divides emotional thinking into affective (aesthetic and religious) and volitional types. When aesthetic thinking is called, aesthetic experiences are understood that include reflection in the form of "likes - dislikes". In religious thought, however, the emotional imagination of fantasy is incorporated into the thought of belief (which is exemplified by "there is God" reasoning that arises with irrational, affective, and volitional desire). G.Maer's research supposedly disseminates "intellectual prejudices" about the second-order calculation of interest in cognition in thought, and highlights the fact that "emotional thinking" plays a significant role in a person's mental functioning. By the late 1970s-1980s there was a growing interest in the study of the interaction of emotion and thought. During this period, views on the interaction of emotional and cognitive processes have found evidence in many studies. For example: the study of the influence of depression on the reality of thinking the correlation of the variability of the human mood and the predisposition to creativity as well as the study of the possibilities of emotional self-control, the hypothesis that there is a "cognitive ring" that combines mood and feedback was advanced. The essence of such a view is that negative emotions lead to negative thoughts, and in turn increase the speed of emotional experiences.

The value of each component of intelligence is determined through general criteria that stimulate and discourage the development of certain intellectual abilities. First of all, each form of intelligence must have its own system of characters. At the same time, it is necessary to obtain evidence, relying on its system of basic operations or functions. And further integrated from the above, while allowing for a different view of the nature of intelligence and forms of emergence.

Each intellectual ability is considered important in achieving success in a particular area of life activity. The value of each component of intelligence is determined through general criteria that stimulate and discourage the development of certain intellectual abilities. Proposed criteria to match each new identifiable type of intelligence (form). First of all, each form of intelligence must have its own system of characters. At the same time, it is necessary to obtain evidence, relying on its system of basic operations or functions. At the same time, intelligence made it possible to realize a different view of nature and forms of emergence. The studies resulted in the concept of "practical intelligence", defined as "the ability to adapt, modify or correct situations that arise in real life". The main content of the triarchic theory is as follows: "intelligence can be defined as mental self-control, mental control of the whole life using a constructive goal-oriented method". Mental self-control includes three main elements: adaptation to the environment, the choice of new environmental influences or the choice of compatibility with the individual and the formation of the environment in assessing the harmony between emotional intelligence in the development of Social-Psychological competence in the professional maturation of experts of pedagogical psychologists, if we first dwell on the general results

of the Test When we dwell on emotional intelligence, it was said that an individual's ability to be treated is determined not by IQ, but by its emotional equivalent as the most important indicator of emotional intelligence (EEC). Today we will cite five main elements that characterize emotional intelligence:

- know your own emotion;
 - manage your own emotion;
 - formation of personal motivation;
 - determination of other human emotions;
 - management with interaction.
- The psychologist notes that the overall results of the emotional intelligence of experts are high on three scales and medium on two scales. The fact that emotional erudition in them occupies a place from a higher level (13.73 points) lies in the boundaries of personality experiences, perception of emotions in interpersonal relationships, two sides of emotional intelligence, that is, in order to understand its own emotions, to intellectual management or, conversely, in the process of professional activity to realize that there is a need, shows that he is aware of the psychological and life experience of depression and the search for ways to overcome them. It is emotional savadkhanism that is absorbed in personality traits and individuality as an important aspect of yeg. We think that this level of emotional literacy of pedagogic-psychologist experts means that psychological disorders, emotional tensions, which arise in the process of psychological examination on pedagogy, are theoretically sufficiently prepared for the emotional understanding of the relationship of pedagogic-psychologist experts. The second indicator of the YEC is "control of its own emotion". On this scale, the experts of the pedagogic-psychologist have shown an average value, indicating that the experts of the pedagogic-psychologist are somewhat lagging behind in the introduction of theoretical knowledge of emotionality in practice, can give emotional tension in the face of difficult situations, be nervous in understanding those around them. We can judge this condition as a consequence of the hard work of this profession. Another important function of emotional intelligence is to empower the psychic uplift of an individual, in which one has a sense of self-confidence and an incentive. The emotional aspects of the experts of the pedagogic-psychologist in this direction should be explained by the values of the "self-stimulation" scale. Indicators on the "self-promotion" scale are limited by the average level. Even on this scale of the expert emotional intelligence of the psychologist, it would be necessary to show the ways and methods of using the important functionalities and possibility of their emotionality, according to the psychologist experts. Since the results being analyzed are general, there is an opportunity to present with new information when analyzing the state of the pedagogic-psychologist with regard to the tasks of his experts related to social psychological competence. If, according to the results of the "self-stimulation" scale, the pedagogic-psychologist should know the emotional potential of experts in psychological ways to get adequate satisfaction from it even when self-stimulation, depression, psychological distress and success come. According to the professional maturation of psychologist experts, their ability to mutually understand in interpersonal relationships, to feel the experiences of other people, to express their attitude towards them, to assess changes in verbal and nonverbal behavior is reflected in the results of emotional intelligence. In the results, the correlation analysis of the internal relationship between intelligences was relied on, and not from the point of view of the average value as it covered the total values. In the course of our study, it was noted that psychologist experts identify the factors of socio-psychological competence, each of which has its own dynamics and result, and it is natural that this technique, in turn, is important in determining the effectiveness of socio-psychological competence in the science of Social Psychology. The role of emotional intelligence in the development of socio-psychological competence of psychologist experts is

incomparable. The psychologist can depend on the growing requirements for the professional activity of experts, as well as on the formation of social experiences. The increase in the indicators of socio-psychological competence factors of psychologist experts is directly associated with an increase in experience in their professional activities, as well as the formation of social skills and qualifications. The role of socio-psychological competence in the maturation of psychologist experts is due, in addition to an increase in the duration of activity, to the socialization of the individual. In general, when assessing the indicators of socio-psychological competence, which are important in the manifestation of the harmony of personal and professional activity, psychologist experts once again found confirmation that it is possible to ensure the competence of professional activity by deeply studying, analyzing such factors as their adequate communication, adequate emotional attitude and drawing appropriate empirical conclusions.

In summary, it means that in management activities, emotional intelligence is an emotional process that goes on in a continuous way, not conditioned by the rules and principles of behavior, being able to partner with other people's emotions and feelings, to put oneself in the place of others. Based on the analysis of all theoretical sources on this topic, it can be said that the study of the nature of emotional intelligence is valuable for its high prognostic significance and perspective of emotional intelligence indicators. Emotional intelligence is one of the factors that influence the effectiveness of educational activities in continuing education, these are motivations for learning and interest in the learning process.

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OPPORTUNITIES FOR INTERNAL AFFAIRS BODIES' EMPLOYEES TO GROW IN MEDICAL COMPETENCE

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ABOUT ARTICLE

Key words: Employees of internal affairs bodies, internal affairs body cadets, competence, healthy lifestyle, risk factors strategy.

Abstract: This article describes the possibilities of improving the medical and social competence of employees and trainees of internal affairs bodies.

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INTRODUCTION

Human health is the first important factor for the development and prospects of society. At the level of state policy, the nation's health, freedom, physical, and spiritual well-being, as well as the formation of well-formed offspring, are expected. Additionally, the population's health is regarded as a strategic resource by the state, its national security, and the fundamental basis of our nation's economy.

Nowadays, our society needs to form a person who is spiritually rich, morally mature, intellectually developed, highly educated, physically strong, and mature in all aspects, based on high universal human qualities.

Law of the Republic of Uzbekistan No. URK-407 dated September 16, 2016 "On Internal Affairs Bodies", President of the Republic of Uzbekistan No. PF-60 dated January 28, 2022 "On Development Strategy of New Uzbekistan for 2022-2026", 2020 - No. PF-6097 of October 29, "Development of science until 2030 on approval of the concept", No. PF-6108 of November 6, 2020 "On measures to develop the fields of education and science in the new development period of Uzbekistan", No. PF-5005 of April 10, 2017 "Decree of the President of the Republic of Uzbekistan dated January 20, 2023 PK-10 No. "On additional measures to transform the bodies into a popular professional structure and direct them to work in closer cooperation with the population"

Based on the principle of "for human resources" aimed at transforming the employees of the internal affairs bodies into a popular professional structure, working in closer cooperation with the population, there is a demand to find employees of the internal affairs bodies with high moral and ethical qualities, conscientious, honest, responsible and physically healthy.

Additionally, to safeguard their health, there are requirements for the establishment of a medical service system based on the principles of high-quality, safe, and effective medicine at the level of current requirements for the personnel. These include early disease detection, prompt treatment, monitoring, implementing preventive measures among the personnel, promoting a healthy lifestyle, forming unique responsibilities in the system of internal affairs bodies, and gathering highly qualified personnel.

Such requirements include the priority direction of the primary medical system, preventative medicine, healthy lifestyle, development of health care mechanisms, and activities aimed at promotion. Specific service conditions of employees of internal affairs bodies, mental stress conditions, unfavorable weather conditions, combat operations, and high traumatic conditions are the causes of illness.

Conducting monitoring of diseases, studying their causes, in the interview with the employees, social and household conditions were studied, and the impact of risk factors affecting personal health was determined.

Factors related to lifestyles, such as smoking, improper diet, addiction to alcohol, stressful situations in the family, unsatisfactory household conditions, and family instability were also studied.

Working conditions and working environment were analyzed according to:

specific complexity of the service;

the number of stressful situations in the service;

weather conditions;

failure of the ventilation system to meet sanitary standards;

modesty;

not engaging in physical training and sports activities.

It was studied that the genetic biological close relatives have chronic diseases such as diabetes, hypertension, nervous diseases, and obesity.

Health care-related conditions were examined in terms of delayed or incomplete preventative interventions, inadequate therapy, subpar treatment, and the difficulty of systematic control.

When the risk factors causing the disease were studied among the employees of the internal affairs bodies, the factors related to service conditions accounted for 36% of the risk factors, the influence of negative lifestyle conditions accounted for 32%, hereditary biological factors accounted for 20%, and conditions related to medical services accounted for 12%. was identified.

Summing up the above-mentioned causes of morbidity, there is a need to form medical knowledge and skills to ensure mature professional readiness of internal affairs bodies and employees, to integrate professional activity with social life to ensure medical safety.

The emotional condition of an employee is influenced by a variety of factors, including feeling fulfilled in their chosen career, professional growth, timely qualification upgrades, the value of their job, and the needs of society. However, the majority of workers struggle with their professional objectives and ambitions failing them. It is a dangerous scenario brought on by the weight of expectations and uncertainty. Enhancing the medical and social competencies of internal affairs body personnel and trainees is vital for the development of skills in their daily lives and social professional endeavors

In the conditions of the modern developing world and the systematic globalization of the world community, education is capable of a multifaceted, integrated worldview, and analysis of complex problems of society and nature. It is necessary to modernize educational and pedagogical processes aimed at forming employees ready to solve various problems.

This means defining the concept of competence, evaluating professional formation and professional maturity as a standard, and effectively using knowledge and skills in personal life situations.

The competence of a certain person is a qualitative aspect that is more common than his professional formation. Accordingly, competence is described as follows:

special (made in cocktail conditions);

social (when carrying out activities in cooperation);

personal (possession of self-improvement skills).

An employee may be an educated and qualified specialist, but may not have self-management or professional communication skills, that is, while having a high level of professional competence, personal and social competence may be low.

Based on his unique service in the internal affairs bodies, he acquired the competence to not lose himself in an extreme situation, to know the basics of first aid, to assist, to communicate with people, to quickly assess the situation correctly, including such features as decision-making, leadership ability, ability to manage the execution of tasks, self-control, flexibility, combat readiness.

The primary focus is the service of internal affairs body cadets and workers in establishing, harmonizing, enhancing, and implementing medical and social competency mechanization in the process.

During the training process, cadets and staff members of internal affairs bodies should possess self-assurance in their social skills, know how to apply medical knowledge appropriately in dire circumstances and understand safe medical principles. Internal affairs body staff members must be resolute in all circumstances and assume professional responsibilities.

These characteristics are combined, which aids in comprehending the significance of expert education and experience.

CONCLUSION

To put it briefly, cadets' medical knowledge and social and medical competency can be enhanced by internal affairs officers. Offering professional engagement in guaranteeing medical safety (health storage, rest), practical skills and personal experience, and the application of safe medicine implementation activities necessitate meaningful harmonization adhering to didactic paradigms. Additionally, the popularization of medical components and the classification of social components, along with the gradual enhancement of the didactic infrastructure of the development of the structure of medical and social competence, are necessary for the technologies for developing the medical and social competence of the employees and cadets of the internal affairs bodies.

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