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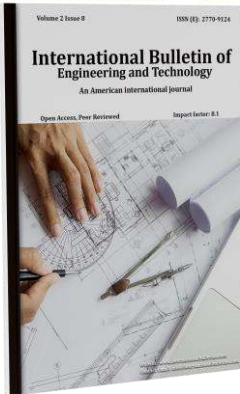
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A RESEARCH ANALYSIS OF POST-TRAUMATIC STRESS DISORDER IN HUMANS

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Abstract.

The article analyzes the history and essence of the concept of post-traumatic stress disorder, as well as the research of foreign scientists on post-traumatic stress disorders.

Keywords: post-traumatic stress disorder, narcissistic trauma, anxiety disorder, hypertension, inhibited social participation disorder, depression, emotional state, pathology.

The history of the description of mental disorders caused by severe mental injuries and similar to post-traumatic conditions today dates back to the second half of the 19th century, and it appeared as the concept of "traumatic neurosis", which was later classified as a group of psychogenic diseases. . One of the pioneers in the study of post-traumatic stress is psychoanalysis. In 1895, Joseph Breuer and Sigmund Freud published Studies on Hysteria, which showed that the roots of mental illness can sometimes be found in psychological trauma. Using hypnosis, Breuer induced a symptom that forced the patient to recall the injury. After the second experience of the event, the symptom disappeared. Freud continued his research, but without hypnosis. A psychoanalyst found that his patients unconsciously suppress memories of trauma that return in the form of certain symptoms.

The 20th century provided rich ground for the study of the effects of trauma. During the Second World War, while studying military stress, A. Kardiner pointed to the emergence of chronic military neurosis, which includes both vegetative and psychological symptoms. The researcher was the first to describe the symptoms of post-traumatic syndrome:

- excitability and nervousness;
- an unrestricted type of response to sudden stimuli;
- determining the circumstances of a traumatic event;
- avoiding the truth; tendency to aggressive reactions and inability to control them

[1,322p].

Thus, the study of post-traumatic syndrome began with military psychiatrists and entered the field of clinical psychology. It should be noted that the most important role in the study of post-traumatic stress disorders was played by the study of changes in the personality of the participants of local wars. Veterans of the Vietnam War of 1964-1975 are distinguished by deviant behavior, cruelty and revenge. Many people in this category are suicidal. A similar situation happened with the participants of the Afghanistan war of 1979-1989. Later, stress-induced disorders began to be observed not only in soldiers, but also in people who survived disasters [2,20-25p]. Until 1994, there was no post-traumatic stress disorder diagnosis in the International Classification of Diseases, Ninth Revision (ICD-9). In ICD-10, this condition was identified as a separate disease for the first time and designated by the code F43.1 in the International Classification of Diseases.

Post-traumatic stress disorder is now considered a disorder that occurs as a delayed or long-term reaction to a stressful event or situation of an extraordinarily threatening or catastrophic nature. In terms of content, such situations can be of three types.

- physical injuries (conditions that affect the human body and its physical condition).
- narcissistic type of trauma (the zone of relationships with other people is affected).
- injuries related to the system of social relations. [3,11-12p].

Currently, domestic and foreign scientists have conducted many studies related to various post-traumatic conditions. We can conditionally divide these into cognitive, gender, behavioral, emotional and demographic research.

The prevalence of post-traumatic stress disorders depends on the nature of the injury, gender, age, and socio-cultural characteristics. It has been proven in many studies. The results of the research show that the number of people suffering from post-traumatic stress is increasing in regions with a high risk of natural disasters, disasters, and military conflicts (up to 73-92%) [4,54-60p, 5-111p]. It can develop not only in the direct victims of events, but also in people who witnessed the emergency, rescuers, security guards, medical workers, firefighters Boyko Yu.P, Jarman R. Kadiyeva E, Schukin BP, Pavlova MS, Alexander DA. can be seen in studies. [6, 7]. Not all trauma causes PTSD. In particular, P. V. Kamenchenko's research finds that traffic accidents cause PTSD only in some cases. Also Ts.P. In the studies of Korolenko, Zagoruiko, and others, it was found that the development of post-traumatic stress disorders depends on the effect of time on psychological consequences. Accordingly, the longer the exposure, the higher the development of PTSD [8,103–104p]. Also, people with PTSD may experience symptoms differently over time. These changes highlight the need for more extensive study of the disorder

PTSD as a risk factor for suicidal behavior has been studied as one of the pressing issues of many studies. Khan et al determined the risk of suicide and suicide attempt among outpatients diagnosed with an anxiety disorder who had recently participated in a clinical trial. Their results indicated that PTSD was an increased risk factor for suicidal behavior.

Traumatic or stressful events predisposing to the development of PTSD are clearly listed as diagnostic criteria in the Blake, Lating, Sherman, and Kirkhart studies. These are: Reactive Attachment Disorder, Inhibited (Social Evaluation Concerns, Anxiety in Social Interactions, Social Anxiety and Withdrawal, Situational Avoidance) Social Participation Disorder, Acute Stress Disorder, Adjustment Disorder, Anxiety Disorder, Obsessive-Compulsive Disorder and dissociative disorders. Epidemiological samples have shown that more than 90% of people with PTSD have at least one mental disorder in their lifetime [9]. Some of the most common conditions with PTSD are major depressive disorder, alcohol abuse or dependence, and other anxiety disorders. Also, the effect of PTSD is related to certain mental disorders that appeared as a result of trauma or were initially present, it was proved in the studies of Padun M.A, Tarabrina N.V. These diseases include: anxiety neurosis; depression; Suicidal thoughts or attempts; alcohol or drug addiction; psychosomatic diseases; diseases of the cardiovascular system. Evidence suggests that 50 to 100 percent of PTSD patients have one of these comorbidities, and often two or more. In addition, the high rate of suicide or suicide attempts in patients with PTSD is a particular problem [10, 7p].

There are a number of studies that show that the effects of PTSD are physical damage. PTSD was identified as a risk factor for cardiometabolic diseases in the study of Kubzansky et al. Because PTSD is a synergistic disease, it increases the body's susceptibility to stress and

hypertension (increased hydrostatic pressure in the body's blood vessels, organs, cavities, and tissues) increases the likelihood of accompanying health consequences, such as obesity.

Also, the fact that PTSD is accompanied by psychosomatic and somatopsychic diseases and has a negative effect on the treatment of this disease is reflected in a number of studies. One of the most cited articles on PTSD in breast cancer patients first appeared in the early 21st century.

Hegel et al studied the prevalence of PTSD during preoperative counseling in 236 newly diagnosed breast cancer patients with stage I-II or III breast cancer and found a prevalence of PTSD of 10% [11]. In a study by Mehnert and Koch of 127 breast cancer patients after surgery, only 2.4% of patients were found to meet criteria for mild to moderate cancer-related PTSD [12,181- 188p]. A higher percentage was found in a study by Win-Raviv et al., where 23% of 1139 women with newly diagnosed localized breast cancer had PTSD symptoms. These symptoms decreased over time, with 16.5% having PTSD symptoms at 4-month follow-up; 12.6% in the second follow-up. Other studies have also confirmed these results [13,563–572p].

Research by Kubzansky, Bremner, Rosen, and Fields found that PTSD causes physical changes in the structure of the brain that have a major impact on overall health. Because of changes in the structure of the brain in PTSD, the brain becomes hypersensitive, which is associated with frequent symptoms, including repetitive flashbacks and hyperarousal to stimuli. PTSD causes a decrease in gray matter volume, which leads to a decrease in emotional state. O'. Doherty et al.'s study also showed reduced matter atrophy, including gray matter volume, in limbic and cortical brain regions in PTSD subjects via magnetic resonance imaging (MRI). (Kubzansky et al., 2014; Bremner et al., 2003, Rosen & Fields, 1988) Research by Chalavi, Chen, and Craig identified gray matter-related "memory processes," "emotional self-awareness," and " found to induce changes in cognitive processes. Sass, Lencz, et al. have suggested that dysfunction in the hippocampal region leads to deficits consistent with PTSD symptoms, including increased emotional numbing and irritability. (Chalavi et al., 2015; Chen et al., 2006; Craig , 2009).

PTSD is also considered as a condition that affects the sphere of social relations and creates a disconnection between the individual and society. Among such studies we can include those of Cohen Norris and Kaniasti, Charuvastra and Cloitre. As mentioned above, PTSD increases sensitivity to the environment. Cohen's research shows that social support helps people with PTSD to regulate their emotions. Norris and Kaniast found that people with PTSD are less likely to seek or accept help from others because they benefit less from external support. Therefore, Charuvastra & Cloitre, based on research findings, argue that potentially effective treatments should focus on strengthening interpersonal relationships.

Gender-specific PTSD research results show that men are more likely than women to experience traumatic traumatic events [14,496p], while among children, boys are more sensitive and prone to stress than girls. The following traumatic events are most common among men: witnessing the death or serious injury of another person, a life-threatening accident, and being threatened with a weapon. Among women, the following traumatic events are most common: experiencing a natural disaster, witnessing the death or serious injury of another person, life-threatening accidents such as rape [15,447-457p]. In particular, fetal death, late miscarriage and late termination of pregnancy are relatively frequent events. Post-traumatic stress disorder (PTSD) is a pathology that finds its roots in the impact of a life-threatening or death-related event. The occurrence of late fetal death is therefore a situation at

risk of trauma. Lucile Abiola et al. The aim of the study was to assess the short-term prevalence of PTSD symptoms and identify potential risk factors in patients experiencing late fetal death. Women who participated in the study were reviewed at 15 days, one month, and three months after late fetal death. The results of the study showed that patients who experienced late fetal death were at greater risk of trauma [16].

Meta-analysis and psychological and theoretical analysis of empirical studies allowed the formation of several concepts for studying the problem of post-traumatic stress disorders. In particular, the findings contribute to the understanding of risk factors for the development of PTSD, and also suggest that post-traumatic stress disorder itself is a risk factor for many somatic and psychiatric disorders, as well as cognitive, emotional and behavioral disorders.

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GREAT BRITISH VALUES AND ITS NATIONAL FOOD

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Abstract.

This is not suitable for the holidays at all, because on the festive table sweets, complex and wonderful dishes look good. British food, on the other hand, is hearty and delicious, but what else is needed for a good holiday.

Keywords: Values, citizen, modern Britain, history, customs, holidays, tradition, law, liberty, respect, religious, regional specialities.

British Values in education refers to a government initiative introduced to teach children the values of democracy, the rule of law, individual liberty, and mutual respect and tolerance, each of which is considered a fundamental British Value. The Department for Education published guidance on implementing British Values in schools in November 2014, to create and enforce a clear and rigorous expectation of all schools to promote them. According to the guidance, promoting British Values means “challenging opinions or behaviours in school that are contrary to fundamental British Values”. It’s outlined that British Values should be upheld as part of pupils’ spiritual, moral, social and cultural development in order to ensure that they leave school prepared for a life in modern Britain. The values underpin what it is to be a citizen in a modern and diverse Britain, and promote moral and cultural understanding, to celebrate the diversity of the UK. Fundamental British Values underpin what it is to be a citizen in a modern and diverse Great Britain valuing our community and celebrating diversity of the UK.

The Government set out its definition of British values in the 2011 Prevent Strategy, and these values have been reiterated this year (2014). At Southfields primary these values are reinforced regularly and are evidenced in the following ways: Schools, through their curriculum, are legally bound to actively promote fundamental British values. Southfields for many years has taught English Heritage and pupils already have developed a good understanding of the country, its history and some of customs, values, democracy, law, liberty, respect and tolerance to actively promote the government are asking all schools to focus on, and show how, the school’s work is effective in securing these British Values as a school we approach this using many different strategies some examples are listed below. As a school we have pupil leadership through the School Council, Interfaith Council, Sports and Arts Ambassador’s, Cares welfare team, Playground Pals, Charity Leader as well as a school

magazine, Community Cadets, Pupil Panel and House Captains. All of these groups lead work within the school to further promote British Values and English Heritage.

As part of our curriculum we also enhance British Values through assemblies and special performances and gatherings such as Mother's Day, Father's Day, May Day dance festival, Country Dancing festival, WW1 and WW2 commemorative days and Poppy Day, Animals in the war day linked with the local donkey sanctuary as well as Christmas Performance, visits from Santa and the Easter Bunny and Church events such as Christingle, Easter service and our own school internal café resource area to promote British traditions, artifacts, food and history which is also adapted half termly to become other countries and cultures.

Democracy

Provide pupils with a broad general knowledge of, and promote respect for, public institutions and services Teach pupils how they can influence decision-making through the democratic process Include in the curriculum information on the advantages and disadvantages of democracy and how it works in Britain. Encourage pupils to become involved in decision-making processes and ensure they are listened to in school Organise visits to the local council and Parliament Hold 'mock elections' so pupils learn how to argue and defend points of view Help pupils to express their views. Teach pupils how public services operate and how they are held to account Model how perceived injustice can be peacefully challenged

Rule of law

Ensure school rules, codes of conduct and expectations are explicit, clear and fair. Help pupils to distinguish right from wrong this is enhanced by our wonderful links with the Police and local PCSO's who fully support the work of the school

Help pupils to respect the law and the basis on which it is made help pupils to understand that living under the rule of law protects individuals. Include visits from the police in the curriculum. Teach pupils aspects of both civil and criminal law and discuss how this might differ from some religious laws. Develop an understanding of restorative justice approaches to resolve conflicts. Restorative justice is a theory of justice that emphasises repairing the harm caused or revealed by criminal behaviour against another person or other people.

According to the laws of Britain and British culture, we keep in touch with their national food which are centuries people use, cook and have with family members and friends. British Culture, British Customs and British Traditions-it has many different manufactures in the field of using tradition and keep them, follow them. Then we are going to open the secrets of traditional; British cuisine, British food, some history, regional specialities, puddings etc, breakfast, bangers and mash, bubble and squeak, fish and chips, Sunday roast, steak, cheese,

sandwiches, Indian food..... Traditional British cuisine is substantial, yet simple and wholesome. They have long believed in four meals a day. Their fare has been influenced by the traditions and tastes from different parts of the British empire: teas from Ceylon and chutney, kedgeree, and mulligatawny soup from India. During Victorian times good old British stodge mixed with exotic spices from all over the Empire. And today despite being part of Europe we've kept up our links with the countries of the former British Empire, now united under the Commonwealth.

Among English cakes and pastries, many are tied to the various religious holidays of the year. Hot Cross Buns are eaten on Good Friday, Simnel Cake is for Mothering Sunday, Plum Pudding for Christmas, and Twelfth Night Cake for Epiphany. The British tradition of stews, pies and breads, according to the taste buds of the rest of the world, went into terminal decline. What was best in England was only that which showed the influence of France, and so English food let itself Although some traditional dishes such as roast beef and Yorkshire pudding, Cornish pasties, steak and kidney pie, bread and butter pudding, treacle tart, spotted dick or fish and chips, remain popular, there has been a significant shift in eating habits in Britain. Rice and pasta have accounted for the decrease in potato consumption and the consumption of meat has also fallen. Vegetable and salad oils have largely replaced the use of butter, come a gastronomic joke and the French art of Nouvell Cuisine was adopted.

Roast beef is still the national culinary pride. It is called a "joint," and is served at midday on Sunday with roasted potatoes, Yorkshire pudding, two vegetables, a good strong horseradish, gravy, and mustard. Today there is more emphasis on fine, fresh ingredients in the better restaurants and markets in the UK offer food items from all over the world. Salmon, Dover sole, exotic fruit, Norwegian prawns and New Zealand lamb are choice items. Wild fowl and game are other specialties on offer. In fact fish is still important to the English diet, we are after all an island surrounded by some of the richest fishing areas of the world. Many species swim in the cold offshore waters: sole, haddock, hake, plaice, cod (the most popular choice for fish and chips), turbot, halibut, mullet and John Dory. Oily fishes also abound (mackerel, pilchards, and herring) as do crustaceans like lobster and oysters. Eel, also common, is cooked into a wonderful pie with lemon, parsley, and shallots, all topped with puff pastry.

REGIONAL SPECIALITIES;

Beefsteak, Oyster, and Kidney Pudding: Black Pudding: invented in Stornoway, Cock-a-Leekie : Crown Roast Lamb: The crown roast encircles a stuffing of apples, bread crumbs, onion, celery, and lemon. Eccles Cake : Puff pastry stuffed with a spicy currant filling. Hasty Pudding: A simple and quick (thus the name) steamed pudding of milk, flour, butter, eggs, and cinnamon.

Irish Stew: An Irish stew always has a common base of lamb, potatoes, and onion. It could contain any number of other ingredients, depending on the cook. Likky Pie Leeks: pork, and cream baked in puff pastry.[4] THE SUNDAY ROAST ; Every Sunday thousands of British families sit down together to eat a veritable feast of roasted meat served with roast potatoes, vegetables and other [accompaniments](#). It is a tradition with a long pedigree, so read on...

How it all began

In medieval times the village serfs served the squire for six days a week. Sundays however were a day of rest, and after the morning church service, serfs would assemble in a field and practice their battle techniques.

They were rewarded with mugs of ale and a feast of oxen roasted on a spit.

Nowadays the tradition has survived because the meat can be put in the oven to roast before the family goes to church and be ready to eat when they return.

Typical meats for roasting are joints of beef, pork, lamb or a whole chicken. More rarely duck, goose, gammon, turkey or game are eaten. The more popular roasts are often served with traditional accompaniments, these are:

roast beef - served with Yorkshire pudding; and horseradish sauce or English mustard as relishes;

roast pork - served with crackling (the crispy skin of the pork) and sage and onion **stuffing**; apple sauce and English mustard as relishes roast lamb - served with sage and onion stuffing and mint sauce as a relish roast chicken - served with pigs in blankets, chipolata sausages and stuffing, and bread sauce or cranberry sauce or redcurrant jelly

Any self respecting Sunday roast should be served with a gravy made from the meat juices.

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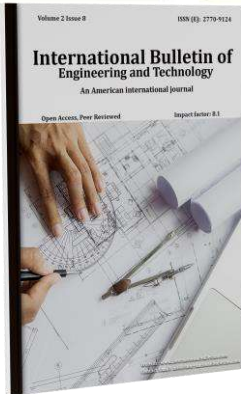
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The need to research and use advanced pedagogical technologies in the development of students' creative research

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Abstract.

This article provides methodological guidelines for the development of students' creative research. Effective methods of increasing students' knowledge level are pedagogically highlighted.

Keywords: Creativity, thinking, fluency, flexibility, accuracy, originality, cooperation, tasks, playful technologies.

INTRODUCTION

Creativity is considered a very important methodical potential for students of a higher educational institution. Increasing the value of modern education and science in the society is related to the expansion of the requirements for the level and quality of knowledge. Further development of students' creativity is one of the main tasks that we have set before us. The development of knowledge, worldview and interests is based on the production of innovative new ideas. It consists in the development of human abilities and skills to produce any new innovative ideas. Therefore, it is necessary and necessary to develop creativity in students, to form creativity.

Increasing interest in the development of creativity in various fields leads to new innovations. Thus, one of the qualities that make up the CREATIVITY model of Human Development is critical thinking, cooperation, creativity, creativity and communication. International research organizations define creativity as one of the basic skills needed in modern life and emphasize the need to develop creativity as part of the integration of academic education and professional training.

The nature of the demand for strong professionals shows the relevance of such qualities as creativity: the ability to work in a team and independently, to solve problems, to search for new methods. It is to determine the conditions for the development of students' creativity in the process of studying in higher educational institutions. Qualitative research is informed by in-depth expert interviews with experts in higher education. The analysis of recent studies on the topics of youth employment, the problem of inconsistency between the higher education system and the labor market shows that creativity in the context of higher education is considered as an integral feature, its main features are specific g represents the ability to generate ideas, result orientation, solving practical problems, originality and speed of thinking, openness to innovation and creativity.

The frequency of using the term "creativity" in the development plans of Uzbekistan's economy is increasing, the importance and necessity of changes in the national education system to ensure the effective development of creativity among students in educational institutions is emphasized. The concept of creativity At the current stage of the development of society, one of the main tasks of education is the development of human capital as the most important resource of the modern economy.

Despite the fact that one of the main factors of the growth of human capital is its creative element, science has not yet formed a consensus on the conceptualization of creativity. Creativity: is defined as a multi-purpose cognitive creative ability and its four main characteristics should be highlighted: fluency, flexibility, precision and originality. Creativity that sustains and develops ideas in students is sensitivity to problems, lack of knowledge, harmony, search for answers and solutions, putting forward hypotheses, testing them and increasing the quality of the process of forming results. We consider creativity in relation to the needs of the individual: the higher the level of demand, the higher the creativity. Creativity is inherent in every person, but many people lose it under the influence of various factors. The connection between creativity and social values is one of the most important and leading needs and values of a person - self-development, self-expression, and the desire to develop one's potential. Openness to innovation, the ability of non-standard solutions, security of the external environment, freedom of self-expression are conditions for the realization of potential, self-development. Many scientists have studied the creative qualities and creativity of a person and are still studying it.

A creative act consists of three systems: an individual, a field of activity (general practices, values, knowledge) and a community of experts, that is, a community of people who carry out their professional activities in this field. According to some scientists, the basis of creativity is the generation of a number of ideas that can be options for solving a particular problem. Based on experience and knowledge, a person chooses the most appropriate solutions, and it eventually becomes the final product. It also states that creative ideas cannot be defined using certain measurement parameters without identifying non-creative ideas. Of course, to carry out such a process, not only experience and knowledge are needed, but also a number of certain skills and qualities.

In addition, there are approaches to the definition of creativity, which include a set of previously formulated definitions: 1. "Creativity is the combination of perceptions realized in a new way, the ability to find new connections, the emergence of new concepts;

- relationships;
- tendency to create and recognize innovations;
- the activity of the mind that leads to new concepts;
- experience of changes in a new organization;
- imagining new categories of meanings.

Creativity and education can be viewed from different perspectives. One of the approaches to the study of creativity in education is related to the introduction of the competence approach, which is based on the consideration of creativity as the interdependence of several components: methodological, procedural, personal and panoramic.

According to this approach, creative competence is the ability to work effectively and inventively in conditions of uncertainty to solve specific practical problems, knowledge and

experience, readiness to flexibly use the acquired knowledge, self-discipline and self-discipline. improvement.

Depending on the topic, creativity in education is studied in four aspects: personal (students and students' creativity), group (communication, cooperation), procedural, institutional (factors and environmental conditions). All studies that have any influence on the development of creativity-related abilities and personality traits have noted the importance of culture, environment, and other conditions. Promoting creative economy, human capital and innovation requires cooperation between higher education, economy and cultural policy. Skills, knowledge, attitudes do not develop in a vacuum, they always differ depending on the field, so the question of developing creativity is primarily a question of the fields of application.

Research on the issue of creativity in collaborative teams has shown that proximity can be beneficial for group creativity, if perspective is not taken into account. The main opportunities for the development of creativity during studies at the university are educational activities and a favorable climate, curriculum. A number of researchers are concerned that despite the fact that higher education institutions play an important role in the changing world, modern educational programs do not meet the needs of the economy and the labor market, and the development of creativity is not sufficiently evaluated and studied.

Development of student creativity in higher educational institutions: Creativity of students is related to creativity of teachers. Teachers' level of creativity is related to how they rate students' creativity-related traits, i.e., the more creative a teacher is, the more students' creativity-related traits, leadership, and perception are related to creativity. is liq. While students define creativity mainly as a characteristic of a person or process, professors understand student creativity in terms of self-reflection, independent decision-making, curiosity and motivation, and the production and development of new things. We must recognize the great influence of tutors and socio-cultural systems in the development of students' creative culture. But in pedagogy, the importance of students' creativity is underestimated, since it is a central issue. At the same time, students play one of the most important roles in the educational process, so this issue should not be neglected in the process of improving student qualifications. Training affects idea generation, creativity of solutions and leadership effectiveness. The introduction of educational methods into education opens up the creative possibilities of students. In the modern world, there is a need for professionals who are able to create new ideas, who are in high demand, who form innovative models and propose and implement competitive projects. The success of such activities is mainly ensured by the high creative ability of specialists.

The great creative potential of young people, developed and implemented in a perfect and methodical manner, will bring great benefits to the state. However, it is a difficult problem to determine the vector of development of student creativity in universities in time and skillfully form it. The unstable position of the educational system is due to the lack of a systematic, conceptual approach to education. Research on ways to develop students of higher education also shows that the expert opinions of university management and business leaders state that modern higher education should be both fundamental and practical.

The use of interactive, playful, educational methods and forms in the educational process is noted as an important factor in the development of students' creativity. The most effective of these methods and forms are the ones that are so close to practical activities: practical tasks,

cases, scientific games, conferences, strategic sessions, conversations, seminars. In addition, it can be performed as a course work, diploma, and qualification work, and they can be directed not only to students, but also to specialists in a certain field. One of the highest potentials for the development of creativity is the scientific and research work of students, in which a practice-oriented, problem-oriented approach is fully implemented. The activity of the institute is one of the main elements in the mechanism of production of research activities of universities and gathering of new knowledge. Experts say that the study of humanities develops the ability to think creatively, increases the cultural level, and forms the human value-semantic basis. An important factor in the development of creativity is interpersonal relationships, especially with teachers. The effectiveness of the educational process depends on the teacher's interest in professional activity. The ability to think, analyze, synthesize information and make decisions, it is difficult to implement changes at the global, systemic level in educational processes. Another important factor in the development of creativity among higher education professionals is the creation of conditions to contribute to the stimulation of creative processes in the university environment. The process of creativity development must include the social strengthening of creativity, communication with people who have creative abilities, and the creation of conditions in which there is a positive example of creative behavior.

He prefers to organize events that provide interpersonal and intergroup communication: excursions to enterprises, organizations, meetings with experts, conferences, roundtables, etc.

Analyzing the thoughts of students, creative research allows to determine whether the educational environment, as a rule, is aimed at developing the qualities characteristic of creativity, including openness to new impressions, the ability to abandon stereotypical ways of solving problems. Highlighting the most developed quality among students - the creation of many original ideas and strategies that are clear, general, radically different from stereotypes, focusing on expanding opportunities.

This means that the creative potential inherent in young people requires that it be opened by specialists and teachers. This fact is connected with the need for a more thorough and demanding selection of teachers, as well as training in the technology of working with students aimed at identifying creative talent and a targeted, individual approach to creative talent. It is recommended that students use more practical activities with game elements that develop their creative abilities.

The modern era of society's development is characterized by changes affecting all spheres of human activity. In such conditions, society's need for an independent creative person is increasing. In this regard, socio-economic reforms are placing high demands on higher education in terms of practical preparation of higher education students to continue their studies and engage in work.

For example: science, technology and production. Orientation to the development of the personality of modern higher education students, his knowledge and creative abilities shows his creative development in the overall educational process. It is necessary to educate students not in the old way, but using new technologies, using a new level of training of teachers. but also update without hesitation. He only occasionally refers to modern concepts of developmental education and, in particular, competence-oriented technology.

The innovative development of talent is the provision of high-quality general education that meets the modern requirements of society and every citizen. This is to create conditions for the

development of creative and scientific potential of students, identify creative and talented students, accompany them and support them.

CONCLUSION

Nowadays, the urgent problem of university education is to improve the professional training of graduates of pedagogical universities. First of all, its high social significance and uniqueness - the personal identity of the student is connected with the formed personality.

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INFORMAL BREAKFAST AS REESTABLISHMENT TO FISH MEAL

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Abstract.

Lobster early lunch was hand-picked to trade fish early lunch as primary macromolecule supply in oven diet. Crabs were obtained, dried over chimney, and ground into informal breakfast that was taken care of to ovens. A total of 200 fixed lifeless chimney were taken care of five levels (0%, 25%, half, seventy fifth and 100 percent) of lobster early lunch as reestablishment for fish informal breakfast to gauge body and part boundaries at 56 days mature. Twenty birds were utilized per repeat; and a couple of recreates per treatment in an extremely completely sporadic style (CRD). Feed and contemporary drinkable were given not obligatory; and right litter the board, sterilization and medications were embraced. Normal load at 56 days weren't significantly entirely unexpected ($p > 0.05$) being between 2266g - 2337g. Likewise, there have been no fundamental varieties ($p > 0.05$) in weight of dressed body, thigh, bosom, head, knife and neck that would be credited to treatment; but weight of heart from chimney took care of lobster early lunch weighed impressively ($p < 0.5$) however those took care of fish informal breakfast exclusively. Besides, liver from chimney took care of fish informal breakfast alone were impressively heavier ($p < 0.05$) than those took care of lobster dinner; but pocket of chimney took care of lobster early lunch were heavier ($p < 0.05$) than those of chimney took care of fishmeal.

Keywords: Lobster dinner, Fishmeal, Ovens, Outdated , Reestablishment.

INTRODUCTION

Fish early lunch has never-endingly had name of having some unmistakable quality for upgrading creature execution fundamentally in monogastric creature creation along with poultry. Fish early lunch is expensive during this space, especially the people who region unit imported; so the use of fish early lunch in poultry diet will in general broaden the worth of creation. As of late, ranchers and specialists have attempted changed various wellsprings of animal proteins in a really offered to downsize overdependenc

MATERIALS AND STRATEGIES

Obtaining and cycle of investigate material contemporary crabs were bought from anglers on the bank of east Atlantic Sea in Akwa Ibom State, Nigeria. These were dried over chimney for 48 hours and ground into early lunch (here alluded to as lobster informal breakfast or cbm) that was keep in gear.

Exploratory eating routine

Oven starter squash was made abuse maize, grain sorghum, leguminous plant bean feast, lysine,

methionine, salt and blend. Fish early lunch was bought from a wholesaler of creature takes care of, and most various fixings were purchased from same stock as well. In these eating regimen, fish early lunch and lobster early lunch were encased at changed levels as follows: 1/3 lobster informal breakfast (100 percent fishmeal), twenty fifth lobster informal breakfast (75% fishmeal), five hundredth lobster informal breakfast (half fishmeal), 75 festoon lobster informal breakfast (25% fishmeal) and 100 percent lobster informal breakfast (0% fishmeal).

Exploratory birds and style

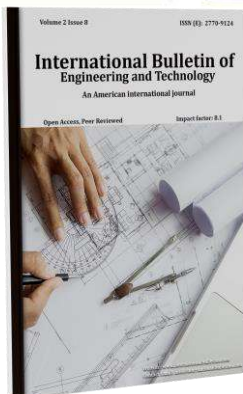
Multi day late grill chicks of Harco strain were utilized in this examination. Chicks bought from an advert seller to which everything about medicines was for arbitrary reasons doled out. each treatment was separated into two recreates comprising twenty chicks each in an extremely completely sporadic style.

RESULTS AND CONVERSATION

Body boundaries of chimney took care of lobster informal breakfast as restoration for fish early lunch region unit. Dressed body weighed 1646.25g, 1604.46g, 1609.00g, 1549.68g and 1513.38g addressing seventy.42%, 69.56%, 69.90%, 68.38% and 66.10% severally of the live weight of chimney inside the singular medicines. Hossain et al. acquired comparative dressed share inside the shift of sixty four.49% - 66.03% abuse grill organs as macromolecule supply in diet. Thigh muscle in T1 was thirteen.54% of live weight, 13.52% in T2; thirteen.45%, 12.86% and 12.89% severally in T3, T4 and T5. There was no crucial differentiation ($p > 0.05$) between treatment proposes that regarding these 2 boundaries. Weight of bosom muscle didn't take issue significantly ($p > 0.05$) as well, being 532. 70g, 524.46g, 526.40g, 545.00g and 533.75g severally in medicines 1-5 that drawn twenty two.79%, 22.74%, 22.87%, 24.05% and 23.31% of body loads. Knife of chimney on administration diet (100 percent fishmeal) gauged 100 and ten.74g though those on 100 percent cbm weighed 103.16g.

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MODERN METHODS AND TECHNIQUES OF TEACHING FOREIGN LANGUAGES IN PRESCHOOL EDUCATION.

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Abstract.

In this article, pre-school education in the Republic of Uzbekistan in the process, a great deal was given to modern methods of teaching foreign languages importance, and the modern teaching methods necessary to learn them included.

Keywords: foreign language in preschool education, Finnish teaching system, sign and picture method, sound recognition and matching method, learning with the natural world method, a method of adapting one's activities to students.

INTRODUCTION

Today, knowledge of foreign languages in a professional education is becoming one of the integral parts. This is also the process of pre-school education did not leave it aside. Teaching foreign languages during youth education importance has increased significantly. This is done by a religious scientist, candidate of historical sciences, senior teacher Natalya Kireva. "Either we prepare for life or exams. We will choose the first one", she emphasized. Recently, she spoke about the system and principles of education and why Finnish education is the best in the world shared their thoughts on what is considered as one of the good knowledge. Paying attention to pre-school education, social, economic and spiritual development is currently essential. I must also emphasize that in achieving success early childhood education from preschool specialists to help. There is a list of teaching strategies for the pre-school classroom. They give an opportunity to grow and learn as a teacher.

1. Method of working with characters and pictures.

According to Dr. Elaine Fogel Schneider, Director of International magazine, it is one of the ways to promote daily vocabulary. "It's about verbally labeling children with common brands and symbols." It is from the picture explains that translation helps to develop language. So this helps children learn new languages quickly and easily.

2. Voice recognition and matching method.

For this event, several large letters cut out of cardboard and you need a few small letters but not too big. For example, if your letters are C and E, and they are a cat and an elephant, you have to imitate a cat and an elephant. That means you should begin by telling the child the sound a cat makes. By this way, the child is encouraged to find something that starts with the sound and stick it to the letter. It is possible to keep decorated letters in the classroom or take home to share with parents. According to Schneider, this activity is a favorite among students, because it gives them practical help in the process of learning. In addition, they can create their own creates a "masterpiece".

3. A way to get used to the natural world.

Children are very interested in learning lessons in the natural environment. Usually, it is a great way to provide them with necessary information about the natural world in the backyard garden. This method may include to grow a plant from seed and it can provide not only information about them, but also help children to answer questions quickly and easily in a foreign language. This method relieves stress and also helps improve fine motor skills.

4. The method of adapting one's activity to students.

It can be difficult to follow teacher's plan in kindergarten. For this reason, for some children, this causes problems. Gretzinger says children from non-traditional homes can be more sensitive than other children. Teachers should be pay attention and think twice when they are asking children to draw pictures of their families, especially from an adopted child or the child whose parents have been divorced. Because they may feel lonely, sad or even angry. Therefore, it is necessary to think about their attitude.

5. With inclusive activities.

It may take a little longer to get involved, especially at the beginning of the year when you may not know all of your students, but if a child shows a sense of embarrassment, kindergarten teachers should pay attention to them individually. And also they should continue the creativity. It is considered that pre-school education is the first stage of education and upbringing of our youth. In fact, the preschool education program is unique to our children and it should help them grow and learn in an appropriate way. But children unlike adults, do not learn with the future in mind. In English the lesson should be held in the sense of "right here and right now". Children learn a foreign language more easily by understanding stories or winning games. If they want, they will strengthen the information they have learned through the games with their participation. On the one hand, the content should be related to children's life, on the other hand, the activities or tasks that you use should be interesting and important. Children see themselves as a part of the lesson and during the lessons, they behave and act like the hero of the play. In elementary grades, it will be effective and successful to learn foreign languages, if an activity is based on life situations and games. If a foreign language is taught through game-plot situations, all children willingly participate, because in this way they feel that they are a part of that situation. Pupils with a foreign language, first of all,

"live" together in their rooms. Therefore, if communication is possible in the classroom, that must be in a foreign language. Children are limited to understanding not only instructions, but they can also express their needs through a foreign language. According to the constructive approach, children should know the meaning of the words and rules. Also, it helps to improve their critical thinking skills. Like all pupils, children have different learning styles. Tactic and kinesthetic learning styles require individual attention. In pre-school education, children's interests, talents are different. While you are teaching a foreign language, you are required to encourage and reward each child for their participation. You should help them to improve their acoustic, kinesthetic, rhythmic and visual skills. Children learn quickly, but unfortunately they forgot at once. Therefore, it will be helpful if you organize some activities and games to repeat the phrases and words learnt during the lesson. Teaching foreign languages requires different kinds of methods and ways.

First of all, we should make children pay attention to the content of the language and importance. Teaching successfully is related to the usage of the methods and techniques. We should give activities in which children must revise the learnt things during the lesson.

Communication is important to develop language skills. Socializing also helps to use the language in an effective way.

CONCLUSION

In conclusion, we can say that the role of pre-school education is important to bring up our children. To do this, we are required to provide them with modern technologies and equipments. Pre-school education is also important to make children love their country and serve to the country's future. That is why we teach our children from a young age. While teaching foreign languages, we attract their attention with various interesting games. Our regular encouragement is the foundation for their future learning. We will not be mistaken if we say that this will be a step.

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