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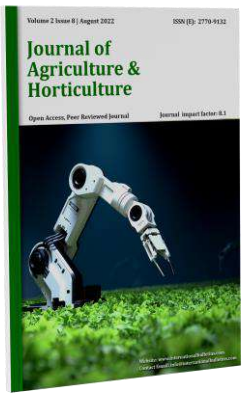
TABLE OF CONTENTS



ПАРАЗИТАРНЫЕ БОЛЕЗНИ КОЗ И МЕТОДЫ ИХ ЛЕЧЕНИЯ И ПРОФИЛАКТИКИ

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Abstract.
в статье представлены сведения о наиболее часто встречающихся паразитарных болезнях среди коз в Республике Узбекистан. Даны сведения о путях заражения, видах болезней, клинических признаках, а также методах их лечения и профилактики.
Abstract: the article provides information about the most common parasitic diseases among goats in the Republic of Uzbekistan. Information is given about the ways of infection, types of diseases, clinical signs, as well as methods for their treatment and prevention.
Ключевые слова: паразитарные болезни, трематод, цестод, нематод, фасциолёз, дикроцелиоз, парамфистоматоз, эхинококкоз, ценуроз, мониезиоз, трихоцефалёз, стронгилоидоз, псороптоз, хориоптоз, саркоптоз.
Key words: parasitic diseases, trematodes, cestodes, nematodes, fascioliasis, dicroceliasis, paramphistomatosis, echinococcosis, coenurosis, monieziosis, trichuriasis, strongyloidiasis, psoroptosis, chorioptosis, sarcoptosis.

INTRODUCTION

Развитие козоводства в Республике Узбекистан, по различным причинам, происходит медленными темпами. При должном внимании и правильной технологии выращивания этот отрасль животноводства можно с успехом развивать. Современные биотехнологические подходы по переработке мясомолочной продукции, особенно с учетом полезности продукции козоводства, может обеспечивать безотходное производство. Развитию любой отрасли животноводства наличие заразных и незаразных заболеваний оказывает отрицательное влияние. Одними из таких болезней являются паразитарные болезни коз. В настоящей работе рассмотрим паразитарные болезни коз и их лечение, и профилактику.

Наиболее часто поражаются паразитами следующие органы: -носо-ротовая полость (личинками носоглоточного овода); -глотка и пищевод (нематодами); -желудочно-кишечный тракт (ЖКТ, нематодами, трематодами, цестодами); -печень (трематодами, личиночной стадией цестод); -легкие (нематодами, личиночной стадией цестод); -почка, мышцы сердца, мозг, селезенка (личиночной стадией цестод); -кожа (клещи, блохи, вши, личинки мух и различные кровососущие насекомые) и т.д. (Таблица 1).

Таблица 1

Заражение органов коз паразитами

Органы животного	Паразиты	Заболевания	Пути заражения	Клинические признаки

Носовая и смежные полости	Личинки носоглоточного овода	Эстроз овец	Личинками оводов и мух	Носовые истечения
Глотка, Пищевод	Нематода	Гонгилонематоз	С кормом и водой, проглатывание яиц и личинок, через кожу и зараженными фекалиями	Покраснение, хрипы
Рубец, Сычуг	Трематода Нематода	Парамфистоматоз, Гонгилонематоз		Нарушение работы ЖКТ
Кишечник	Нематода, трематода, цестода, кокцидии	Трихостронгилидоз, парамфистоматоз, буностомоз, монезиоз, стронгилоидоз, хабертиоз, эзофагостамоз, трихоцефалез, скрябиниматоз	С кормом и водой, проглатывание яиц и личинок, через кожу и зараженными фекалиями, при поедании вместе с травой насекомых и моллюсков, иногда внутриутробно	Повышение температуры, поносы, запоры, отеки, учащенное дыхание, отставание в росте, нервное поведение
Печень, сосуды брыжейки, оболочка кишечника	Трематода, личиночные стадии цестод	Фасциолез, дикроцелиоз, ориентобильгарциоз, эхинококкоз, ценуроз, цистицеркоз, ориентобильгарциоз		Повышенная температура, нервное поведение, отеки, личиночная стадия цестод часто проходит бессимптомно
Селезенка, почка, поджелудочная железа	личиночная стадия цестоды, трематода	Эхинококкоз, эуритерматоз		
Легкие, печень, селезенка, мышцы сердца, головной мозг	Нематода, личиночная стадия цестоды-козы, промежуточные хозяева	Диктиокаулез, протостронгилез, эхинококкоз, цистокаулез, ценуроз церебральный	С кормом и водой, проглатывание яиц и личинок, личиночные стадии цестод через собак и других хищников	Повышенная температура, нервное поведение, отеки, личиночная стадия цестод часто проходит бессимптомно
Кровь	Простейшие	Тейлериоз, пироплазмоз,	Клещи, комары,	Бледные и желтушные

		бабезиоз, анаплазмоз	кровососущие насекомые	слизистые оболочки, колебания температуры
Кожа	Клещи, личинки мух, насекомое кровососка, вши, блохи, клещи	Псороптоз, хориоптоз, саркоптоз, вольфартиоз, мелофагоз, сифункулятоз	В пастбищах напрямую от насекомых, животные друг от друга, через предметы	Дерматиты, нервное поведение, иногда повышение температуры тела

Заражение болезнями происходит различными путями и тесно связано с развитием паразитов и их стадиями становления. Например, клещи, насекомые и их личинки активны в весенне-летнем периоде. Именно в этот период происходят вспышки заболеваемости, еще и из-за того, что животные при стадном содержании, друг от друга тоже заражаются. Нематодами заражаются при кормлении и поении, повреждениях кожного покрова, загрязненными фекалиями. Трематодами, кроме вышеназванных факторов, еще и при проглатывании промежуточных хозяев с кормом. Цестодами заражаются при попадании яиц паразитов, и тогда козы являются промежуточными хозяевами и в организме животных протекает личиночная стадия цестод. Клещами, насекомыми и простейшими, чаще всего заражаются друг от друга и условиями содержания.

Клинические признаки. При трематодозах, кровепаразитарных болезнях, эймериозе, большом заражении нематодами и остром тенуикольном цистицеркозе повышается температура, бледность, понос, частое дыхание и отеки. При поражениях ЖКТ нематодами нарушается его работа. При болезни носо-ротовой полости и легочных заболеваниях отчетливо слышны хрипы, часто животные кашляют и тяжелое дыхание.

Все паразитарные болезни неравномерно распространены по территории Республики. Этому способствуют климатические условия и ареалы обитания самих животных. Чем меньше держать животных и чаще проводят профилактические мероприятия, тем меньше распространяется заболевания. Для трематодоза в цикле развития промежуточным хозяином выступают сухопутные и водные моллюски и поэтому их распространение связано с высокой влажностью (водоемы, болотистые места). Важно, при ввозе животных из других регионов тщательный осмотр и соблюдение зоогигиенических условий.

Основным условием использования антгельминтных препаратов является точное определение, против каких именно паразитов они эффективны. Эти препараты нельзя использовать при наличии инфекционных болезней, в начальном периоде беременности и в период случки. В последнее время для лечения распространены инъекционные препараты (таблица 2) альбендазол, ивермектин, фенбендазол, оксфендазол и др. В настоящее время для достижения лучших результатов, при лечении инвазионных заболеваний (при миксинвазиях), используют комплексные препараты. Это позволяет снизить расходы на лекарственные препараты и уменьшает экстенсивность и интенсивность инвазии.

Все же, против паразитарных заболеваний наиболее эффективны и экономически выгодны своевременное проведение профилактических работ. Гельминтозы приводят к массовым падежам животных, задержке роста и развития, снижают усвоение кормов и как следствие упитанность и плодовитость. Снижается резистентность организма к различным заболеваниям.

Таблица 2

Рекомендуемые препараты против паразитарных болезней

Название препарата	Гельминты	Доза и способ введения	Реакция организма для рекомендованной дозы	Период времени, когда нельзя использовать	
				мясо	молоко
Альбендазол (Валбазен)	Фасциола, дикроцелия, ориентобильгарция	10мг/кг П/О	Безопасен, нельзя использовать в первый период беременности (около 2-х мес.)	7 дней	5 дней
Ивермектин (Ивомек 1%)	Круглые глисты, Легочные (диктиокаулез), вши, клещи	0,3мг/кг П/К	Безопасен, нельзя использовать в первый период беременности (около 2-х мес.)	58 дней	42 дней
Фенбендазол	Круглые глисты (нематодоз), ленточные, трематоды	10мг/кг П/О	Безопасен	15 дней	4 дней
Оксфендазол (Синантик)	Круглые глисты (нематодоз), ленточные, легочные	10мг/кг П/О	Безопасен	18 дней	5 дней

Выводы

1. В Республике Узбекистан среди коз различного возраста широко распространены различные паразитарные болезни из класса трематод, цестод, нематод, паукообразных и споровиков.
2. Для лечения и профилактики трематодозов, цестодозов и нематодозов эффективными антгельминтными препаратами является альбендазол, фенбендазол, оксфендазол и ивермектин.
3. Против паразитарных болезней наиболее эффективно и экономически выгодно проведение своевременных плановых профилактических мероприятий.

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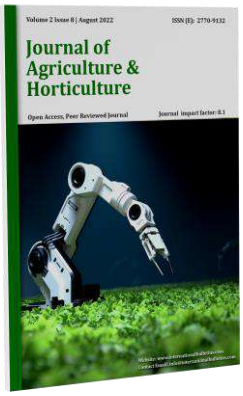

ASSESSMENT OF DAMAGES AS A CONSEQUENCE OF EMERGENCY SITUATIONS IN RAILWAY TRANSPORT

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Emergency- an event limited to a certain territory, which occurred in connection with an industrial accident or other disaster, which has negative consequences for human life, the functioning of various social institutions, which led to casualties and caused large material losses. The number of emergencies is increasing exponentially every year. This is due to the complication of the technology for the production of various materials and products, the expansion of production capacities, the decrease or increase in the requirements for the qualifications of employees of industrial enterprises.

All this also leads to an increase in the scale of man-made disasters and the harm they cause to the economy, market, society and the ecological state of the environment.

Figure 1. Consequences of man-made emergencies

***Reference*:** economic losses from man-made emergencies have increased by about 10 times in the period from the middle of the last century to the present - from 60 to 700 billion dollars a year; their number increased by an average of 3 times, and the number of victims - up to two and a half times. Even more these days.

In emergency situations, the ratio of criteria for sustainability and vulnerability of the transportation process is as follows:

- high stability; - low vulnerability; sufficient stability - medium vulnerability; low resilience - high vulnerability. Vulnerability assessment of transport infrastructure facilities should begin with the identification of emergency risk.

The assessment of the risk of violations of traffic safety in transport should include two groups of indicators characterizing the consequences of accidents: material and social damage, and probabilistic indicators of the implementation of an accident [5].

The risk of an emergency is considered to be a measure of the danger of such a situation, combining the likelihood of an emergency and its consequences [6]. Most often, the risk is expressed in quantitative terms, which makes it possible to ensure the comparability of the degrees of danger of the objects and processes of the system at various stages of the risk analysis.

If we consider the risk in terms of the probability of a negative event, then it can be calculated using the formula:

$$R = \frac{n}{N},$$

where n is the number of completed events with negative consequences (ES); N is the maximum possible number of events that can be affected by negative consequences for the billing period.

On the other hand, the risk can be expressed in terms of damage from the occurrence of an adverse event, then it can be calculated using the formula:

$$R = P \cdot U,$$

where P is the probability of an adverse event; U - mathematical expectation of damage from this event.

At the same time, it should be taken into account that each factor has its own risk, and for each railway and each of its sections, the fixed parameters may differ significantly [7].

Based on the existing regulatory and legal framework, railway transport infrastructure facilities are classified as follows:

- objects of technical regulation (OTR) - frames, couplings, axles, wheels;
- hazardous production facilities (HPO) - locomotives, wagons, bogies, trains;
- critically important objects (CVO) - special trains for the transportation of special-purpose goods;
- strategically important objects (SVO) - bridges, tunnels [8].

Under the SVO understand the objects, the violation of the functioning of which takes the country out of a state of sustainable development, while the violation of the functioning of the CVO causes damage to the industry and regions.

For research, the most interesting are the KVO, namely, special-purpose cargo. They are goods that require special transportation conditions: oversized, live, perishable and dangerous goods. Let us dwell in more detail on the issue of transportation of dangerous goods, since the ability to harm the environment in the event of an accident, as well as the life and health of people, makes their transportation the most responsible process.

Forecasting the risks of emergencies, first of all, is aimed at minimizing possible adverse consequences. Consequences need to be identified [10]. Forecasting the scale of emergencies depends on the features of the location of the object, the causes and conditions for the occurrence of an accident [11]. It should be noted that the quantitative definition of damage, expressed in human casualties or in monetary units, can be used both to predict the scale of emergencies based on the classification of emergencies [12], and in the development of measures to prevent emergencies (risk reduction and mitigation of consequences - reducing damage to optimal values).

There are various methods for assessing damage from emergencies, their choice depends on the purpose of the assessment, as well as on the characteristics of the object under study. The chosen methodology should be developed in accordance with the current legislative and regulatory documents.

It should allow organizing the conduct of actual and possible damage from emergencies, as well as ensure the accuracy, reliability, reproducibility, evidence and objectivity of the damage assessment results. It is necessary that its methodological provisions be based on the results of scientific research, the processing of a sufficient amount of statistical data, the analysis of information support and practical experience.

In the Ministry of Emergency Situations of Uzbekistan, when assessing damage, the "Unified interdepartmental methodology for assessing damage from emergency situations of a man-made, natural and terrorist nature" is used [13]. This technique is an enlarged one and is designed to predict damage at all levels of the territorial subsystems of the Unified State System for the Prevention and Elimination of Emergencies (GSChS). It can be used in the following cases:

- determination of the amount of financial security for civil liability for damage caused as a result of an accident at a hazardous facility;
- insurance of civil liability of owners of hazardous facilities;
- emergency planning;
- substantiation of measures aimed at reducing the negative consequences of accidents;
- forecasting the amount of amounts necessary to compensate for damage from an accident at a hazardous facility, as well as to eliminate its consequences.

The essence of the methodology is to determine the total economic damage that accompanies emergencies. It is calculated by the formula:

$$U = U^p + AU^k,$$

where A is the reduction factor for multi-time costs (discount factor); Up - direct economic damage; U - indirect economic damage.

The components of direct economic damage, as a rule, are based on accounting data and other documents that have a fairly high reliability:

- rescue costs;
- the cost of evacuation and temporary accommodation, the provision of urgent medical care;
- lump-sum payments to victims;
- residual value of the property;
- the cost of disturbed natural resources.

The main components of indirect economic damage include:

- economic damage caused to "third" parties;
- profit lost due to termination or suspension of activities, loss of intangible assets, various documentation,software;
- moral damage;
- costs associated with the prevention and elimination of emergencies.

The components of indirect economic damage, as a rule, are not amenable to accounting, and can only be determined estimated, including using expert assessments, while having a high degree of uncertainty and insufficient reliability, which, in turn, reduces the reliability of full economic damage. .

The following is a classification of emergencies depending on the number of victims, the amount of material damage and areas of distribution of damaging factors (Table 1).

Further calculation is reduced to the analysis and forecasting of the level of change in the gross regional product from the socio-economic consequences of emergencies.

To calculate damage from traffic accidents, methodological recommendations for calculating damage from traffic accidents and other events associated with violations of the rules of traffic safety and operation of railway transport are applied. In accordance with these recommendations, the calculation of the damage caused by traffic accidents is carried out by determining the amount of costs according to the formula:

$$Y = \sum_{i=1}^{21} Y_i ,$$

where Y1, Y2 - damages from damage to freight and passenger cars, respectively, sum.; Y3 - damage from damage to traction rolling stock, total; Y4 - damage from damage to multiple unit rolling stock, total; Y5 - damage from damage, total; Y6 - damage from damage to passenger high-speed and high-speed traffic, total; Y7 - damage from damage to the track and structures, total; Y8 - damage from damage to automation and telemechanics devices, total; Y9 - damage from damage to electrification and power supply devices, sum; Y10 - damage from damage to communication devices, sum; Y11 - damage from damage to other infrastructure facilities, total; Y12 - expenses for the operation of the recovery train, sums;

Table 1. Classification of emergency situations.

	Number of victims	Material damage	Borders of the emergency zone
Local	The dead and / or received damage to health - no more than 10 people.	No more than 240 million soums	Does not go beyond the organization (object)
Municipal	The dead and / or received damage to health - no more than 50 people.	No more than 120 million soums	Does not extend beyond one municipality
Intermunicipal	The dead and / or received damage to health - no more than 50 people.	No more than 120 million soums.	Affects the territory of two or more municipal districts, municipal districts, urban districts located on the territory of one subject of the
Regional	More than 50 people died and/or received damage to health, but not more than 500 people.	Over 120 million rubles, but not more than 1.2 billion rub.	Does not go beyond the territory of one subject of the Russian Federation
Interregional	More than 50 people died and/or received damage to health, but not more than 500 people.	Over 120 million soums, but not more than 1.2 billion rub.	Affects the territory of two or more subjects of the Russian Federation
By region	Over 500 people who died and/or received damage to their health.	Over 12 billion soums	

Y13, Y14 - damages from damage and loss of cargo and baggage, respectively, in total; Y15 - additional costs associated with train delays in total; Y16 is the component of damage associated with the carrier's fines for the delay of long-distance and local passenger trains, sum; Y17, Y18 - components of damage associated with the carrier's fines for violation of the terms of delivery of baggage (cargo luggage) and cargo to the recipient, respectively, in total; Y19 - damage from causing harm to life, health and property of third parties involved in a traffic accident, total; Y20 - environmental damage, total; Y21 - other components of damage, total.

The following is a detailed algorithm for calculating the types of damage.

Damage to the environment caused by a negative impact on the environment is determined by the amount of damage caused to natural resources and the costs of eliminating environmental consequences. Other components of damage include costs that cannot be planned in advance.

One of the key tools for environmental protection is the assessment of damage from the manifestation of environmental hazards.

A feature of environmental risk assessment is that it is complex, most often based on heterogeneous data. Therefore, to calculate risks, all indicators should be reduced to a single normalized rating scale [15]

In the work of Russian scientists prof. E.N. Belskova, prof. O.V. Brazgovkova, Prof. E.V. Sugak [16] presents a methodology for environmental risks, which considers an approach to determining risk both in terms of the probability of an adverse event occurring and in terms of its possible consequences. The author proposes to calculate risks based on the assumption that several hazardous events may occur during the reporting period (year), then the risk will be calculated using the formula:

$$R = \sum_{i=1}^{\cdot\cdot} p_i U_i ,$$

where n is the number of possible damage options in the event of an adverse event; Pi is the probability of an unfavorable event; Ui

- the amount of damage (rubles), which is determined by the formula:

$$U = \sum_{i=1}^{n} W_i C_i ,$$

where Wi is the generalized component of harm by the components of the natural environment; C, - the price of the i-th component of harm per unit of measurement.

In accordance with the law of probability distribution for a continuous dependence of Pi on U, we represent expression (1) by formula (2):

$$R = \int_{-\infty}^{\infty} uP(u)du .$$

When damage can occur due to different adverse events independent of each other, the average risk can be determined by the formula:

$$R = \sum_{i=1}^{n} \sum_{j=1}^{m} P_{ij} U_i ,$$

m

where Py is the probability of damage U when an event j occurs, determined by the formula:

$$P_{ij} = P_j P_i(j),$$

where Pj is the probability of occurrence of an unfavorable event j.

When determining the value of the average risk, formula (3) can be used provided that the damages from various events are measured on the same scale, where Pj expresses the law of distribution of the probability of the occurrence of adverse events, and Pj are the laws of distribution of damages from each of these events:

$$R = \sum_{i=1}^{n} \sum_{j=1}^{m} P_i P_j(j) U_i .$$

When calculating the environmental risks of large-scale accidents and catastrophes, it is advisable to use the concepts of complete, direct and indirect environmental damage. At the same time, direct damage is caused by a negative impact on the main components of the natural environment, and its estimates are associated with a negative impact on people in the present. While indirect environmental damage is global in nature and has a negative impact on future generations of people.

CONCLUSION

Risk management is based on determining the optimal ratio of benefits and harms. The choice of methods for assessing damages depends on the goals and objectives of the assessment, the conditions in which a hazardous event occurs, and also on the characteristics of the object under study.

Existing methods for determining damages have both their advantages and disadvantages.

Thus, in accordance with the Unified Interdepartmental Methodology for Assessing Damage from Emergencies of a Technogenic, Natural and Terrorist Nature, as well as for classifying and accounting for emergencies [13], damage is assessed in economic terms, although it notes that the activity to determine economic damage is secondary to relation to the definition of physical damage to emergencies. It quite fully discloses the concept of full, direct and indirect economic damage. Based on the algorithm for calculating indicators, we can conclude that its main goal is to determine the impact of the entire set of losses by sectors of the national economy on the sustainable development of the country as a whole. Thus, there is a need to develop methods for determining damage indicators for individual industries, based on the presented methodology.

The methodology used in the railway is the simplest and most accessible, all economic indicators used in it are amenable to documentary confirmation and are mainly accounting indicators. However, at the same time, it does not fully reveal the essence of the calculation of damages in emergency situations, namely, in it, unlike the previous methodology [13], there is no division of damages into direct and indirect. When it is finalized, indirect damages from emergencies can be attributed to the indicator of other damages.

The particular complexity of risk assessment in emergency situations in railway transport lies in the fact that the railway with all the elements and objects of its infrastructure is not just a complex technical system, but a dynamic system. Risk assessment here is accompanied by a high degree of uncertainty, which also requires numerical expression.

The methodology presented in [16] mentions the insufficient development of methods for assessing the impact of large-scale accidents, however, it allows for a quantitative assessment of environmental risks, which contributes to the development of options and the choice of optimal

risk management solutions that minimize both the likelihood of negative factors and and damage in case of their implementation.

Thus, the choice of a damage assessment method depends on the goals and objectives of the assessment, the conditions in which a hazardous event occurs, the availability of the method itself, and also on the characteristics of the object under study.

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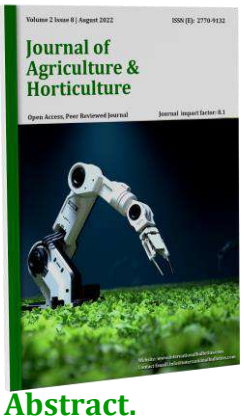

GOALS AND TASKS OF ENGLISH LANGUAGE TEACHING

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Abstract.
In this scientific article, the goals and objectives of teaching foreign languages (English) in the educational system were discussed on the basis of scientific approaches. Information about the role of the English language in the process of development of our society was also presented.
Key words: foreign languages, English language, goals and objectives, methodology, science, higher educational institutions, educational system.

INTRODUCTION

It is known that in order to enjoy the rich scientific and technical achievements of the nations of the world, it is necessary to learn foreign languages, because scientific and technical information (*information*) is acquired through language. Currently, no one denies the place of foreign language subject in the training of specialists, and it is known to everyone that knowledge of a foreign language is an integral part of the general culture of a specialist graduating from a higher and secondary special educational institution.

In realizing the practical purpose of English language education, i.e. in giving and receiving information through the medium of language, students acquire knowledge, skills and competences related to language, acquire field information from specialized subjects and, as a result, they mature. Reading professional texts in English has a positive effect on the further enrichment of students' programming knowledge, including the thorough mastering of professional terms.

In order to further promote the English language, concepts and many scientific works have been created in the field of English language teaching theory and methodology, and they, in turn, are the theoretical foundations of English language teaching in the secondary school and higher education system. is used as State educational standards for foreign languages, including English, Regulations on secondary and higher education, programs, monographs, study guides were published in these educational institutions. These are of great importance for the effectiveness of education.

Learning and teaching English in non-philological higher educational institutions has its own characteristics and requires the use of special teaching methods. The teaching methodology is a holistic system, consisting of such components as educational conditions, goals, content, methods, and tools. It is known that any goal arises out of necessity.

A goal is a general direction in education, a plan for solving certain tasks. Practical, general educational, educational and developmental goals are recognized in foreign language teaching. Vocational (professional) goals are also set in educational institutions specializing in foreign languages.

The purpose of teaching English is to form the skills of using the studied language as a means of exchange of ideas, to increase students' cognitive activity, and to develop their speech

and professional skills. All goals are interrelated and require each other in the educational process.

The meaning of the practical goal can be understood from its name: it is intended to use the studied language in the student's activity (practice). Despite the fact that the term learning a language for practical purposes has been given different definitions and descriptions in the methodology of foreign language teaching, among teachers there are also misconceptions about learning a language for practical purposes, such as understanding oral speech or speaking activities. Such an understanding is considered one of the wrong interpretations, and it is appropriate to emphasize that giving/receiving information is carried out not only in oral speech (*speaking, listening comprehension), but also through written speech (reading, writing).*

Methodist scholars do not have the same opinion on the existing interpretations of the practical purpose of the methodology of foreign language teaching, that is, they interpret the practical purpose in different ways in different conditions. A group of foreign language teaching methodologists accepted the term practical goal in the sense of mastering the language at an insufficient professional level, depending on the requirement of the specialty or the interest of the language learner, which allows to learn it more thoroughly later. At the same time, knowledge of a foreign language at a non-professional level, learning the main types of speech activity, according to another point of view, knowing all types of speech activity or conducting oral and written communication in a foreign language are discussed within the framework of practical goals.

Another group of Methodist-scientists recognized the practical goal of expressing thoughts in a foreign language orally and in writing and understanding the thoughts of others. There are those who care about this concept as teaching the culture of the people whose language is being studied. (the culture of the people whose language is being studied) requires the formation of speech skills that ensure the acquisition of information.

In the English language program, as a practical goal, it is necessary for students to know the following:

1. Reading and understanding of sectoral, socio-political and scientific-popular literature on the chosen specialty.

2. Ability to communicate in English orally and in writing within the framework of the program requirement.

The final practical goal of teaching English to students is the formation of speech skills and competencies such as reading, oral speech (speaking and listening comprehension) and writing. In short, learning English for practical purposes means getting the necessary information and conveying it to others using this language. The acquired information serves to increase the level of knowledge of students, educate and develop them. The practical purpose is to serve as the basis and conditions for education, upbringing and development of the student's personality through communication in English. At the end of the education, the student will be able to understand (listening or reading) the learned English speech and express his/her opinion in this language (speak and write).

Teaching as a type of activity is interpreted as follows in pedagogy:

- *formation of certain knowledge, skills and qualifications in students;*
- *forming certain thoughts, worldviews and beliefs in them;*
- *to make students become educated, cultured, well-rounded people at a certain level;*
- *is to develop their skills related to a specific profession.*

Valuable opinions have been expressed in many studies on the general educational purpose of the foreign language subject. There are two types of students learning English for general educational purposes -

(1) new knowledge and information about the language,

(2) absorb life and professional information obtained through language.

The first type is aimed at acquiring language-related information, which includes rules and concepts for interpreting English language material (vocabulary, grammar and pronunciation). Units and new events used in the process of learning English are interesting for students and enrich their language experience.

The second type of information, life and professional information, is reflected in English texts. They are the surroundings of the student, our homeland Uzbekistan (*Geographical position of Uzbekistan, Independence of Uzbekistan, History of Uzbekistan, Administrative subdivision of the Republic of Uzbekistan, etc.)*, the country(s) where the language is being studied (Great Britain, Political system of the USA, Parliament of Great Britain, Holidays of the USA and Great Britain, etc.) and we can observe that it is given in field texts in the college direction. Reading the above texts, firstly, enriches the general knowledge of the students with new information such as culture, art, history, literature, customs, traditions of these countries, and secondly, the specialized texts in English reading has a positive effect on enriching students' professional knowledge.

It is known that in the English language education of a higher educational institution, texts on socio-economic, artistic, political, cultural, educational and industry topics are given for reading, and the information obtained from them is used by the student. it is required to be directly relevant and useful for education. In addition, in teaching English, the educational target language is realized by studying the speech culture, ethics, and lifestyle of the nation(s) being studied.

There is another professional goal in the teaching methodology, which is implemented in specialized educational institutions. Today, this goal is interpreted differently by researchers. In our opinion, it seems necessary to explain the concepts of "*specialization", "profession" and "vocational orientation"* first.

Specialization (expertise) means having special theoretical knowledge, skills and competence in a specific field, for example, in the field of English language specialization. As the concept of profession, it is meant to use the English language in practice in a certain activity. Foreign language specialists are trained only in higher educational institutions related to this field. In such educational institutions, students have to study certain theoretical and practical subjects of this language in order to acquire a specialization in English. In non-philological higher educational institutions, all general educational and professional (general professional and special) subjects in the curriculum add the appropriate share to acquire a certain specialty. Having students read specialized field texts in English enriches students' general knowledge, including having a positive effect on their thorough mastering of field terms related to the profession. So, the English language helps students to develop their skills in a specific professional field.

The essence of professional orientation of education is to form the professional qualities of a person, to create favorable conditions for the formation of future professional qualifications. This is definitely within the scope of a professional goal. In the English language education of non-philological higher educational institutions, due attention is paid to the

education of students, and by achieving the above goals, the personality and professional skills of future junior specialists are formed, which means that the developmental goal is achieved.

The developmental goal is determined by the expansion of students' worldview in the process of learning English. Learning English increases students' logical thinking (***thinking, understanding, analysis, generalization***), develops independent work skills. The developmental goal is manifested in the development of the skills of analyzing language materials, summarizing, drawing conclusions, and independently understanding the meaning of words. Therefore, raising the level of students in English language teaching from the bottom to the top, intellectually developing, improving the content, and ensuring that they grow intellectually is the first task that is expected from the realization of this goal. The second task is to improve students' feelings in learning English, to improve their perception and understanding of external influences with the help of senses and analyzers. Thirdly, the development goal requires strengthening the internal drive (***motivation***) to work and study.

The developmental goal is realized through speech acts. Its difference from the general educational goal is that the practical application of the acquired information or information content and the skills of its acquisition are included in the scope of the developing goal. Education is the basis of intellectual development. The goals of English language teaching have their own characteristics in high school and non-philological higher education. In the process of learning English, based on the goals and tasks set for the subject, the student's communicative competence (***ability)*** is formed, that is, the skills of learning the language as a means of spoken communication are formed. Speech competence consists of linguistic (language knowledge), social and cultural knowledge (social and cultural knowledge), speech skills and skills. Linguistic knowledge requires knowledge of linguistic rules, comprehensive acquisition of lexical, grammatical, and pronunciation phenomena, as a result of perceiving and understanding the speech object (***texts given for reading and listening comprehension***) and the ability to freely create a speech product (***speech and writing***).

In conclusion, we can say that the current state of foreign language (English) teaching in higher educational institutions, the interpretation of the concept of educational conditions, and the linguistic and didactic analysis of teaching goals have been presented. The term linguodidactic refers to the concepts of where, to whom and for how long English language is taught. When defined using linguo-didactic terms, the personality characteristics of the language learner (age, general level, language experience, number of students in the class (group), the type of educational institution and foreign language in the curriculum) allocated class hours are included in the analysis.

A goal is a general direction in education, a plan for solving a specific task. Practical (communicative), general educational, educational, developmental and professional goals are recognized in the methodology of foreign language teaching. These goals apply to all educational institutions. However, they were interpreted in a unique way for non-philological universities. Students of this educational institution acquire the basic general education knowledge in order to become mature members of the society while learning English. characteristics are developed.

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A CLOSE TO EXAMINATION OF SIGNIFICANT CHARACTERISTICS AND BODY CREATION BETWEEN NETBALL HOPEFUL AND ORDER

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Abstract.
The justification for the audit was to check out at the actual characteristics and body creation between netball candidate and order. 48 energetic male subjects mature enough assembling 18-25 years were aimlessly browsed the different schools cooperated to Guru Nanak Dev University, Amritsar, Punjab, India. All of the individuals were overviewed for height, weight, breadths, sizes and skinfold thickness. The independent models t-test revealed that netball challenger had basically higher stature when diverged from order. The netball hopeful were also found to have basically more conspicuous fit weight and ectomorphic part when diverged from order. Order had basically more noticeable percent muscle to fat proportion and hard and fast muscle to fat proportion when diverged from netball challenger. The netball hopeful of this audit were found to have higher rate muscle versus fat with lower body height and body weight than their worldwide accomplices. Further assessments are expected on above focused on factors close by health and physiological variables to review relationship among them and with execution in netball. The disclosures of the ongoing audit might be important in future assessment on player decision, capacity recognizing evidence in the game of netball and its arrangement program improvement.

Key words: Somatic characteristics, netball, India.

INTRODUCTION

A large number of people play netball across the world. In various countries, it has been situated as one of the toplevel vicious game. FIVB is the greatest games relationship on earth with 220 auxiliary part countries. Netball has a spot with sport practices wherein morphological conditions of its individuals influence the level of game execution. It was set up that netball challenger diverged from most various contenders have specific anthropmorphological credits. Netball is a speedy playing game. It is a game including short and thought real undertakings during planning and challenge. Netball competitor wellbeing relies upon their power, power yield and skipping limit. To survey these genuine characteristics, the anthropometric assessments, limits of the body structure, for instance, the percent muscle versus fat and fit weight (LBM) and somatotype parts are routinely used. Sports execution is arranged in a confounding and muddled assortment of elements which consolidate physical, physiological, mental and morphological and body type factors. Netball competitor ought to have mind boggling conditions especially related to actual qualities and body plan. Concentrates on the genuine traits of the human body to-date show that the morphological characteristics of contenders expect key part in accomplishment in a specific game. Body stature, being the most brand name nature of netball contender is basically adjusted genetically. External components

including planning and starting weights don't affect this variable. Higher weight regardless, is a deterrent for netball candidate in achieving extraordinary bouncing height

MATERIAL AND METHODS

Test: The ongoing survey was driven on 48 energetic male subjects of 18-25 years age. The subjects were with no obvious end goal in mind looked over the different schools joined forces to Guru Nanak Dev University, Amritsar, Punjab, India. A made consent was gotten from the subjects. The audit was supported by the local moral chamber.

DISCUSSION

In the ongoing survey the significant characteristics and body construction of the netball contender and order have been evaluated and differentiated and each other. This survey shows the presence of differentiations among the netball challenger and order. The overall results show that netball competitor were taller when diverged from the order. Sandhu also saw that netball competitor, in each age bundle are in a general sense taller than order with tendency to be more toward ectomorphy. In netball, bunches fight by controlling capacities of spiking and thwarting high over the head. Thus, the presence of tall candidate is a urgent variable in the accomplishment of a netball group. The netball contender in the ongoing audit have more important height and level of slim load than the order. Highlight that there were no basic differentiations in body weight between netball competitor and order. The netball hopeful similarly paid all due respects to have more important characteristics in slim load than the benchmark bunch. As demonstrated by Parizkova, LBM stood out from hard and fast BW is immovably related to physiological limits like oxygen usage, cardiovascular yield, pivotal cutoff, etc As demonstrated by the examination of Bandyopadhyay netball competitor show in a general sense higher LBM regards than the non-shaking people. This limit, including with or without body tissues from fat stores, is seen as a huge precondition for a good show in netball. The netball candidate in the ongoing survey have more unmistakable stature and level of slim load than the netballers from West Bengal concentrated by Bandyopadhyay however they are more restricted and lighter than their worldwide accomplices. The somatotyping scores of netball candidate in the ongoing survey are 2.4-4.2-3.6 and they are represented as mesomorph-ectomorph.

CONCLUSION

There were enormous differentiations in significant attributes and body creation between the netball competitor and order. The netball candidate were generally taller and had less proportion of subcutaneous tissue with more ectomorphic part than the order. The netball contender moreover had higher fit load than the order. The % muscle to fat proportion and outright muscle versus fat were in like manner lesser in netball contender. More data would be helpful on the above focused on factors close by wellbeing and physiological elements to assess relationship among them and with execution in netball. Even minded applications The data presented here will fill in as reference for the significant qualities and body plan for school level netball contender. The ongoing survey will help tutors with understanding the significant characteristics and body plan ascribes for picking netball plaers.

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