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# QUALIFICATION PAPER

On the theme: "THE MEANS EXPRESSING HUMAN BEHAVOIR AND THEIR TRANSLATION PROBLEMS"

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**ЎЗБЕКИСТОН РЕСПУБЛИКАСИ ХАЛҚ ТАЪЛИМИ ВАЗРЛИГИ**

**АЖИНИЁЗ НОМИДАГИ НУКУС ДАВЛАТ ПЕДАГОГИКА ИНСТИТУТИ**

**ФИЛОЛОГИЯ ФАКУЛТЕТИ**

**ИНГЛИЗ ТИЛИ ВА АДАБИЁТИ КАФЕДРАСИ**

**"ИНСОН ХАТТИ-ҲАРАКАТИ ТАСНИФИ ВА УНИНГ ТАРЖИМАДАГИ МУОММОЛАРИ" мавзусидаги**

# БИТИРУВ МАЛАКАВИЙ ИШИ

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# CONTENT

# INTRODUCTION

English is important learning in every sphere in our Republic today. It is known that language is a single way to exit to the world. We can do all cooperation with the help of language. English is a world language, which is the number of the first. Development is demanding us to learn English perfectly and we should get a line with wholly world. In addition, we have already possibility to do it right now. Today, we have all chance to learn English as much as possible. We can prove this possibility with the decree of President of our Republic.

We all know that on December 10, 2012 President of the Republic of Uzbekistan Islam Karimov signed a decree about "On measures to further improve foreign language learning system."[1]

It is noted that to start teaching foreign languages at the secondary schools from the 1st form in the forms of games and lessons of oral speech and from the 2nd form to teach the alphabet, reading and grammar. English teacher have to supply with all project English textbooks, new materials and audio video lesson's programmers for each of them. The aims of this decree are creating useful teaching, highly educated and modernization in everything with the help of English.

After decree of President, we start to do much work on teaching foreign languages in our Republic. Now every school, collages and lyceum has modern English rooms, and there is all lesson are in English with the audio video lessons and there have been arranged special courses to teach English as a foreign language. Now we can hope for our pupils that they all will be learned of English language. Therefore, English as like as international communication opens all doors for us to the world.

We all know that learning human behavior is more ancient search. These processes were developed in independent year.

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[1]Постановление Президента Республики Узбекистан от 10 декабря 2012 года «О мерах по дальнейшему совершенствованию системы изучения иностранных языков».

When we realize human's dignity then we learn everything about human. Our independence gave us to help for finding our price and ourselves too. Nowadays human is more valuable in our independent state. We can see its evidence many decoration of President of Uzbekistan and they marked clearly in our constitution. There some more slogans in our Republic such as "Human is valuable in this valuable state". That is why firstly we all know about ourselves, our origin, our thought and our behaviors too. Because we have not any chance to do any process without knowing people. So learning human behavior is the first step of learning.

Each people are inimitable human. It is more difficult to find such as similar people in our society. Perhaps people like other people with their appearance and figure. However, there are not any people in the world such as similar with their character, temperament and other own behaviors. For instance, many scientists say that it is impossible to be a similar man from one seed as like as twins. It is true that twins have a strong resemblance to each others but can not look like in human behaviors. Human is unrepeatable. That is why human is valuable with its own unique properties. This truth helps us to understand human's psychological aspects, which are its own. There are two notions which are refers to human behavior. There is a difference from perfect people from other perfect people too. It includes human's character, temperament, ability, psychology and such as all human behaviors.

The term "human behavior" refers to the sum of what people think, feel and do, which are influenced by culture, attitudes, emotions, values and ethics among other issues. Some behaviors are considered as being common, some unusual, some acceptable while some outside the acceptable limits. Human behavior is experienced throughout an individual's entire lifetime. It includes the way they act based on different factors such as genetics, social norms, core faith, and attitude. Behavior is impacted by certain traits each individual has. The traits vary from person to person and can produce different actions or behavior from each person. Social norms also affect behavior. Due to the inherently conformist nature of

human society in general, humans are pressurized into following certain rules and display certain behaviors in society, which conditions the way people behave. Different behaviors are deemed either acceptable or unacceptable in different societies and cultures. Core faith can be perceived through the religion and philosophy of that individual. It shapes the way a person thinks and this in turn results in different human behaviors. Attitude can be defined as "the degree to which the person has a favorable or unfavorable evaluation of the behavior in question."

One's attitude is essentially a reflection of the behavior he or she will portray in specific situations. Thus, human behavior is greatly influenced by the attitudes we use on a daily basis.

**The actuality of the learning about human behaviors** is dependent on human life. Before we need learn about human self and human thought, and then we can search other works. In addition, we did not accept that this theory is only Psychological or Philosophical search.

If we pick up any psychology book, or popular book on human nature, we inevitably will encounter the word "human behavior." In today's world, as a legacy of the 20th century, almost all consideration of the human mind is in some way influenced by the writings of people discussing the "behavior" of human beings in terms of traits and motives. The word behavior has been around in various forms since around the beginning of the 16th Century. Now we understand its meaning to be the "manner in which a person conducts them self". The word also used to mean "a person".

The interesting history about the word "behavior" is that the ancient words from Old English and Old Frank around 600 AD. This is consistent with historical research that cannot find any European languages existing before 600 to 800BC with a word in their vocabulary equivalent to the first personal pronoun " I ", and that the first examples of writing in the first person did not appear until this time either. Despite all the complexity of definitions associated with modern behavioral science, in today's context, the words "human behavior" essentially means "the

way in which one human conducts themselves relative to other human(s)." If we look at this meaning, we can even interpret the meaning whole the context;

 (a) **"The physical or psychological effect of the relative features, relationships and forties of one human being on other human being(s) and their environment."**

(b) **"The physical  or psychological effect of the relative features, relationships and forties of other human(s) and environment on one human being."**

This is entirely consistent with the contemporary definition of human behavior, yet with relevance to the specific "thing" or "things", we are describing. For when we talk of human behavior, we are talking about the effects of interactions, the results rather than the "things" that caused them. To make this even clearer: when we talk of human behavior, it is like counting the number of times cars and trucks travel down the closest main road, their angles, their weight, their color etc, including the road, rather than focusing on the features, relationships. No wonder human behavior has been one of the most elusive areas of human understanding.

Contemporary behavioral scientists will argue against this modern treatment of the word "behavior". They would most likely point to the important discoveries by behavioral science in terms of "why" people do what they do, not just catalogue movements, speech, "behavioral statistics". Behavioral scientists may also strongly defend the fact that they have catalogued vast amounts of data on the features of individuals and that they have a good understanding of the features, their interactions, therefore effect and why. We are not disputing the significant contributions made by behavioral science. We are merely pointing out what the meaning of the words "human behavior" actually implies by logic. It is essential to understanding just how complex a task it is to understand effect, rather than cause. For if, we are to talk of the features of individual humans that contribute to the effect we call behavior then we have to use a different word than behavior.

Historically, this is where the words "human nature" comes in. Among the many factors that influence human behavior are genetic variables,

physiological abnormalities, nutrition, and electromagnetic radiation. Treatment of some problems may thus involve changing the person's diet or removing a brain tumor.

In some cases, this involves behaviors that were learned at one time or situation, but are considered undesirable at another time or place. Small children may be knocked down a few times by large dogs and develop a fear of dogs. If this fear persists into adulthood, persons with the fear may wish to rid themselves of it. People who began smoking cigarettes as teenagers for social approval may find several years later that they have learned a complex smoking habit, which is difficult to eliminate for more than a short period.

**The main aim** of Bachelor Qualification Paper is to characterize and analyze the theory of human behavior. Moreover, it learns about searching on different scientific subject such as viewpoint of psychologists and philosophers.

On the other hand, many problems involve behaviors that the person has not learned, but needs to learn, such as how to study, relax, handle anxiety, or be more assertive. Behavior modification then draws strongly on learning and motivation, and much of the practice consists of helping people reduce undesired learned behaviors and learn new desired behaviors. Therefore, we can say that human behavior is the collection of behaviors exhibited by human beings and influenced by culture, attitudes, emotions, values, ethics, authority, rapport, hypnosis, persuasion, coercion and genetics.

It is very essential to understand human behavior in today's world as the existence of the organization depends on the employees and individuals.

**The task** of the Qualification Paper is consist of determine aspects of individuals. Without understanding human behavior, it is very difficult to work in an organization. In order to understand human behavior let us see how the perception of human being has changed from time to time. All organizations are composed of individuals, with different personality, attitudes, values, perception, motives, aspirations and abilities.

The main reason to understand behavior is that individuals are different. No two individuals are similar. In the early studies, theories of organization and management treated people as though they were the same; scientific management was based on the similarities among workers, not the differences. In contrast, modern theories of human behavior are based upon the differences among people and how those differences can affect the organization. Individual differences are many for example some employees are motivated to work and some are not. This can be due to several reasons, and can be known by further reading the unit.

**Methodology of the work.** Behavior is mostly learned through our interactions with the environment. Present events rather than past events are important. Even though there are some limitations on. One's capacities, one is capable of great amounts of change.

Understanding past behavior is important for developing effective human skills, and it provides a framework for predicting behavior. It also gives an idea to managers as to how behavior is similar in certain circumstances and changing in changing environmental conditions.
Another skill which an effective manager or leader needs is the ability to direct, change and control behavior.

Managers have to understand that are going to be individual differences among the employees, as no individual is similar to other. Each individual is unique by itself. Then one has to understand that each individual has to be taken care of as a whole person by taking care of. He needs as well as training and making him up to date in terms of work. Ultimately, human beings have to be treated with respect only then you can expect effective performance. With the following descriptions, you will be able to understand the concept better.

The Qualification Paper consists of Introduction, three chapters, conclusion and Bibliography. In Introduction, we give information about human behavior generally. In addition, we introduce its main aim and tasks, the means of behaviors too.

**Chapter I** is devoted to the scientific interpretation of human behaviour and searching works of famous Scientifics such as Isaac Newton, George Sarton, and the others. Moreover, this chapter we speak about types of human activity. The role of motivation in human behavior is more important scientific aspects that is why we want to learn about it in this chapter. There are two types of human activity: Physical and mental activities. Each of action is visible in different position and in different ways. Moreover, we try to determine such as problems working on this chapter.

**Chapter II** is devoted to analysing of human behaviour. That is known all theory need their analysis. And the process of analysis is done with any practise. So we learn in this chapter analysing of human behaviours and also human activities too.

There are many searching work about instincts. We have to learn some more Scientifics work which are about such works. In this chapter speaks about English psychologist William MacDougall's searching work in his book such as "Enter the social psychology" (in 1908), There is an idea that motives of human behavior will behave with the power of instincts.

**Chapter III** of the work is devoted to the translation process of human behavior.

This chapter learns about English and Uzbek vocabulary, and some more translation problems in translating process. We all know that we use any equivalents of words in translating but other situation we could not find any the same word instead of words that is why we need words as like as them. Then we use real terms in translating language. Sometimes it will be create some more problems using real terms. So we learn about this process perfectly.

**The novelty of the work** is in the following: following theories about human behavior by famous Scientifics and their searching works about human behavior. It gives meaning of the word behavior in two languages.

The work has theoretical and practical significance.

**Theoretical significance** of the work lies in the fact, there is much works by famous psychologists and philosophers such as Aristotle, Socrat, Newton, Albert Einstein and other historical searching works about human behavior. We give examples from their works about personality.

**Practical significance** of the work lies in the following: analyzing behavior of human with the help of psychology and philosophy. Moreover, explain our main thought about this theory. Then investigate all of them in our social life.

In Conclusion, we sum up all the results of the work. It is necessary to underline that the English teachers, students and all people who are studying English language, as a foreign can apply the results and materials of Bachelor Qualification Paper. In the bibliography, we give the list of literature used in the work, which includes textbooks, manuals, scientific articles, dictionaries and Internet resources.

# CHAPTER I.  SCIENTIFIC INTERPRETATION OF BEHAVIOR

The immediate tangible results of science make clear to understand human behavior easier than philosophy, poetry, art, or theology. As George Sarton has pointed out, science is unique in showing a cumulative progress. Newton explained his tremendous achievements by saying that he stood on the shoulders of giants. All scientists, whether giants or not, enable those who follow them to begin a little further along. This is not necessarily true elsewhere. It is clear, then, that science "has something." It is a unique intellectual process, which yields remarkable results. The danger is that its astonishing accomplishments may conceal its true nature. This is especially important when we extend the methods of science to a new field. The basic characteristics of science are not restricted to any particular subject matter. When we study physics, chemistry, or biology, we study organized accumulations of information. These are not science itself but the products of science.

Science is the first a set of attitudes. It is a disposition to deal with the facts rather than with what someone has said about them. Rejection of authority was the theme of the revival of learning, when men dedicated themselves to the study of "nature, not books." Science rejects even its own authorities when they interfere with the observation of nature.

Science is a willingness to accept facts even when they are opposed to wishes. Thoughtful men have perhaps always known that we are likely to see things as we want to see them instead of as they are, but thanks to Sigmund Freud we are today much more clearly aware of "wishful thinking." The opposite of dreaming is intellectual honesty—an extremely important possession of the successful scientist.

Science is, of course, more than a set of attitudes. It is a search for order, for uniformities, for lawful relations among the events in nature. It begins, as we, all begin, by observing single episodes, but it quickly passes on to the general rule, to scientific law. Something very much like the order expressed in a scientific law appears in our behavior at an early age. We learn the rough geometry of the space

in which we move. We learn the "laws of motion" as we move about, or push and pull objects, or throw and catch them. If we could not find some uniformity in the world, our conduct would remain haphazard and ineffective. Science sharpens and supplements this experience by demonstrating more and more relations among events and by demonstrating them more and more precisely. "Human behavior is much more predictable than is generally thought", says Pentland.

A person's responses can often be explained by "non-linguistic behaviors of other people and simple instincts for social display and response, without any recourse to conscious cognition. The term **behavioral sciences** are often confused with the term **social sciences.** Though these two broad areas are interrelated and study systematic processes of behavior, they differ on their level of scientific analysis of various dimensions of behavior.[34] [p. 42-51]

Behavioral sciences abstract empirical data to investigate the decision processes and communication strategies within and between organisms in a social system. This involves fields like psychology, social neuroscience and cognitive science. Behavioral sciences include two broad categories: neural — **Information -sciences** and social — **Relational sciences**. Information processing sciences deals with information processing of stimuli from the social environment by cognitive entities in order to engage in decision-making, social judgment and social perception for individual functioning and survival of organism in a social environment. These include psychology, cognitive science, psychobiology, neural networks, social cognition, social psychology, semantic networks, etiology and social neuroscience.

On the other hand, Relational sciences deal with relationships, interaction, communication networks, associations and relational strategies or dynamics between organisms or cognitive entities in a social system. These include fields like sociological social psychology, social networks, dynamic network analysis, agent-based model and micro simulation.

Behavior is a primary characteristic of living things. We almost identify it with life itself. Anything, which moves, is likely to be called alive—especially when the movement has direction or acts to alter the environment. Movement adds verisimilitude to any model of an organism. [33]

## 1.1. THE MEANS OF BEHAVIOR OF ORGANISM.

The terms "cause" and "effect" are no longer widely used in science. They have been associated with so many theories of the structure and operation of the universe that they mean more than scientists want to say. The terms, which replace them, however, refer to the same factual core. A "cause" becomes a "change in an independent variable" and an "effect" a "change in a dependent variable." The old "cause-and-effect connection" becomes a "functional relation." The new terms do not suggest how a cause causes its effect; they merely assert that different events tend to occur together in a certain order. This is important, but it is not crucial. There is no particular danger in using "cause" and "effect" in an informal discussion if we are always ready to substitute their more exact counterparts. We are concerned, then, with the causes of human behavior. We want to know why men behave as they do. Any condition or event, which can be shown to have an effect upon behavior, must be taken into account. By discovering and analyzing these causes, we can predict behavior; to the extent that we can manipulate them, we can control behavior.

Another common practice is to explain behavior in terms of the structure of the individual. The proportions of the body, the shape of the head, the color of the eyes, skin, or hair, the marks on the palms of the hands, and the features of the face have said to determine what a man will do. The "jovial fat man", Cassius with his "lean and hungry look", and thousands of other characters or types thoroughly embedded in our language affect our practices in dealing with human behavior. A specific act never be predicted from physique, but different types of personality imply predispositions to behave in different ways, so that specific acts are presumed to be affected. This practice resembles the mistake we all make when we expect someone who looks like an old acquaintance to behave like him also. When

a "type" is once established, it survives in everyday use because the predictions, which are made with it, like those of astrology, are vague, and occasional hits may be startling. Many valid relations between behavior and body type also offer spurious support. Studies of the physiques of men and women predisposed to different sorts of disorders have from time to time held the attention of students of behavior.

The most recent classification of body structure—the somatotyping of W. H. Sheldon—has already been applied to the prediction of temperament and of various forms of delinquency. Valid relations between behavior and body type must be take into account in a science of behavior, but these should not be confuse with the relations invoked in the uncritical practice of the nonprofessional. Even when a correlation between behavior and body structure is demonstrate, it is not always clear which is the cause of which. Even if it could be show by proper statistical methods that fat men are especially likely to be jolly, it still would not follow that the physique causes the temperament. Fat people are at a disadvantage in many ways, and they may develop jolly behavior as a special competitive technique. Jolly people may grow fat because they are free of the emotional disturbances that drive other people to overwork or to neglect their diet or their health. Fat people may be jolly because they have been successful in satisfying their needs through excessive eating. Where the feature of physique can be modified, then, we must ask whether the behavior or the feature comes first. When we find, or think we have found, that conspicuous physical features explain part of a man's behavior, it is tempting to suppose that inconspicuous features explain other parts. This is implied in the assertion that a man shows certain behavior because he was "born that way". To object to this is not to argue that behavior is never determined by hereditary factors. Behavior requires a behaving organism, which is the product of a genetic process.

"Heredity", as the nonprofessional uses the term, is a fictional explanation of the behavior attributed to it. We talk about these terms clearly on the next chapter.

## 1.2. THE KIND OF PERSON'S ACTIVITY. MOTIVATION

There are another term that we can use the word activity instead of behave. Activity means that a peculiarity of person who is more active in this society and he should know himself perfectly. In addition, it is category of expression, which is an action in personality. For instance, it will be a simple action such as writing a line on the sheet of paper. As such it will be consist of more complex actions such as own ideas which are secret in our mind. That is why we learn all of these conceptions as like as person's activities on the subject of psychology.

The person's activity is divided into two groups: Activity of outside and activity of inside. The activity of outside is our physical activity; our possibility of watching, listening, touching and others. We can call our biologic actions are the activity of inside. Such as exchanging substance (substitution), circulation of the blood, breathing, on the other hand our philosophic actions are emotions. That is why we could not touch our emotions and feelings, but we can feel them easily. Let us pay attention an example, which one is in our usual life. After far separation mother, attain the meeting of her son. In this situation, we can see the activity of outside as like as mothers strive for her son and fold in son's arms, her crying for happiness. Then the activity of inside are the means of tears, missing of mother, suffering from parting and other feelings. It means that two kind of activity are conveying of personal experience and base of development. These all activity have each own characterize of social status.

Person's activity are conveying to conception of "action", "human habits and behaviors". In other words, the activity is controlled with person's consciousness and human thoughts. It is a game for children that they try to know about world. Alternatively, it is a labour for man to work and product. In addition, it is an activity for scientists to discover a new thing. [34] [p. 48-50]

There are two types of human activity: Physical and mental activities. Each of action is visible in different position and in different ways. However, each of these types is can be in single position and at one moment. If you watching a man who is thinking about something. In this position, you can be sure that there is all action is

in mental activities. Nevertheless, pay attention that his forehead and eyes even his whole body and actions of hand are more important and more seriously. Moreover, these all means that he could not find any idea and so he suffered from adopt a resolution. That is why his actions consist of physical activities too. In addition, another example you can see this fact again. The gardener who is cutting leafs of grapes, which are spare. There is all his actions are in physical activities. However, he feels what he is doing and why he doing these action. Therefore, he has mental activities too.

The mental activities can be in some forms such as notion, memories, discussion and imagination.

- Notion form is such as actions that the idea can be taking shape with the help of those actions.

- Memories activity depends on remembrance actions. The complex activity that it needs memories actions is more important.

- Discussion activity is conveying resolve problems, which are, depend on mind, quick-witted and clever.

- Imagination activity is such as activity that convey with creative and descriptive works. Because all actions in such activity are fulfilled in human's creative imagination.

We are emphasizing at the top of our paragraph that each of person's action is built up with the help of physical activities. There are two conceptions in psychology that we can use. We use **interiorization** for the position that the mental activities appears from physical activities. In addition, **exteriorization**, we use it for the position that is physical actions appears from mental activities.

Every science has at some time or other looked for causes of action inside the things it has studied. Sometimes the practice has proved useful, sometimes it has not. There is nothing wrong with an inner explanation as such, but events, which are located inside a system, are likely to be difficult to observe. For this reason, we are encouraged to assign properties to them without justification. Worse still, we can invent causes of this sort without fear of contradiction. [34] [p. 50-51]

First we do our actions with help of own mind, the mental activities, but then it is not important that how we do it. After some time when we the actions are repeated some more times, we can do them in automatically. Because we have already, get accustomed it. Then we call this conception in psychology as like as "habit" or "practice". Practice will be increase with the help of our knowledge. In psychology has another term, which is "experience". The notion of practice and the experience are closer from their meanings and tasks. Two of them work for durability of person's activities. The main task of them is doing exercises. If we say about just a experience, it has the ways of forming:

- The way of simple showing
- The way of explain
- The way of showing and explain.

The practice and experience's importance are more significant in our social life. They can help to perfect our each of activities in every sphere. For instance in study, at work or in sport activity and in creative works too.

There is another way of classification activities in personality. It is activity that suitable for every people in our society. We distinguish according to person's activities:

- Communication
- Game
- Study
- Labour

Communication is the kind of person durability in individually. It is appearing from person's demands which are to become a person, to speak like as people, to understand them, to love them and other property aspects of persons. The person starts durability of his activity from communication and then he can do other activities.

Game is the activity such as the complete forms in our society are assimilating from a child. The adults could not understand the meaning of actions until the child playing.

Study is more important in person's maturity. It is an activity is assimilating practice and experience during in study.

Labour is a natural demands, and it is aim to discover any blessing matter or spiritual boons. However, contribute to life of society. Every job which is selected is demand us to know technology and law of itself. And we should remember every term in it perfectly and then we act each of activities during doing something. But there are another type of activity which is has something done under compulsion. It is activity of motive.

None of this activity is done itself. There is a reason to do all actions even person's behaviours and habits. So we can understand about them with the help of the conception "motive" and "motivation".

However, when one looks at the range of psychological problems, such as those at the beginning of this chapter, one finds that the major variables responsible for the majority of most problems are variables related to learning and motivation. In some cases, this involves behaviors that were learned at one time or situation, but are considered undesirable at another time or place. Small children may be knocked down a few times by large dogs and develop a fear of dogs. If this fear persists into adulthood, persons with the fear may wish to rid themselves of it. People who began smoking cigarettes as teenagers for social approval may find several years later that they have learned a complex smoking habit, which is difficult to eliminate for more than a short period.[30]

The notion of "motivation" has a deeply meaning than the notion of "motive". Motivation is a conception of explanation which is human's habits and activities. We use these questions to explain human's habits such as "why?" "Why that?" And so on. It means that, description of human behaviours.

Controlling person's habits in psychological is called- personal disposition. They will be comprehend or not by persons. Sometimes people could not understand their behaviours and say that "Why?" "I did not know!" "How is it?" In psychology such as habits are called misunderstand able dispositions.

On the other hand, many problems involve behaviors that the person has not learned, but needs to learn, such as how to study, relax, handle anxiety, or be more assertive. Behavior modification then draws strongly on learning and motivation, and much of the practice consists of helping people reduce undesired learned behaviors and learn new desired behaviors.

If person interested in his works with consciously and try to know all secrets of his job, it will be understandable disposition in psychology. In this point of view the motive is concrete conception that inclination to this or that human habits.

The most famous German scientist is Kurt Levin work on many investigations about problems of motives. And he was specified that every people are disposed to perceive any positions. Striking of these is the people's opinions are different about those concrete positions. On the other hand people understand a position differently in such different situations especially it depends on their mood.

There are two kinds of motive in society. They are:

- To get a success
- To escape from failure

American scientists D. McClelland and D. Atkinson and German scientist X. Excuser are work on these kinds of motive. However there are two kinds of people who are doing any activities. First group people are working with believe in themselves and starts their act only for successful end. So they have a great aim to forward. And they use in this way each of possibility even friends and also money too. And we can watch another group of people who are afraid of failure. Even they are thinking about failure very beginning of their works and their mind is full of escape from failure. So, they meet with failure again and again. After such position they never believe in themselves. And they think that they are unsuccessful people in the world.

There are a number of advantages to a learning-motivation based model. One is that the constructs are relatively "clean"; they are well defined with a minimum of excess meaning and associations. This facilitates an objective understanding of behavior. A second advantage is that learning and motivation, perhaps more than

any other model, suggest complex interrelationships of the various constructs in a way useful in understanding and treating human problems that involve complex interweaving of many behaviors. [17]

The human brain is an amazing organ. It is great for whiling away the hours, conferring with the flowers, and solving the most complex problems known to man. At the same time, an extremely mysterious lump of gray matter that can survive the craziest accidents, unlock the secrets of the universe, and turn on us at a moment's notice. Without a doubt, our little gray cells hold enough secrets and strange stories to fill an entire book. . . or a list, for that matter.

Albert Einstein was clearly a genius, and many of us have wondered from time to time, "How did his brain work?" Pathologist Thomas Harvey wondered the same thing, and he decided to find out the answer. If he had to break a few rules along the way, so be it. Before his death in 1955, Einstein stipulated that his remains were to be cremated. The last thing he wanted was mobs of zealous students gathering around his tomb, murmuring "$E = mc^2$" repeatedly. The only way to keep his corpse from becoming a holy relic was to burn it. That meant he wanted that his brain fried, too. However, Thomas Harvey did not care. Claiming he had permission of Princeton Hospital—which he did not—Harvey plucked out Einstein's brain during the autopsy. This was a huge no-no. In danger of losing his job, Harvey convinced Einstein's son to okay the operation, claiming his dad's brain needs to be studied for science. However, Harvey was not a neuroscientist and did not know what he was doing. When hospital officials asked him to hand over the brain, he refused and was fired. His next step was to drive to Philadelphia, where he found a technician to slice Einstein's brain into over 200 cubes.

As for scientific study…that did not exactly pan out. Harvey mailed pieces of the brain to various researchers, but most neurologists were not keen on analyzing Einstein's brain. The few scientists who did show interest cranked out studies that were mostly inconclusive, derided, or discredited. Disappointed, Harvey eventually returned the brain to Princeton Hospital and died in 2007. Nobody ever tried to steal his brain.

That is why the organ of brain is the most discussion theme. However, we know it is just the present of God to us without anything.

Perhaps we did not know that some people could behave out of body especially at night. There is a special person who is behaving without any control when she was sleeping. We know that it is behavior of our own organism. On the other hand such action is stranger that the man cannot feel and control his action in that time.   This kind of behavior is more dangerous for our health. Therefore, we call such person a lunatic. Today, there are many lunatics in our life. Here you can read an example about a woman who is lunatic.

While most associate out-of-body experiences with crazy callers on late-night radio shows, University of Ottawa scientists take the subject a little more seriously. In 2012, an unnamed psychology student, whom we will call Reese, told Professors Claude Messier and Andre Smith that she regularly left her body and even that she **could actually trigger** these events. Reese claimed she started taking astral trips during preschool when she was supposed to be napping. As she grew older, these "extracorporeal experiences" became a psychic sleep aid, helping her drift off to dreamland. Reese said she has had several different kinds of episodes, like floating above her "real" body or spinning around like a propeller. While Reese knows, she is not moving—she can see her corporeal form lying on the bed or floor—she still feels quite dizzy afterward.

Naturally, Messier and Smith were skeptical, but when they put Reese in an experiment progress, they noticed some weird stuff happening in her brain. Whenever she triggered an out-of-body experience, they noticed that Reese's visual cortex—the part responsible for the pictures we see in our minds—was strangely deactivated. In fact, the entire right side of her brain was dormant. However, there was a lot of activity happening in the left side.

That is odd because when we imagine things, both hemispheres are involved. Having said that, many areas on the left side involving "kinesthetic imagery" (the part that helps us understand where we are in relation to our surroundings) were firing away as if normal. Messier and Smith believe Reese is experiencing some

sort of hallucination, one that does not affect her in a negative way. It is like a dream where you are outside yourself and can watch "you" as a character. The Canadian researchers suspect that perhaps these extracorporeal experiences are a normal part of infancy and some people continue to experience them, as they grow older. If there are such people, they probably think their little trips are normal. Reese herself had no clue her waking experiences were unique. "I thought everybody could do that," she said.

# CHAPTER II. ANALYSIS OF HUMAN BEHAVIOR

Theory is important to understand everything as like as subject. It helps us to know different notion's definition, characterization and names. However, we all know that theory is clearer in practice. If we can practice any theory in our activity, it will be real theory. In addition, all have to accept such theory. Especially scientific notions need any analysis with itself. There are all theory has already created and now they have to practice perfectly. Analyze is more close assistant to practice any theory.

Behavior is a primary characteristic of living things. We almost identify it with life itself. Anything, which moves, is likely to be called alive—especially when the movement has direction or acts to alter the environment. Movement adds verisimilitude to any model of an organism.

Reflexes are conditioned or otherwise, are mainly concerned with the internal physiology of the organism. We are most often interested, however, in behavior, which has some effect upon the surrounding world. Such behavior raises most of the practical problems in human affairs and is of particular theoretical interest because of its special characteristics. The consequences of behavior may "feed back" into the organism. When they do so, they may change the probability that the behavior that produced them will occur again. The English language contains many words, such as "reward" and "punishment," which refer to this effect, but we can get a clear picture of it only through experimental analysis.

The social behavior's instincts were forming in England at the beginning of the 20th of century. It is founder is English psychologist William MacDougall. He wrote on his "Enter the social psychology" (in 1908) such as theory, motives of human behavior will behave with the power of instincts. [35] [p.11-17]

Sooner he use other terms with instinct such as ability, aspiration. On his point of view, it is innate aspects, which are creating human behavior. Moreover, it is physical preparing state and it will be by origin. MacDougall tried to explain that all behavior is in reflective condition and they consist of two sections such as

efferent (action) and central. That is why he thought that all actions have such as reflective nature.

By the way, other scientists are E Ross ("The social psychology") and DJ. Baldwin ("The searching of social psychology") have such ideas. For instance, Baldwin wrote about two types of heredity, which are natural and social. From his point of view, social heredity is ability of human nature that is imitative behavior.

People are closer to affect each other that are why it controls their conversation in social life.[5] [27-28]

Doing thus, supporters of this tendency say that the beginning of all conscious behavior is unconscious that is the instincts. They are appearing in human emotions.

MacDougall has explained the dependence between human emotion and instincts and he showed their means in couple of states. For instance, the instincts of struggle are horror, sense of anger and the instincts of genus are jealous, the sense of subordinate in women nature, then the instincts of assimilate is forward to privatization and others. Nevertheless, this theory has negative result nowadays because it has such as idea that importance of innate instincts in understanding social life. However, some of means of these ideas are need for understand any happens. Such theories are contributing their good effects to today's scientific searching. That is why social psychology must be searching such problems as like as scientific subject.

However, Russian psychologist V.M. Bexterev was explained his thoughts clearer than MacDougall. From his searching all conscious and unconscious conditions are explain in any behaviors. In the other words, we can learn the human with the help of his out of behaviors, habits, speech. Nevertheless, Bexterev had a bad mistake which was he confused on his searching and the result he mixed sociology with biology and psychology with physiology in his work.

After Bexterev some more Scientifics worked on this problem again and again. For instance, U. Vasilev and his work about "Sociology of biology" such as work

about "International sociology" of M. A. Raysner. Therefore, these works were like as old theory, which is wrong.[26] [34-39]

This subject was forming in Russia after the 70th years. The school of Moscow and The school of Sank Petersburg were contributed to shaping such theory. In addition, this theory could find its real analysis after much searching. Now we must recognize that the USA has much effect for forming social psychology than other countries.

Therefore, there are many searching on this subject in Uzbekistan in last ten years. Why that? There is appear question; Have not we any history in our country about such subject?

Let us analysis this secret right now. If we learn our philosophy more clearly, we can find there any root about this subject. That is why scientists were searching on this subject as like as independently but they work on such theories with the help of other subjects such as philosophy.

For instance, they taking shape since about 2-3 ages in our era. In addition, its founder was Mani or Mazdac who was founder of Mazdacism. They convey this subject learning with religious conversations.

## 2.1. COTROLLING OF HUMAN BEHAVIOR

Persons have to own control of their each action. Behavior needs any control from anybody such as a man who has behaved it that is so much the better. We all know that there are many controlling forms in our life. That is why there are not actions without any control by anyone. However, although some of our actions might be quite calculated, we do not always understand exactly what we are doing at a given moment. No matter how what we do appears on the surface, we might be quietly intent on guarding our position at the same time and defending our rights. Words and actions our own and others directly affect us. We assume that those around us are our "teachers" in this sense. You see that there is different situation in our life.

At the same time, we feel a certain emotion; we might also "feel" the need to release our tensions. What is the responsible way to control them? If we start

slamming doors, people might be curious about what is bothering us. They only see the effect of a certain emotion, not what goes on inside. All kinds of things can happen if our emotions run away with us. Therefore, controlling those passions becomes crucial. We are not free to do exclusively as we like, for universal laws bind all of us. Overeating or under-eating will have a definite impact, as will jumping off a bridge. We ultimately are the only ones who can control our reactions. Again, the factor of spiritual influence is so real, we must guard against being "controlled" by negative spiritual forces. Sometimes human beings become so aggravated by a situation, they cannot think clearly. To "sleep" on a problem rather than make a hasty, and perhaps rash, decision is one way of exercising self-control.

Seizing control over a person is not easy, but is fully possible and at times necessary to complete tasks that require the focus of more than one person. Many people like to be given purpose and when controlling people is done with tact and resourcefulness, most people will not mind being used and will offer their services to those who can put them to good use freely. Knowing how to control others can be the difference between a stresses filled situation and a stress-free situation. Now if we speak about our usual life we could control our life wholly. Each day you have the ability to make the choice to take control of your life, or to let it control you. Either you can be proactive, or you can let circumstances be in charge.

To take control of your life or exercise personal leadership is to take responsibility for yourself and for every area of your life. It means being connected with your values, your vision and to set meaningful goals for yourself. When you do, you become more productive, more optimistic, and able to solve problems more easily and ultimately have less stress in your life.

No doubt, with all the chaos and uncertainty that is going in the world these days it may be difficult to feel like you are in charge of your life, and while there are some things you have no control over, there is much that you do. Understand that you are the principal architect and creator of your life and that you are where you are at

because of the choices and decisions you have made thus far. However, there is another conception about this problem. By the way, the God can control our all life. It happens from beliefs and fear. You know that anybody believe in God or may be they afraid of God. Our conscience has the ability to inform us that some decision we made was a mistake. If we do not include God in our decision-making, we can easily make a wrong decision.

By sensitizing ourselves to God, we become sensitive to something more than ourselves. We should therefore check our feelings before we act. Yet we should be careful, because the first impulse - generally the one that comes from the intellect - may not always be the right one to follow. We have to come to trust our conscience; the hard part is to center our conscience upon God and the truth. If we do and then consult our conscience, we should follow the answer we receive. We eventually judge others and ourselves by what our conscience tells us. In fact, through our conscience, we are able to know more about God, ourselves, and other people. It is the advice offered by listening to and heeding with our conscience that we learn how to adjust our thoughts and actions - our behavior. For example, if we were internally free, we would not find it necessary to be arrogant or prideful, full of fear or insecurity. Neither would we feel guilty. Even if we just think we cannot do as much as everybody else, we might tend to feel guilty; but this feeling is related to sin. Our conscience knows the quality of our thoughts. In fact, our conscience is our best judge, for it can detect which of our thoughts are evil or insincere and should be changed. These all are individual control of owner. Nevertheless, we can see there is a social control too. Social control theory proposes that people's relationships, commitments, values, norms, and beliefs encourage them not to break the law. Thus, if moral codes are internalized and individuals are tied into, and have a stake in their wider community, they will voluntarily limit their propensity to commit deviant acts.

The theory seeks to understand the ways in which it is possible to reduce the likelihood of criminality developing in individuals. It does not consider motivational issues, simply stating that human beings may choose to engage in a

wide range of activities, unless the processes of socialization and social learning limit the range. This derives from a Hobbes Ian view of human nature as represented in Leviathan, i.e. that all choices are constrained by implicit social contracts, agreements and arrangements among people. Thus, morality is created in the construction of social order, assigning costs and consequences to certain choices and defining some as evil, immoral or illegal.

The earliest form of the theory (or at least the earliest recorded (Nope Ross, 1901) was proposed by Albert J. Reiss (1951) who defined delinquency as, "...behavior consequent to the failure of personal and social controls." Personal control was defined as, "...the ability of the individual to refrain from meeting needs in ways which conflict with the norms and rules of the community" while social control was, "...the ability of social groups or institutions to make norms or rules effective." Reiss's version did not specify the sources of such "abilities" nor the specific control mechanisms leading to conformity, but he did assert that the failure of primary groups such as the family to provide reinforcement for non-delinquent roles and values was crucial to the explanation of delinquency.

F. Ivan Nye (1958) not only elaborated a social control theory of delinquency, but specified ways to "operational" (measure) control mechanisms and related them to self-report of delinquent behavior. He formulated the theory having formally interviewed 780 young people in Washington State, but the sample was criticized because it did not have any representatives from any urban environments, and those selected might have been more apt to describe their families unfavorably. Some were concerned that criminal activity was only mentioned in two of the questions, so the extrapolations to crime in general were considered unsafe. Like Reiss, he focused on the family as a source of control. Moreover, Nye specified three different types of control:

- **Direct control** - punishments and rewards
- **Indirect control -** affectionate identification with non-criminals
- **Internal control** - conscience or sense of guilt

Youth may be directly controlled through constraints imposed by parents, limiting the opportunity for delinquency, as well as through parental rewards and punishments. However, they may be constrained when free from direct control by their anticipation of parental disapproval (indirect control), or through the development of a conscience, an internal constraint on behavior.

Some Scientifics were worked on this theory such as Hirsch, Michael R. Gottfredson, developed a General Theory or "Self-Control Theory" in 1990. Akers (1991) argued that a major weakness of this new theory was that Gottfredson and Hirsch did not define self-control and the tendency toward criminal behavior separately. By not deliberately operational zed self-control traits and criminal behavior or criminal acts individually, it suggests that the concepts of low self-control and propensity for criminal behavior are the same. Hirsch and Gottfredson (1993) rebutted Akers argument by suggesting it was actually an indication of the consistency of General Theory. That is, the theory is internally consistent by conceptualizing crime and deriving from that a concept of the offender's traits. The research community remains divided on whether the General Theory is sustainable but there is emerging confirmation of some of its predictions.[23] [15-17]

In fact, we do not actually need to be in control all of the time. What we really seek is a sense of control. When our parents or our managers are controlling us, we can still be happy because we trust them to provide the control we seek in our lives. In fact, many people actively seek parent-figures in all walks of their life that will provide this control. When seek the advice of experts and obey those in authority, we are depending on them for our sense of control. Look around and watch what people do.

A significant portion of our everyday activity is related to achieving our much-needed sense of control. Rituals, for example, are everywhere. Why do we have them? They exist to reassure people everything is as it was and to provide a familiar framework for our daily lives. Social norms and values tell us what to do, what is right and wrong, what is good and bad. When everyone in the group follows the rules, we feel a sense of control.

The sense of control is closely related in opposite ways to power and trust. You can get a sense of control by taking control and acting, which is effectively about power. You can also get a sense of control by ceding it to others, which requires trust.

Trust and control support one another. Not only does trust cede control, but also the need for a sense of control drives us to seek trust, otherwise we implement trust substitutes, such as monitoring or barriers. If we have control then we risk less. Threats can be avoided or handled. This has significant evolutionary benefit as it leads to a better chance of survival. We trust more and risk less when we have control. In this way, powerful people will trust others more easily. Vulnerable people, on the other hand, can do little about avoiding threats and so must depend on others to help them.

People who have a higher sense of control tend to feel pain less intensely. This is probably because a person who feels they are not in control also feels vulnerable to attack and starts to imagine being hurt and so feels some psychologically created pain. When real pain appears, they simply feel worse. There is a principle of locus of control whereby we tend to attribute control in our lives either internally (I have control) or externally (others control my life).

People with an internal locus of control are more proactive and self-motivated. External attribution leads more to passivity and belief in fate or luck. Parents do it when they over-do the lectures to their children. A point, which is initially accepted and rejected at what is seen as unfair punishment. Taking direct control of a conversation or situation does not persuade. It is possible that you get temporary compliance, but you will not get true persuasion.

So manage the other person's sense of control by changing those things that make them certain, able to understand and predict the things around them. This can be done by making things uncertain and inconsistent. There are many forms of control in our society. I can give some example about it. Such as:

- **Giving control to get control**

Giving up control gets control in two ways. First, by choosing when, where and how you give control, you still have hold of the reins. You have defined the cage in which the other person can play. Secondly, having allowed them to exercise control, you can evoke the reciprocity principle, such that the other person will willingly give up control of the conversation to redress the social balance. As someone said long ago, 'Give, in order that ye shall receive'.

- **Give them choice**

When people exercise choice, they are controlling their environment. So give them a choice, ensuring that whatever they choose gives you an advantage. One of the most common sales closes is the alternative close, where you assume the other person is ready to buy, and give them a simple choice (do you want the red one or the yellow one.). Do not give them too much choice, because this makes the decision harder and can thus lead to a reduced sense of control. Because we make our easiest decisions by contrasting two things at one time, the best number of options to give is two.

- **Open questions**

Closed questions do not give control. In fact, they can seem very controlling. Open questions give people the floor, letting them talk. This can be a scary step and can indeed lose all control. However, you are the person who asked the question, so choose the question well to contain their response and possibly even give you information. Just having them, talk is itself a great persuader. When people talk about something themselves, they are far more likely to believe in it than if they just sit back and listen to you.

- **Give them something to do**

The corollary of questioning is to give them something active to do. It is just like as when they are talking, actively doing something, especially when they have choice, gives a sense of control. As with questioning, when you are directing the action, you are still in overall control.

- **Reflecting**

People often keep talking because they are not sure that you have really understood what they have said. When you reflect back to people what they have told you, you show them that you have heard, that they have been successful, that they have controlled their environment. This will speed the point at which they will give you back the talking stick.

We all have emotions. Some emotions are automatic responses like disgust, happiness, confusion, and sadness. All are uncontrollable and universal expressions that humans have. Meaning these, emotions look the same on everyone and are uncontrolled responses to some stimulus because of situations or our environment. So in this sense basic emotions cannot be controlled. It just shows up on your face. Studies have shown that these basic emotions seen on people's faces look the same no matter where you come from. It is universal. It is not a learned response. Emotional responses are innate to humans.

However, controlling emotions is somewhat debatable. You could try not reacting to the stimulus that evokes an emotion out of you... like anger. However, the emotion still registers and your body still reacts to it. For example, your face turns red. You feel agitated. You feel the adrenaline rush (you want to hit something). Your palms start to sweat. I would say we do not have control over our emotions. We have control of how we react to the stimulus in our environment that evoked the emotion. Unless, something is mentally wrong with an individual ...feeling emotions is an inescapable part of our daily lives. Personally, I believe we are alive because of our emotions. It gives us motivation and drive. You do not know you want something nor need something until you feel it first. For example, hunger and love. Both are emotions that leave us feeling empty and in pain when we do not have it. Therefore, we are driven to search for food or love.

## 2.2. SHAPES OF BEHAVOIR IN GROUPS

The study of human relations looks closely at the way people behave. Behavior is what people do and say. Human relations fuel behavior. The three

levels of behavior are individual, group, and organizational. Human relations take place at the group and organizational levels.

As oneself types a letter on the computer or fills out requisition forms, he is engaged in individual behavior.

**Group behavior** consists of the things two or more people do and say as they interact. Individual behavior influences group behavior. For example, as two man work on a project together or attend department meetings, their actions are considered group behavior.

An **organization** is a group of people working to achieve one or more objectives. Organizations are created to produce goods and services for the larger society. If you have ever worked, you have been a part of an organization. You also meet organizations on a regular basis, such as when you go into a store, school, church, post office, or health club.  As individuals and groups interact, their collective behavior constitutes the organization's behavior. Thus, **organizational behavior** is the collective behavior of an organization's individuals and groups.

The interaction between persons is being in-group position. There is a treatment if the person in any society or any groups. Each person's character has any own habits, customs of nationality, own territory, group of labor, family's tree and so on. Person can express his own behaviors in different situation. We can call it "ability of person".  There are many groups in society, which are person able to treat with others in different position. They are social group, economical group, ideological and cultural groups. Every group has an influence for person's behaviors. They all can appear in different ways such as study, work, game, art, treatment and other activities.[34] [p. 55-61]

For instance, there is more effect for pupil in his schoolmates (group) but family is more effective for a girl who is married than her group mates in study.

Now it is natural that we have a question about this conception. So, what is a "group"? Moreover, how we can behave in groups?

Group is the union of people who are complete for one aim and do social activities with the help of conversation. Thus, there is two aim of group: It has any

activities such as labor, study, game, treatment, and mode of life. Second, one is chance for conversation of people. We know that every people have an ideal person who is a perfect. In addition, they want to be as like as their ideal person. Moreover, do his each habit, behaviors, and think as like as his mind. Therefore, they try to imitate such as their ideal person. We call this group in psychology "a group of referent".

Many American scientists distinguish between referent groups in their works. In addition, they find three types of them. They are:

1. **Normal groups**
2. **Comparative groups**
3. **Negative groups**

**Normal groups** are group, which is person want to agree with their norm and he ready to do it at once. We can example for these groups such as family, religion or national union. For instance, in our Uzbek nation has different traditions such as to say hello or welcome, and wish prayer at the table. All of these are norm of Uzbek nation and every family does this norm every day. In this situation, the parents or other old man play the role of referent for children.

**Comparative groups** are different from normal groups. That is why person need not behaviors of this group. He settles down in comparative group to do his actions. In addition, he cans correction with the help of comparative groups. For instance, there is a student in-group, who is not perfect and nobody interact with him. However, he needs other students to be more active and perfect. Moreover, others use him for do not like him such as his passive actions.

**Negative groups** are contrarily than normal groups. In this group person, refrained his behavior willingly. Because they different from personal ideas. For instance, two neighbors are merciless each other. Moreover, their every action is opposite. If one of them says, a white then another of them says a black one.

There is a collection of people but we could not call it group. We call it aggregation such as crowd. Because it will be, happen in a sudden. The people in the crowd do not know about each other and their aims are too different. The real

group is constrained with all people who are in single group and their activities are deeply connected with each other. The American psychologist Ch. Kuli was distinguished groups into two types about their cooperation degree:

- **Primary group**

- **Secondary group**

In Primary, group persons are effect face to face with each other about all of their actions. For instance, the persons who are in a family circle, in classroom, in bookkeeper's room are primary group.

However, in secondary group has not any chance for interaction directly with each other. No, their attitudes are in indirect way. For instance, the relation of big company such as Liberal Party, the people who are joined to the Trade Union.[11] [p. 5-9]

They have a general meaning in their actions because they worked on a single aim. Sometimes we learn the groups distinguish into another two types about their treatment such as formal and informal.

We can example for formal group a relation between servant and chief. The servants have to, because this is their head and it is serious work place. Nevertheless, informal group has more difference between formal groups. It is about inner attitudes. Informal group is being among friends or relations.

It is common to speak of families, clans, nations, races, and other groups as if they were individuals. Such concepts as "the group mind," "the instinct of the herd," and "national character" have been invented to support this practice. Always an individual behaves, however. The problem presented by the larger group is to explain why many individuals behave together.

There is an answer that one is more general and clear for everybody: It is two individuals will behave together cooperatively if it is "in their common interest to do so. I think we can also call the group behavior such as "social behavior".

Social behavior may be defined as the behavior of two or more people with respect to one another or in concert with respect to a common environment. It is often argued that this is different from individual behavior and that there are "social

situations" and "social forces" which cannot be described in the language of natural science. A special discipline called "social science" is said to be required because of this apparent break in the continuity of nature. There are, of course, many facts—concerning governments, wars, migrations, economic conditions, cultural practices, and so on—which would never present themselves for study if people did not gather and behave in groups, but whether the basic data are fundamentally different is still a question. We are interested here in the methods of the natural sciences as we see them at work in physics, chemistry, and biology, and as we have so far applied them in the field of behavior.

## 2.3. THE HUMAN SELF AND THOUGHT

The self is the subject of one's own experience of phenomena: perception, emotions, and thoughts. In phenomenology, it is conceived as what experiences, and there is not any experiencing without an experience, the self. The self is therefore an "immediate given", an intrinsic dimension of the fact of experiencing phenomena. In some other trends of philosophy, the self is instead seen as requiring a reflexive perception of oneself, the individual person, meaning the self in such a view is an object of consciousness.

Lao Tzu, in his Tao Te Ching, says, "Knowing others is wisdom. Knowing the self is enlightenment. Mastering others requires force. Mastering the self requires strength." [17] [ p.34-39]

The **philosophy of self** defines the essential qualities that make one person distinct from all others. There have been numerous approaches to defining these qualities. The self is the idea of a unified being, which is the source of consciousness. Moreover, this self is the agent responsible for the thoughts and actions of an individual to which they are ascribed. It is a substance, which therefore endures through time; thus, the thoughts and actions at different moments may pertain to the same self.

The philosophy of self seeks to describe essential qualities that constitute a person's uniqueness or essential being. There have been various approaches to defining these qualities. The self can be considered that being which is the source

of consciousness; the agent responsible for an individual's thoughts and actions; and/or the substantial nature of a person, which endures and unifies consciousness over time.

The psychology of self is the study of either the cognitive and affective representation of one's identity or the subject of experience. The earliest formulation of the self in modern psychology forms the distinction between the self as **I***,* the subjective knower, and the self as **me**, the object that is known. [32] [ p.22-29]  Current views of the self in psychology position the self as playing an integral part in human motivation, cognition, affect, and social identity. Self-following from John Locke has been seen as a product of episodic memory. [3] But research upon those with amnesia find they have a coherent sense of self-based upon preserved conceptual autobiographical knowledge.  It is increasingly possible to correlate cognitive and affective experience of self with neural processes. A goal of this ongoing research is to provide grounding and insight into the elements of which the complex multiply situated selves of human identity are composed. Psychiatrists have also extensively studied the "Disorders of the Self".[28] [ p.41-47] Human beings have a self—that is, they are able to look back on themselves as both subjects and objects in the universe. Ultimately, this brings questions about who we are and the nature of our own importance. [27] [p. 17-19]

Traditions such as Buddhism see the apparent self (our identification as souls, minds, actions, bodies and egos) as a "grasping-after" self—i.e. in as much as one has a "self," one has it only through a deluded attempt to shore it up. If we through out the means of itself in Philosophy, they are more simple and clear. Here we can see the theory of Aristotle about the self. Aristotle, following Plato, defined the soul as the core essence of a living being, but argued against its having a separate existence. For instance, if a knife had a soul, the act of cutting would be that soul, because "cutting'" is the essence of what it is to be a knife. Unlike Plato and the religious traditions, Aristotle did not consider the soul as some kind of separate, ghostly occupant of the body (just as we cannot separate the activity of cutting from the knife). As the soul, in Aristotle's

view, is an activity of the body, it can be mortal (when a knife is destroyed, the cutting stops). More precisely, the soul is the "first activity" of a living body. This is a state, or a potential for actual, or 'second', activity. "The axe has an edge for cutting" was, for Aristotle, analogous to "humans have bodies for rational activity," and the potential for rational activity thus constituted the essence of a human soul.

Aristotle used his concept of the soul in many of his works; the De Anima (On the Soul) provides a good place to start to gain more understanding of his views. Aristotle also believed that there were four sections of the soul. The four sections are calculative part, the scientific part on the rational side used for making decisions, the desiderative part, and the vegetative part on the irrational side responsible for identifying our needs.

While he was imprisoned in a castle, Avicenna wrote his famous "Floating Man" thought experiment to demonstrate human self-awareness and the substantiality of the soul. His "Floating Man" thought experiment tells its readers to imagine themselves suspended in the air, isolated from all sensations, which includes no sensory contact with even their own bodies. He argues that, in this scenario, one would still have self-consciousness. He thus concludes that the idea of the self is not logically dependent on any physical thing, and that the soul should not be seen in relative terms, but as a primary given, a substance. Rene Descartes  was refined and simplified this argument later in the epistemic terms when he stated, "I can abstract from the supposition of all external things, but not from the supposition of my own consciousness." [30] [p. 315]

If people has an own self they have own thought too. We know that the man who has human self he can do everything in his own mind, so he learn everything in the world independently.

Thought is an important element of all professional fields and in human behaviors. Thought can refer to the ideas or arrangements of ideas that result from thinking, the act of producing thoughts, or the process of producing thoughts. Despite the fact that thought is a fundamental human activity familiar to everyone,

there is no generally accepted agreement as to what thought is or how created it?

Thoughts are the result or product of spontaneous act of thinking. Because thought underlies many human actions and interactions, understanding its physical and metaphysical origins, processes, and effects has been a longstanding goal of many academic disciplines including artificial intelligence, biology, philosophy, psychology, and sociology. Thinking allows humans to make sense of, interpret, represent or model the world they experience, and to make predictions about that world. It is therefore helpful to an organism with needs, objectives, and desires as it makes plans or otherwise attempts to accomplish those goals. Thoughts are the keys, which determine one's goal.

The thoughts, which are in human memory, are important for them. As if people did not remember all of them in their mind and next time, they did not pay attention for them. Therefore, it will be a ground of figure for person. That is why we want that all of our conceptions are being more meaningful for us, which we ever heard and saw. It is characterizes that there is difference between personal opinions. Because every person is, understand it differently. For instance, a thing is need for everyone in different ways: A book is production for man of industry and it is good for salesperson of bookshop. Although book is source of knowledge for student or just for readers, but for author, it is the thing, which is the most valuable and this book is his own creative work.

Human's attitude for different things is accurate its value for them. It is possible that it will be good or bad effect for human behavior. In this point of view we attitude to them with care. The industry is much boring for linguistics and in places; it is not interesting for industry man too. Therefore, there is one point, which is necessity and importance. These all examples are explained of human's thought. There are some more conclusions about thought in science.

- At first, thought is process of knowledge.
- Secondly, it is description by human about the world.
- Third, these all course are learned in experimental physiology.
- Next, thought is the high degree of knowing.

The power of thought is more complex and extreme than mind. You know that mind is explain and describe about something which are you can see. However, thought can describe anything that is you have never seen. That is why, thought id not just description or explanation, it is imagination too. For instance, if it speaks about the regions of Africa, which is in subtropical climate, you can accept this information to your mind easily although, you have never been in there. It is clear that you can work with your imagination in those cases. We can think with the help of brain. There is a lot of imagination and dreams in our mind. They are called ideas. It is impossible to imagine a normal person without own ideas.

Natural, every time human's brain is complete with new ideas and busy with them. The process of thinking is to pill up all ideas in the mind and pay attention which is necessity. Imagination is also a notion of thought, but it is far from the truth in the thinking process. The problems and secrets are obliged us to think, then discuss with own or with others and then to decide anything. Therefore, we have an own idea in our thought. In recalling a name, it is assumed that the response exists in some strength and that other information is available as a source of supplementary stimulation. These are the essential features of a broader and generally, activity that is more complex commonly called "problem-solving," "thinking," or "reasoning." The analysis of recalling a name thus serves as a preface to a much more important field of human behavior.

There are different kinds of human's thought such as theoretical and practical thoughts. Theoretical thought is a result of our thinking ability during study or work. Perhaps we able to read more books about anything or we can be watching any situation on TV or anywhere in our usual life. Therefore, after all of those processes we will be having any theoretical thought about anything. However, practical thought has a difference between theoretical thought. The practical thought appears from person's own activities during the living. If we did anything from our own then we have a practical activity in our thought. In addition, we distinguish the thought from its form such as graphic action and

graphic image and logical thought. Moreover, another types of them are distinguish from its valuable as like as reproductive and productive.

The Graphic- action thought characterizes that it is process of person during real activities. The Graphic- image thought is explanation of memories in our imagination. In addition, we can imagine an accident which is we watch in personally. Nevertheless, a logical thought is abstract and it is the imagination of notion about any information, which is in our mind. For instance, it is abstract thought that to learn about the galaxy and its secrets in philosophy.

The reproductive thought is one of the kind of thought and it is convey the things which are we see itself. It is clear that we can think about what saw. There is difference between reproductive and productive thoughts. The productive thought is call also creative thought. Because it is, convey with creative activity and human's fantastic imagination.

## 2.4. HUMAN NATURE

Human nature is conception such as character, habit, temperament and so on. Perhaps these terms are more close each other but not so. It is clear that each of them has own meaning and using too. Nature is the first step of their understanding. Then we convey it others.

Human nature refers to the distinguishing characteristics, including ways of thinking, feeling and acting, that humans tend to have naturally, independently of the influence of culture. The questions of what these characteristics are, what causes them, and how fixed human nature is, are amongst the oldest and most important questions in western philosophy. These questions have particularly important implications in ethics, politics, and theology. This is partly because human nature can be regarded as both a source of norms of conduct or ways of life, as well as presenting obstacles or constraints on living a good life. The complex implications of such questions are also dealt with in art and literature, while the multiple branches of the Humanities together form an important domain of inquiry into human nature, and the question of what it is to be human.

The branches of contemporary science associated with the study of human nature include anthropology, sociology, sociobiology, and psychology, particularly evolutionary psychology, and developmental psychology. The "nature versus nurture" debate is a broadly inclusive and well-known instance of a discussion about human nature in the natural sciences. The concept of nature as a standard by which to make judgments was a basic presupposition in Greek philosophy. Specifically, "almost all" classical philosophers accepted that a good human life is a life in accordance with nature. [31] [p. 92-95]

On this subject, the approach of Socrates, sometimes considered as like as teleological approach, came to be dominant by late classical and medieval times. This approach understands human nature in terms of final and formal causes. Such understandings of human nature see this nature as an "idea," or "form" of a human.

By this account, human nature really causes humans to become what they become, and so it exists somehow independently of individual humans. This turn has understood as also showing a special connection between human nature and divinity.

The existence of this invariable human nature is, however, a subject of historical debate, continuing into modern times. Against this idea of a fixed human nature, the relative malleability of man has been argued especially strongly in recent centuries such as Thomas Hobbes and Jean-Jacques Rousseau, the latter of who stated. "We do not know what our nature permits us to be" Jean-Jacques Rousseau. Since the early 19th century, thinkers such as Hegel, Marx, Kierkegaard, Nietzsche, Sartre, structuralizes and postmodernists have also sometimes argued against a fixed or innate human nature. Then some more scientific perspectives were claim to be neutral regarding human nature such as behaviorism, determinism, and the chemical model within modern psychiatry and psychology, claim to be neutral regarding human nature. (As in all modern science, they seek to explain without recourse to metaphysical causation.) They offered to explain its origins and underlying mechanisms, or to demonstrate capacities for

change and diversity, which would arguably violate the concept of a fixed human nature.

The philosophical study of human nature itself originated, according to Aristotle at least, with Socrates, who turned philosophy from study of the heavens to study of the human things. Socrates is said to have studied the question of how a person should best live, but he left no written works. It is clear from the works of his students Plato and Xenophon, and also what was said by Aristotle (Plato's student) about him, that Socrates was a rationalist and believed that the best life and the life most suited to human nature involved reasoning. The Socratic school was the dominant surviving influence in philosophical discussion in the middle Ages, amongst Islamic, Christian, and Jewish philosophers.

Aristotle, Plato's most famous student, made some of the most famous and influential statements about human nature. In his works, apart from using a similar scheme of a divided human soul, some clear statements about human nature are made,

- Man is a conjugal animal, meaning an animal which is born to couple when an adult, thus building a household and in more successful cases, a clan or small village still run upon patriarchal lines.

- Man is a political animal, meaning an animal with an innate propensity to develop more communities that are complex the size of a city or town, with a division of labor and law making. This type of community is different in kind from a large family, and requires the special use of human reason.

- Man is a mimetic animal. Man loves to use his imagination (and not only to make laws and run town councils). He says, "We enjoy looking at accurate likenesses of things which are they painful to see, obscene beasts, for instance, and corpses." And the reason why we enjoy seeing likenesses is that, as we look, we learn and infer what each is, for instance, "that is so and so."

Much of Aristotle's description of human nature is still influential today, but the particular teleological idea that humans are "meant" or intended to be something, has become much less popular in modern times.

To understand one's behavior and nature all we have to know is the individual's past responses to similar (stimulus) situations and the rewards or punishments that followed that response. There are some models, which come out of these approaches, and they can help us to understand human nature perfectly.

**Psychoanalytic Model:** Freudian approach depends on conflict model of humans. By using clinical techniques of free association and psychotherapy, Freud felt that behavior is not always consciously explained. "Unconscious" is the major factor which guides the individual's behavior. Freud felt that the individual's behavior depends on three factors:

1. Id
2. Ego
3. Super ego

**Id:** By id, it means pleasure. To certain degree of having, Id in an individual is constructive but may also lead to destructive tendencies like being aggressive, dominating, and fighting and generally destroy. This kind of instinctive is more dominating in childhood. However, once individuals develop and mature they learn to control the id. Nevertheless, it is always unconscious. Throughout life, the "id" becomes important source of thinking and behaving.

**Ego:** Ego represents "conscious" stage in one's behavior. Though Id comes in conflict with ego, the ego depends on the super ego.

**Superego:** It represents "conscience". An individual is not aware of the superego's functioning. The conscience is dependent on two factors that are cultural values and moral of a society. Superego's development depends mostly on parent's influence. Once the child grows up the child will unconsciously identifies with parents value and morals.

There is always tussle between id, ego and superego. The degree of each of them varies from person to person. So the variations in individual's behavior can be better understood with the help of this model.

However, the modern theories have severely criticized this theory as it is not based on any empirical facts and as such, it cannot be accepted in totality. However, the concept of "unconscious" is a significant contribution in understanding specific behavior of humans.

**Existential Model:** This model is not scientifically based. It is base is literature and philosophy. The existentialists believe that the depersonalizing affects of this environment forces individuals to make their own destiny. Therefore, the individuals shape their own identity and make their "existence" meaningful and worthwhile to themselves.

This is more true and happening in today's urbanization. Because people have become so materialistic and busy, they do not have time for traditional values and norms and it becomes impractical sometimes to follow them. Existential model is, especially true when you are employed in today's world.

Though this model is not scientific it can be definitely be used in understanding human behavior.

**Behaviorist Model:** In this model the behavior is dependent on two factors i.e., stimulus and response. Learning occurs with this kind of model. Pavlov and Watson with their research felt that behavior could be best understood by stimulus and response.

Behaviorist model is represented as S - R (Stimulus-Response)

**Cognitive Model:** S-OR-R. This model emphasizes the positive and free will factors of human beings and uses concepts such as expectancy, demand and incentive.

Tolman with his experiments found that the basis of learning as of `expectancy' which is understood as one particular event leading to a particular consequence i.e., goal. Human behavior is based on these goals.

The cognitive model is represented as: S - OR - R (Stimulus-Organism-Response model)

Both approaches see learning and the environment as having a major impact on behavior. From these different approaches, it can be said that behavior is caused by instincts, genetic background and personality traits that are formed at an early age. Change is very difficult for the individual and that one's capacity is severely limited.

Theories of human nature have had a central importance in many scientific subjects such as philosophy and psychology. Their importance arises out of the development of human ideals. Human nature is comes from human self or innate, thus phrases such as "It is natural …" or It is only human nature" are often used to express human's naturally.

The history of philosophy, the notion of "human nature"has often been a normative one, being fully or truly, "human" is seen as a goal to be achieved. Notions of "human-ness" have often linked to a conception of characteristics that are seen as distinctively or typically human, which differentiate human beings from other species.[13] [ p.104-105]

Therefore, we can distinguish human nature from its main aspects such as age, sex, activity, family and the others.
For instance, that it is natural crying often for baby. Cause it is just his or her natural behavior. Then, if we pay attention human sex, it has natural habits too such as young woman or girls are have to be a beautiful in our mind.

The next, let us analysis of nature in family. There is much nature, which are more different. They all are like as well planned by anybody. So firstly the man of family it is a father and he is person as defender in family tree. In addition, we think about them such as they must be strong and steady. However, when we think about women in family who is mother she is so loving and tender but much patentable person. Moreover, it is natural for a woman to do the housework.

**CHAPTER III. TRANSLATION PROBLEMS OF HUMAN BEHAVIOR**

**3.1.** USING REAL TERMS IN EVERY LANGUAGE

There are many theoretic works in scientific libraries. Scientifics wrote in their articles such about problems of working on this theory. In addition, theory of translation is well planned. However, nowadays the subject of methods is not working on teaching translation. The methodology does not accept teaching it such as the main activity. That is why we have to teach translation as like as subject in teaching English. [15] [ p.92-93]

Translation is the type of activity and it learns to us to translate anything such as information, any text or speech of anybody. When have to learn English as much as possible we need translation too. Firstly, we learn English with the help of translation during our classes. The theory of translation helps to understand any information consciously, which was so difficult to realize. We can give any information to others who are did not know English. It is the easiest way that we just translate into their mother tongue. At the result they also know about such as information in English right know. If speak about any scientists searching any theory and they need any information which is in English but they did not know this language. In that position they need translation of this information into their mother tongue or other any language, which are, they know well. It is not secret that learning any theory we need its main meaning. In addition, we should understand much perfectly. That is why we should know the language, which was writing of this theory. However, sometimes we did not know of this language. It is big problem for us in such situation. So we need it is translation in our native language. Then there is not any problem to understand their meaning.

There are many forms of translation ways on the subject of linguistic. Such as, word for word translation, grammar translation, literary translation and so on. Generally, these all are conveying to in writing form of translation. In addition, we can distinguish written form of translation for their title such as technical, scientific, social, economical and judicial.

We use the translation type of word for word with any simple texts. It is so easy way to translate word for word, because we just translate the words in any sentences. It means that we need not any meaning of these sentences.

Grammar Translation Method is a way of studying a language that approaches the language first through detailed analysis of its grammar rules, followed by application of this knowledge to the task of translating sentences and texts into and out of the target language.

We use the literary translation especially in belle- letters style. In that type translator have to know literature very well. Moreover, it need any faculty about literary.

Scientific translation is the most difficult and make us responsible than other processes. Cause it demand us to learn this branch and then analysis it perfectly as much as possible during translation.

It is true that in literary translation is everything clear and easier. Perhaps all text has translation variants. In addition, we can find every phrase and words translation easily. On the other hand, seldom we need use their equivalents in translation language or just the same in our translation work. If the words are, explain with scientific means, in that time we have to use exactly that word inside of their equivalents or any translations. It is clear that there is not any translation for such information about scientific theory. Moreover, it usually used just the same form. Precisely such as process is more important problem on scientific themes. Perhaps they have any translation in another language but it will be mistake to use them. In addition, it will be create new unclear meanings in translation. That is why we need use the words in their own form during the translation process.

If we count all these problems in translation, we have to know some ways of translation such as the way of translation, the way of ling philosophic.

The first type is the simplest way in scientific translation. In this translation, we need specify any short system and explain its elements then define their

similarity in two lessons. It characterize as like as asymmetric way, cause it searching equivalents from one language to another language.

The next type is ling philosophic way of translation. It determines the similarity and difference between comparative languages. This process likes as category of the same meanings between languages. In this way have three attitudes belong to translation language.

- The means and concepts are the same in two of them. For instance the conception of "temperament" is exactly use as the same in two languages. And there is not any translation variant in Uzbek language.
- Some conception has the first language but next language has not such as notion.
- Two of them have that conception and meaning is the same. But there is difference between these languages. For example, the words are "xatti-harakat" (behavior) and "xulq"(character) is the different notion in Uzbek language but these conceptions are similar in English and they explain such as one word " behavior"

.

## 3.2. THE MEANS OF BEHAVOIR

Behavior can be defined as a response, which is observed directly or indirectly. Direct observation is possible by studying the responses of people to a work environment. Indirect observations are decision-making processes and attitudes, in terms of results or how people describe them verbally.

Human behavior is very much unpredictable. In behavior we cannot assume one set pattern of behavior. Levitt classified behavior as:

1. **Caused behavior**
2. **Motivated behavior**
3. **Goal oriented behavior**

From these observations, it can be understood that behavior is a dependent factor. By understanding behavior one can predict, direct, change and control behavior of individuals or group. There are generally four basic assumptions regarding nature

of people: individual differences, a whole person, caused behavior (motivation) and value of the person (human dignity).

In an organizational set up it is essential for managers to understand behavior. As they are constantly with people, interacting with them in terms of communication (either written or oral) in terms of work (either by specifying the work and getting things done).

Understanding past behavior is important for developing effective human skills, and it provides a framework for predicting behavior. It also gives an idea to managers as to how behavior is similar in certain circumstances and changing in changing environmental conditions.

Another skill which an effective manager or leader needs is the ability to direct, change and control behavior.

Managers have to understand that are going to be individual differences among the employees, as no individual is similar to other. Each individual is unique by himself or herself. Then one has to understand that each individual has to be taken care of as a whole person by taking care of. He needs as well as training and making him up to date in terms of work. Ultimately, human beings have to be treated with respect only then you can expect effective performance. With the following descriptions, you will be able to understand the concept better.

This information all about the theory of "behavior" and its searching steps in philosophy such as scientific subjects.

English is rich of vocabulary than other language in the world. Perhaps Uzbek language is also rich vocabulary but when we working on translation process we are sure that English is much rich vocabulary than Uzbek. Let us analysis this truth. For instance, the word behavior in English has all meaning of human nature. It is true that in Uzbek, language has all translation of words in human nature but there is not one word, which is full of all meaning of them.

Now we need determine the means of the word "behavior". It means human's notions such as habit, manner, character, nature, conduct, deed, action,

activity, temperament, fascination, spirit, quality, property aspects, personality, individuality, thought, self and so on.

Perhaps, we give some more examples about using the word behavior, it is clearer to understand easily.

- He behaves as like as his father. (He takes after his father)
- Your son's behavior is so bad than other pupils are. (It means that "manner")
- I like my friend's behavior! (I like her character)
- This book's main behavior is estimate friendship. (It means about book's nature \thought) etc.

If we continue give such as examples about behavior we can find many of them.

# CONCLUSION

We know that human the central learning aspect in our life. Everything is dependent on our behaviors. Therefore, it would better to know ourselves at first then learn about others.

Human beings are programmed response in every sense of the word. We learn everything that we are from others. We are not born with knowledge or personality; we acquire those from society-at-large. As an example; if, now you were born, you were exchanged with a baby being born in Ethiopia, and your skin, hair, and eyes were altered to that of other Ethiopians, you would grow up and be an entirely different person. Your taste in food, music, dress, and all your aspects of culture would be entirely different from who you are today. If the two of you were to meet as adults, neither would recognize similar behavioral attributes in the other. Each of you would have entirely different personalities.

Genetically, you may have the same physical attributes/propensities, but you would have developed them differently, dependent on the physical requirements of your lifestyle. Environmental factors such as food, living-conditions, and healthcare, would have affected your overall appearance, attitude, and physiology. You would experience each other as total strangers. You would each talk differently, dress differently, and have different information and views concerning the world. Not even your height would be the same, because it is determined by many other factors other than just your genetics (i.e. quality of food, medical, and other environmental conditions.) There is nothing about 'the each of you' that would be the same except your genetic coding.

Our predispositions are sociologically programmed. We are who we are, not because we invented ourselves, but because our environment invented us. This sense we have of being more than the sum of our parts is correct; we are in fact, the sum of other people's parts; their behaviors, knowledge, and dispositions. Everything that we are as individuals comes from others; our food, clothing, housing, language, knowledge, and even our emotional expressions are provided

by society. How we express ourselves is how we have been environmentally programmed to express ourselves.

Many people believe that some babies are born with bad genes, causing their bad behavior; referencing behaviors such as, natural born killers, or sociopaths. That is like saying that babies are born with Catholic or Muslim genes. The truth is that babies are not born bad, but can be born into bad circumstances that produce bad behavior. Human behavior is not genetic but it is environmental. People who are born with neural chemical imbalances (genetic abnormalities) are not born wanting to kill, steal, fight, or lie; their environment no matter how benign it seems, in one way or another, taught their interpersonal behavior towards others. One takes something away from a baby; it then leans to take something away from others. One scolds a baby for bad behavior; they learn to scold others according to their learned interpretation of bad behavior. All human behavior is an environmentally learned response. A baby is not born bad, that it learns in life.

In this Qualification Paper, we have tried to identify what we learn about human behaviors such as human manner, human nature, human thought and some of the ways in which they have generated both use and critique of philosophical theories and analysis. Moreover, we studied about some more theories of human behaviors.

These theories have been investigated by many scholars' scientific works such as Aristotle, Newton, Albert Einstein, George Sarton, William MacDougall, Ch. Kuli and the others.

In Introduction of the work we explain the composition the main aim and tasks of the work, its theoretical and practical significance. Nowadays there are all theory has already created and now they have to practice perfectly. Analyze is more close assistant to practice any theory. Behavior is a primary characteristic of living things. We almost identify it with life itself.

In the basic part the Bachelor Qualification Paper we all analysed human aspects as like as behaviour. And we tried to show some analysis about controlling human behaviours. There are a lot of theories that we need analysis in our social

life. This example one of them: "Our lives are restrained by two laws of biology: all of life's entities and processes are obedient to the laws of physics and chemistry; and all of life's entities and processes have arisen through evolution and natural selection." [38]

This is true as far as it goes but fails in two important ways.

First, it ignores the reciprocal feedback between levels. The biological creates the ensemble of molecules in the cell; the social alters the spectrum of molecules in the biosphere; biological activity creates the biosphere itself and the conditions for the maintenance of life.

Second, it does not consider how the social level alters the biological: our biology is a socialized biology.

We can see there is dependence between human behavior and biology. There are different types of behavior and they are depend on human nature, manner too. For instance, compulsive behavior is creative with the help of human nature.

Compulsive behavioral traits are surely considered social "reactions," but obsessive behavior is not easily tempered. The psychologist might reach the id, the ego, or the super ego through therapy, but be unable to stop the person from exhibiting the symptoms displayed by the "compulsive" personality - whether drug related, connected to overeating, smoking, or drinking, compulsive shopping, lying, kleptomania, or the workaholic. Why are these so difficult to control and combat? The answer is that spiritual influence is often the root of these addictions. Spirit persons who had a difficult time to keep these particular behaviors in check during their time on earth, find a common base with someone, and then influence them.

On the positive side, such influence could be evidenced in the gift of phenomenal memory or the "compulsive" desire to do good, while on the negative side, could manifest in incest, or the abuse of child, spouse, or parent. We must begin to find true solutions to the addictions which plague people, something which also calls for an analysis of both the spiritual and psychological causes.

The work has a practical significance. Theoretical materials devoted to the characterization and analysing of the human behaviour in our social life. Analysis are followed by the practical searching presented by many examples and experiments with different processes. The practical an analysing material comprises searching process taken from modern textbooks in English and Uzbek Philosophy and Psychology. The practical material was collected from the textbooks and books of the famous English, American and Uzbek philosophers and psychologists: Jean Grimshaw, Gunnar Skirbekk, Niels Gilje,  B. M. Karimova, A. Akramova, N. Islomova and D. Andullaeva and others.

The importance of the Bachelor Thesis lies in the fact, that its materials may be used at the learning process, teaching translation methods in FLT.

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## ABRIVATIONS

**AD-** Ann Domino

**BC-** Before Christ

**FLT-** Foreign Language teaching

**SR**- Stimulus Response

**SORR**- Stimulus Organism Response

**USA-** United States of America

## INTERNET RESOURCE

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**Philological Faculty**

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**Theme of the Qualification paper of diploma work: "The means of expressing human behavior and their translation problems."**

## Annotation

**1. The actuality of the learning about human behaviors** is dependent on human life. Before we need learn about human self and human thought, and then we can search other works. In addition, we did not accept that this theory is only Psychological or Philosophical search. If we pick up any psychology book, or popular book on human nature, we inevitably will encounter the word "human behavior." In today's world, as a legacy of the 20th century, almost all consideration of the human mind is in some way influenced by the writings of people discussing the "behavior" of human beings in terms of traits and motives. The word behavior has been around in various forms since around the beginning of the 16th Century. Now we understand its meaning to be the "manner in which a person conducts them self". The word also used to mean "a person".

Historically, this is where the words "human nature" comes in. Among the many factors that influence human behavior are genetic variables, physiological abnormalities, nutrition, and electromagnetic radiation. Treatment of some problems may thus involve changing the person's diet or removing a brain tumor.

In some cases, this involves behaviors that were learned at one time or situation, but are considered undesirable at another time or place. Small children may be knocked down a few times by large dogs and develop a fear of dogs. If this fear persists into adulthood, persons with the fear may wish to rid themselves of it. People who began smoking cigarettes as teenagers for social approval may find

several years later that they have learned a complex smoking habit, which is difficult to eliminate for more than a short period.

**2. The main aim** of Bachelor Qualification Paper is to characterize and analyze the theory of human behavior. Moreover, it learns about searching on different scientific subject such as viewpoint of psychologists and philosophers.

On the other hand, many problems involve behaviors that the person has not learned, but needs to learn, such as how to study, relax, handle anxiety, or be more assertive. Behavior modification then draws strongly on learning and motivation, and much of the practice consists of helping people reduce undesired learned behaviors and learn new desired behaviors. Therefore, we can say that human behavior is the collection of behaviors exhibited by human beings and influenced by culture, attitudes, emotions, values, ethics, authority, rapport, hypnosis, persuasion, coercion and genetics.

It is very essential to understand human behavior in today's world as the existence of the organization depends on the employees and individuals.

**3. The task** of the Qualification Paper is consist of determine aspects of individuals. Without understanding human behavior, it is very difficult to work in an organization. In order to understand human behavior let us see how the perception of human being has changed from time to time. All organizations are composed of individuals, with different personality, attitudes, values, perception, motives, aspirations and abilities. The main reason to understand behavior is that individuals are different. No two individuals are similar. In the early studies, theories of organization and management treated people as though they were the same; scientific management was based on the similarities among workers, not the differences. In contrast, modern theories of human behavior are based upon the differences among people and how those differences can affect the organization. Individual differences are many for example some employees are motivated to work and some are not. This can be due to several reasons, and can be known by further reading the unit.

**4. Methodology of the work.** Behavior is mostly learned through our interactions with the environment. Present events rather than past events are important. Even though there are some limitations on. One's capacities, one is capable of great amounts of change.

Understanding past behavior is important for developing effective human skills, and it provides a framework for predicting behavior. It also gives an idea to managers as to how behavior is similar in certain circumstances and changing in changing environmental conditions.

Another skill which an effective manager or leader needs is the ability to direct, change and control behavior.

Managers have to understand that are going to be individual differences among the employees, as no individual is similar to other. Each individual is unique by itself. Then one has to understand that each individual has to be taken care of as a whole person by taking care of. He needs as well as training and making him up to date in terms of work. Ultimately, human beings have to be treated with respect only then you can expect effective performance. With the following descriptions, you will be able to understand the concept better.

**5. The novelty of the work** is in the following: following theories about human behavior by famous Scientifics and their searching works about human behavior. It gives meaning of the word behavior in two languages.

The work has theoretical and practical significance.

**6. Theoretical significance** of the work lies in the fact, there is much works by famous psychologists and philosophers such as Aristotle, Socrat, Newton, Albert Einstein and other historical searching works about human behavior. We give examples from their works about personality.

**7. Practical significance** of the work lies in the following: analyzing behavior of human with the help of psychology and philosophy. Moreover, explain our main thought about this theory. Then investigate all of them in our social life.

**8. The result of work**. In Conclusion, we sum up all the results of the work. It is necessary to underline that the English teachers, students and all people who are

studying English language, as a foreign can apply the results and materials of Bachelor Qualification Paper. In the bibliography, we give the list of literature used in the work, which includes textbooks, manuals, scientific articles, dictionaries and Internet resources.

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