



ISSN: 3060-4613



MAKTABGACHA
VA MAKTAB
TA'LIMI VAZIRLIGI



№10
2025

- 13.00.00 Pedagogika fanlari
- 13.00.01 Pedagogika nazariyasi. Pedagogik ta'limotlar tarixi
- 13.00.02 Ta'lim va tarbiya nazariyasi va metodikasi (sohalar bo'yicha)
- 13.00.03 Maxsus pedagogika
- 13.00.04 Jismoniy tarbiya va sport mashg'ulotlari nazariyasi va metodikasi
- 13.00.05 Kasb-hunar ta'limi nazariyasi va metodikasi
- 13.00.06 Elektron ta'lim nazariyasi va metodikasi (ta'lim sohaları va bosqichlari bo'yicha)
- 13.00.07 Ta'limda menejment
- 13.00.08 Maktabgacha ta'lim va tarbiya nazariyasi va metodikasi
- 13.00.09 Ijtimoiy pedagogika
- 07.00.00 Tarix fanlari
- 19.00.00 Psixologiya fanlari
- 01.00.00 Fizika-matematika fanlari
- 02.00.00 Kimyo fanlari
- 03.00.00 Biologiya fanlari
- 09.00.00 Falsafa fanlari
- 10.00.00 Filologiya fanlari
- 11.00.00 Geografiya fanlari

M

AKTABGACHA VA AKTAB TA'LIMI

Pedagogika, psixologiya fanlariga ixtisoslashgan ilmiy jurnal



MAKTABGACHA VA MAKTAB TA'LIMI



Elektron nashr. 342 sahifa,
3-oktyabr, 2025-yil.

BOSH MUHARRIR:

Karimova E'zoza Gapirjanovna – O'zbekiston Respublikasi Maktabgacha va maktab ta'limi vaziri

BOSH MUHARRIR O'RINBOSARI:

Ibragimova Gulsanam Ne'matovna – Pedagogika fanlari doktori, professor

TAHRIRIYAT KENGASHI A'ZOLARI

Ibragimov X.I. – pedagogika fanlari doktori, akademik
Shoumarov G'.B. – psixologiya fanlari doktori, akademik
Qirg'izboyev A.K. – Tarix fanlari doktori, professor
Jamoldinova O.R. – pedagogika fanlari doktori, professor
Sharipov Sh.S. – pedagogika fanlari doktori, professor
Shermuhhammadov B.Sh. – pedagogika fanlari doktori, professor
Ma'murov B.B. – pedagogika fanlari doktori, professor
Madraximova F.R. – pedagogika fanlari doktori, professor
Kalonov M.B. – iqtisodiyot fanlari doktori, professor
Nabiyev D.X. – iqtisodiyot fanlari doktori, professor
Qo'ldoshev Q. M. – iqtisodiyot fanlari doktori, professor
Ikramxanova F.I. – filologiya fanlari doktori, professor
Ismagilova F.S. – psixologiya fanlari doktori, professor (Rossiya)
Stoyuxina N.Yu. – psixologiya fanlari nomzodi, dotsent (Rossiya)
Magauova A.S. – pedagogika fanlari doktori, professor (Qozog'iston)
Rejep O'zyurek – psixologiya fanlari doktori, professor (Turkiya)
Wookyu Cha – Koreya milliy ta'lim universiteti rektori (Koreya)
Polonnikov A.A. – psixologiya fanlari nomzodi, dotsent (Belarus)
Mizayeva F. O. – Pedagogika fanlari doktori, dotsent
Baybayeva M.X. – pedagogika fanlari doktori, professor
Muxsiyeva A.T. – pedagogika fanlari doktori, professor
Aliyev B. – falsafa fanlari doktori, professor
G'afurov D. O. – falsafa fanlari doktori (Phd)
Shomurodov R.T. – iqtisodiyot fanlari nomzodi (PhD), dotsent
Mirzayeva F.O. – pedagogika fanlari bo'yicha falsafa doktori (PhD), dotsent
Jalilova S.X. – psixologiya fanlari nomzodi (PhD), dotsent
Bafayev M.M. – psixologiya fanlari bo'yicha falsafa doktori (PhD), dotsent
Usmonova D.I. – Samarqand iqtisodiyot va servis institute dotsenti
Saifnazarov I. – falsafa fanlari doktori, professor
Nematov Sh.E. – pedagogika fanlari nomzodi (PhD)
Tillashayxova X.A. – psixologiya fanlari nomzodi (PhD), dotsent
Yuldasheva F.I. – pedagogika fanlari bo'yicha falsafa doktori (PhD), dotsent
Doniyorov S. M. – "Yangi O'zbekiston" va "Pravda Vostoka" gazetalar tahririyati DM bosh muharriri, O'zbekiston Respublikasida xizmat ko'rsatgan jurnalist, filologiya fanlari nomzodi (PhD)
Yuldasheva D.B. – filologiya fanlari bo'yicha falsafa (PhD) doktori, dotsent
Tangriyev A. T. – Toshkent davlat iqtisodiyot universiteti kafedra professori
Ashurov R. R. – psixologiya fanlari bo'yicha falsafa doktori (PhD)
Panjiyev M. A. – Qashqadaryo viloyati Maktabgacha va maktab ta'limi boshqarmasi boshlig'ining birinchi o'rinbosari
Xudayberganov N. A. – Xorazm Ma'mun akademiyasi Tabiiy fanlar bo'limining katta ilmiy xodimi, biologiya fanlari bo'yicha falsafa doktori (PhD)

Muassis: "Tadbirkor va ishbilarmon" MChJ

Hamkorlarimiz: O'zbekiston Respublikasi Maktabgacha va maktab ta'limi vazirligi, O'zbekiston milliy pedagogika universiteti

EDITOR-IN-CHIEF:

Karimova E'zoza Gapirzhanovna – Minister of Perschool and School Education of the Republic of Uzbekistan

DEPUTY EDITOR-IN-CHIEF:

Ibragimova Gulsanam Ne'matovna – Doctor of Pedagogical Sciences, Professor

EDITORIAL BOARD MEMBERS:

Ibragimov X.I. – Doctor of Pedagogical Sciences, Academician

Shoumarov G'. B. – Doctor of Psychological Sciences, Academician

Qirg'izboyev A. K. – Doctor of Historical Sciences, Professor

Jamoldinova O.R. – Doctor of Pedagogical Sciences, Professor

Sharipov Sh.S. – Doctor of Pedagogical Sciences, Professor

Shermuhhammadov B.Sh. – Doctor of Pedagogical Sciences, Professor

Ma'murov B.B. – Doctor of Pedagogical Sciences, Professor

Madraximova F.R. – Doctor of Pedagogical Sciences, Professor

Kalonov M.B. – Doctor of Economic Sciences, Professor

Nabiyev D.X. – Doctor of Economic Sciences, Professor

Koldoshev K. M. – Doctor of Economic Sciences, Professor

Ikramxanova F.I. – Doctor of Philological Sciences, Professor

Ismagilova F.S. – Doctor of Psychological Sciences, Professor (Russia)

Stoyuxina N.Yu. – Candidate of Psychological Sciences (PhD), Associate Professor (Russia)

Magauova A.S. – Doctor of Pedagogical Sciences, Professor (Kazakhstan)

Rejep O'zyurek – Doctor of Psychological Sciences, Professor (Turkey)

Wookyu Cha – President of the National University of Education, Korea (South Korea)

Polonnikov A.A. – Candidate of Psychological Sciences (PhD), Associate Professor (Belarus)

Mizayeva F. O. – Doctor of Pedagogical Sciences, Professor

Baybayeva M.X. – Doctor of Pedagogical Sciences, Professor

Muxsiyeva A.T. – Doctor of Pedagogical Sciences, Professor

Aliyev B. – Doctor of philosophy, professor

Gafurov D. O. – Doctor of Philosophy (PhD)

Shomurodov R.T. – Candidate of Economic Sciences (PhD), Associate Professor

Mirzayeva F.O. – Doctor of Philosophy in Pedagogical Sciences (PhD), Associate Professor

Jalilova S.X. – Candidate of Psychological Sciences (PhD), Associate Professor

Bafayev M.M. – Doctor of Philosophy in Psychological Sciences (PhD), Associate Professor

Usmonova D.I. – Associate Professor, Samarkand Institute of Economics and Service

Saifnazarov I. – Doctor of philosophy, professor

Nematov Sh.E. – Candidate of Pedagogical Sciences (PhD)

Tillashayxova X.A. – Candidate of Psychological Sciences (PhD), Associate Professor

Yuldasheva F.I. – Doctor of Philosophy in Pedagogical Sciences (PhD), Associate Professor

Doniyorov S. M. – Editor-in-Chief of the Editorial Board of the newspapers "Yangi Uzbekiston" and "Pravda Vostoka", Honored Journalist of the Republic of Uzbekistan, Candidate of Philological Sciences (PhD)

Yuldasheva D.B. – Doctor of Philosophy (PhD) in Philological Sciences, Associate Professor

Tangriyev A.T. – is a professor of Tashkent State University of Economics

Ashurov R. R. – doctor of philosophy (PhD) in psychology

Panjiyev M. A. – First Deputy Head of the Department of Preschool and School Education of the Kashkadarya Region

Khudaiberganov N. A. – Senior Researcher of the Department of Natural Sciences of the Khorezm Mamun

Academy, Doctor of Philosophy (PhD) in Biological Sciences

“Maktabgacha va maktab ta’limi” jurnali O‘zbekiston Respublikasi Oliy attestatsiya komissiyasining quyidagi qarorlariga asosan pedagogika va psixologiya fanlari bo‘yicha falsafa doktori (PhD) hamda fan doktori (DSc) ilmiy darajasiga talabgorlarning dissertatsiyalaridagi asosiy ilmiy natijalarni chop etish uchun milliy ilmiy nashrlar ro‘yxatiga kiritilgan:

Pedagogika fanlari bo‘yicha: OAK Kengashi tavsiyasi (26.08.2024-y., №11-05-4381/01) asosida:

- Ekspert kengashi (29.10.2024-y., №10)
- Rayosat qarori (31.10.2024-y., №363/5)

Psixologiya fanlari bo‘yicha: Toshkent davlat pedagogika universiteti murojaatiga asosan OAK tavsiyasi (24.04.2025-y., №11-05-2566/01):

- Ekspert kengashi (25.05.2025-y., №10)
- Rayosat qarori (08.05.2025-y., №370/5)

“Maktabgacha va maktab ta’limi”
jurnali

26.09.2023-yildan

O‘zbekiston Respublikasi Prezidenti
Administratsiyasi huzuridagi Axborot
va ommaviy kommunikatsiyalar
agentligi tomonidan **№C-5669363**
reyestr raqami tartibi bo‘yicha
ro‘yxatdan o‘tkazilgan.

Litsenziya raqami: **№136361**

MUNDARIJA

The Use of Innovative Pedagogical Technologies in the Development of Critical Thinking	16
<i>Gulnar Atakhanova Orinbaevna</i>	
Current Aspects of Designing and Implementing Extracurricular Educational Activities at the Primary General Education Level.....	20
<i>Amankosova Dinara Gabitovna</i>	
Maktabgacha ta'lim tizimida tarbiyachi shaxsiyati va kasbiy mahorati shakllanishining nazariy asoslari....	24
<i>Axmadaliyeva Moxlaroy To'xtapolatovna</i>	
Pedagogical Model and Stages of Teaching Subjects Through a Project-Based Approach	28
<i>Bannayev Qosimjon</i>	
Lotin tili va zamonaviy tibbiy terminologiya: tarixi, vazifasi va amaliy ahamiyati	31
<i>Eshmurodova Shirin Oybekovna</i>	
Motor alaliyaning nonutqiy simptomatikasi	34
<i>Isayeva Mushtariy Alisher qizi</i>	
Talabalar etnomadaniy kompetentligini rivojlantirishning pedagogik-psixologik omillari	38
<i>Isomiddinov Asliddin Baxriddin o'g'li</i>	
Texnologiya darslarida o'quvchilarning texnik savodxonligini robototexnika elementlari asosida rivojlantirish.....	41
<i>Jabborova Umida</i>	
Fizika fanini mutaxassislik fanlari integratsiyasi asosida o'qitishda bo'lajak muhandislarning kasbiy kompetentligini rivojlantirishning ilmiy-nazariy asoslari	45
<i>Xayrullayev Asliddin Isatullayevich</i>	
Talaba tomonidan mutaxassislik tilini o'zlashtirishda monologik nutqni o'rgatishning samarali usullari masalasi haqida.....	51
<i>Karimov N. M.</i>	
Zamonaviy pedagog kadrlar tayyorlashda kasbiy motiv va motivatsiyaning o'rni	54
<i>Melikova Einora Shuxratovna</i>	
Bo'lajak ingliz tili o'qituvchilarini tayyorlashda pragmatik kompetensiyaning roli.....	58
<i>Mustafayeva Nilufar Ulashovna</i>	
O'quvchilarda iqtisodiy tafakkurni rivojlantirishning pedagogik strategiyalari	62
<i>Nishonova Dilafuz</i>	
Computer-Based Formative Assessment: Advantages and Challenges in Teaching English to High School Students	66
<i>Obidjonova Shokhista Bakhtiyorovna</i>	
Metata'lim texnologiyalari asosida bo'lajak maktabgacha ta'lim mutaxassislarini tayyorlash tizimini takomillashtirish.....	70
<i>O'rolboyeva Durdona Sayfiddin qizi</i>	
Sun'iy intellekt asosidagi darslarning an'anaviy darslarga nisbatan samaradorligini qiyosiy tahlil qilish.....	73
<i>Rasulev Bobirjan Atxamovich</i>	
Pedagogik faoliyatda pedagogning kasbiy taraqqiyoti motivatsiyasining psixologik xususiyatlari	78
<i>Rustamova Surayyo Shaxobiddinovna</i>	
Innovatsion kompetentlik tushunchasi va uning ilmiy-pedagogik asoslari.....	84
<i>Soliyev Eliyor Ravshan o'g'li</i>	
Nutqida nuqsoni bo'lgan bolalar eshituv idrokini o'yinlar yordamida rivojlantirishning samarali usullari	88
<i>Xalilova Shahnoza</i>	
Zamonaviy ta'limda kommunikativ kompetensiyaning o'rni va ahamiyati.....	92
<i>Yaqubova Nigoraxon Ibrohimjon qizi</i>	
Soliq yuki – mamlakat soliq soliq tizimining asosiy mezonidir	97
<i>Suyunov Otabek Shuxrat o'g'li</i>	
Bo'lajak o'qituvchilarda kasbiy kompetensiyalarini rivojlantirish va takomillashtirish yo'llari	101
<i>Ibodova Sarvinoz Sayfilloyevna</i>	
Oliy ta'lim muassasalarida hospital pedagogika fanini o'qitishning dolzarb masalalari va uning uslubiy ta'minoti	106
<i>Inogamova Dilfuza Rahmatullaevna</i>	



Chizma geometriya va kompyuter grafikasi: an'anaviy fan va zamonaviy texnologiyaning uyg'unlashuvi .	111
Raximov A. M., Tairova N. S., Sabirova D. U., Xasanova S. T., Tashpulatov R. X.	
Геймификация в обучении английскому языку на начальном этапе обучения	114
Курбанова Назира Низомиддиновна	
Talabalarda tanqidiy va evristik fikrlashni shakllantirishda raqamli texnologiyalarning o'rni	117
Adjiev Nayrullo Nazrulloevich	
Konstruktiv yondashuv asosida tabiiy fanlar (science)ni o'qitish metodikasi.....	122
Amirullayeva Barno Abdulhaqovna	
Kimyo o'qitishda o'quvchilarning ijodiy faoliyatini shakllantirishning tajriba-sinov natijalari.....	126
Artiqov Maqsud Bahodirovich, Babanazarova Ayzada Omirbaevna	
Kichik maktab yoshidagi o'quvchilarni bilingvist sifatida shakllantirishda til o'rganish ko'nikmalari va kompetentsiyalarining rivojlanishi	131
Axmadjonova Gulira'no Muxtorjon qizi	
Talabalarining ijtimoiy kompetensiyalarini shakllantirishda kooperativ ta'limning metodik yondashuvlari.....	135
Botiraliyeva Gulobar Mahamadismoil qizi	
Talabalarni intellektual faoliyatga tayyorlashda ijtimoiy sherikchilikning pedagogik va metodik asoslari	139
Dilbarjonov Avazbek Ravshanbek o'g'li	
Teacher-Centered and Child-Centered Methods in Early Childhood Education: Insights From Finland and Uzbekistan	143
Djaparova Gulnoza	
Maktabgacha ta'lim tashkilotlarida "Metodik mahorat kuni" va "Metodik mahorat soati"ni tashkil etish	150
Do'stov Davron Zulhaydarovich	
Theoretical, Methodological, and Practical Factors of Differentiated Education	155
Ergash Shonazarovich Khasanov	
Maktabgacha yoshdagi bolalarning intellektual qobiliyatini rivojlantirishda kognitiv yondoshuv	160
Gulbahor Xamidova	
Mustaqil ta'lim – mustahkam bilim.....	164
Halima Shukurova Sunatullayevna	
Integrating Google Classroom and Project-Based Learning for Enhanced Synchronous and Asynchronous Education.....	168
Inomkhojaeva Shodiyakhon Abdukodirkhoja qizi	
O'quvchilarning innovatsion fikrlash ko'nikmalarini takomillashtirishning nazariy asoslari.....	174
Mamadaliyev Axadjon G'aniboyevich	
Hududiy rivojlanishda innovatsion yondashuvlarni strategik boshqaruvga integratsiya qilish yo'llari.....	177
Mo'minov Fazliddin Xusniddin o'g'li	
O'rta yoshdagi ayollarda harakat faoliyatini rivojlantirishda milliy o'yinlarning pedagogik ahamiyati	184
Mustafoev Sherali	
Pedagogical and Psychological Foundations of Developing Higher-Order Thinking Skills in Students.....	188
Nasimova Zarina Isomiddin kizi	
Pedagogik ijodkorlikning kasbiy professionallikda namoyon bo'lish xususiyatlari.....	193
Numonova Dildor Umurzoqovna	
Ko'zi oqiz boshlang'ich sinf o'quvchilarining kommunikativ kompetentsiyasini o'rganishning nazariy asoslari	196
Qarshiboyev Asliddin	
Maktabgacha ta'lim tashkilotlarida ta'lim-tarbiya jarayonini tashkil etish masalalari.....	200
Qilichova Marxabo Xudayqulovna	
The Transformation of Existential Thought in British Literature: Iris Murdoch's Philosophical Humanism and the Reinterpretation of Freedom	204
Rahmonqulova Zarnigor Nasimjon qizi	
Sportchilarning elektron platformalardan foydalanishning metodik tahlili	209
Saydullayev Zafar Erkinovich	
Adabiy ta'limda estetik tarbiya	216
Sharipov Elmurod Sa'dulla o'g'li	
O'qituvchi-trenerning ko'p qirrali kasbiy-pedagogik funksiyalari	220
Sulaymonov Jaxongir Solijonovich	
Uzluksiz kasbiy rivojlanishda art-pedagogikaning o'qituvchilar hissiy farovonligiga ta'siri	223
Suvanova Kamola Raimqul qizi	

Raqamlashtirish muhitida umumta'lim maktablarida ta'lim sifatini oshirish	226
<i>Xamidova Komila Maxmudovna</i>	
Oliy ta'limda kvest texnologiyasi yordamida fizika fanining murakkab tushunchalarini o'zlashtirish samaradorligini oshirish metodikasi.....	231
<i>Yo'ichiyev Shaxriyor Xusanovich, O'rinboyeva Kumushoy Sultonbek qizi</i>	
Совершенствование профессиональных компетенций будущих инженеров на основе интегративного подхода	235
<i>Умарова Гулчехра Абитовна</i>	
Kichik maktab yoshidagi o'quvchilarning aqliy qobiliyatining psixologik xususiyatlari	238
<i>Alanazarova Sholpan Artikbaevna, Artiqbaeva Miyassar Jumanazarovna</i>	
Biologiya ta'limida innovatsion metodlarni joriy etishda ta'lim menejmentining roli	241
<i>Allayorova Maloxat Normaxmat qizi</i>	
Integrating Innovative Technologies for the Enhancement of Speech and Communication Skills Among Learners With Intellectual Disabilities in Uzbekistan: Pedagogical Approaches and Developmental Outcomes	244
<i>Donisheva Gulruy Akhrorkulovna</i>	
Bo'lajak boshlang'ich sinf o'qituvchilarini o'quvchilar o'qish savodxonligini rivojlantirishga metodik jihatdan tayyorlash	247
<i>Doniyarov Mavlonbek Arabovich</i>	
Kimyoviy birikmalarda bog'lar sonini hisoblashning yangi matematik usullari	252
<i>Ergashev Vahob Ergashevich</i>	
Boshlang'ich sinf o'qituvchilarining mantiqiy tafakkurini rivojlantirish pedagogik muammo sifatida	257
<i>G'aniyeva Maftuna Abduaziz qizi</i>	
Pedagogika oliy o'quv yurtlarida steam fanlarini raqamli texnologiyalar asosida o'qitishning metodik asoslari	261
<i>Jamolova Sitara Muzaffar qizi</i>	
Boshlang'ich sinf o'quvchilarining matematik tafakkurini rivojlantirishda didaktik o'yinlar va interaktiv metodlardan foydalanish samaradorligi	264
<i>Mamadiyrov Jamol</i>	
Zamonaviy ta'lim jarayonida talabalar mustaqil faoliyatini rivojlantirishda pedagogik yondashuvlar	268
<i>Mamayusupova Nafisa Abdulatifovna</i>	
Para yengil atletikachilarda nayza uloqtirish texnikasini takomillashtirish uslubiyati	271
<i>Qiyomova Shohsanam Yarash qizi</i>	
Difficulties in Enhancing Communicativeness of Pre-Service English Teachers	275
<i>Kurbonova Maftuna Fakhriddinovna, Mirzayeva Gulshan Azamatovna</i>	
Principles of Teaching Basic Foreign Language Skills (EFL)	278
<i>Samandarova Gulsara Ismatilloevna</i>	
O'quvchilarning innovatsion ta'lim muhitida tayanch kompetensiyalarini shakllantirishning dolzarbligi	282
<i>Toshpulatova Farida Radjabovna</i>	
Корпоративная культура педагогов и внутренняя стабильность ДОО	286
<i>Буранова Шохноза Абдуразаковна</i>	
Развивать личностные качества учащихся на уроках географии	290
<i>Шадиева Нигора Шариповна</i>	
Raqamli texnologiyalar yordamida oliy ta'lim sifatini oshirishda innovatsion yondashuvlar	295
<i>Baytileuova Gulnaz Quralbay qizi</i>	
Yangi avlod pedagoglarini tayyorlash: kompetensiyalar va qadriyatlarining roli	298
<i>Ro'ziboyeva Ma'mura Abdunabiyevna</i>	
Astronomiya fanini o'qitishda integrativ yondashuvdan foydalanib o'qitishning ta'lim tizimidagi o'rni	301
<i>Barakayeva Sarvinoz To'liqunovna</i>	
Alohida e'tiborga muhtoj bolalar bilan ishlashda yangi pedagogik texnologiyalarni qo'llash	305
<i>Usmonov Salohiddin Dushan o'g'li, Namozova Sevinch Asqar qizi</i>	
Ma'naviy-axloqiy sifatlarni tarbiyalashda pedagogik qadriyatlarining ustuvorligi	310
<i>Jumayeva Gulnara Tursunpulatovna</i>	
Talabalarni maktabgacha ta'lim tashkilotlarini maqsadli boshqarishga tayyorlashning nazariy asoslari	314
<i>Mahmudova Zulfiya Xomitovna</i>	
Pedagogical Methodology Improve Students' Professional Mobility in Acquisition of Specialty	319
<i>Khidirova Muhabbat Murodillayevna</i>	



Boshlang'ich sinf ona tili darslarida pedagogik texnologiyalardan foydalanish	322
<i>Ismoilova Surmaxon Amonovna, Yusupova Mohinur</i>	
Qoraqalpoqlarning dehqonchilik marosimlari	326
<i>Orinboyeva Go'zal Polatovna</i>	
The Complexity of Training Teaching Staff for Work in Public Schools Organized in Medical Stations in Uzbekistan.....	330
<i>Inogamova Dilduza Rakhmatullaevna</i>	
Boshlang'ich ta'lim texnologiya fanini o'qitishda STEM yondashuvi orqali o'quvchilarda mustaqil va tanqidiy fikrlash ko'nikmalarini rivojlantirish.....	335
<i>Jabbarova Zuhra Omondullayevna</i>	
Eshitishda nuqsoni mavjud bolalarni nutqini shakllantirish metodikasi	338
<i>Z. N. Mamarajabova</i>	

THE COMPLEXITY OF TRAINING TEACHING STAFF FOR WORK IN PUBLIC SCHOOLS ORGANIZED IN MEDICAL STATIONS IN UZBEKISTAN

Inogamova Dilfuza Rakhmatullaevna

Professor at the national pedagogical university
Uzbekistan named after Nizami (Phd)

Abstract: The article presents the author's view on the problems of organizing teacher training for working in hospitals with children undergoing long-term treatment who cannot attend educational institutions for health reasons. It also explores the study of the academic discipline "Hospital Pedagogy" in the process of training specialists at pedagogical universities.

Key words: hospital school, hospital pedagogy, system of hospital schools, individual needs, modern technologies, specificity, medical-psychological-pedagogical correction, medical-psychological-pedagogical commission, student in need of long-term treatment.

Annotatsiya: Maqolada uzoq muddat davolanayotgan va sog'lig'i sababli ta'lim muassasalariga bora olmaydigan bolalarning ta'limini tashkil etish hamda shifoxonalarda o'quv muhiti va o'quv jarayonini yo'lga qo'yish bo'yicha olib borilayotgan ishlar yoritilgan. Shuningdek, "Gospital pedagogika" fanining pedagogika oliy ta'lim muassasalariga kiritilishi, uning an'analari, xususiyatlari va dolzarb muammolari haqida fikr yuritilgan.

Kalit so'zlar: kasalxona maktabi, kasalxona pedagogikasi, kasalxona maktablari tizimi, individual ehtiyojlar, zamonaviy texnologiyalar, o'ziga xos xususiyatlar, tibbiy-psixologik-pedagogik korreksiya, tibbiy-psixologik-pedagogik komissiya, uzoq muddatli davolanishga muhtoj talaba.

Аннотация: В статье раскрывается авторский взгляд на проблемы организации подготовки педагогических кадров для работы в стационарах с детьми, находящимися на длительном лечении и не имеющими возможности посещать образовательные учреждения по состоянию здоровья, а также на изучение учебной дисциплины "Госпитальная педагогика" при подготовке специалистов в педагогических вузах.

Ключевые слова: госпитальная школа, госпитальная педагогика, система госпитальных школ, индивидуальные потребности, современные технологии, специфика, медико-психолого-педагогическая коррекция, медико-психолого-педагогическая комиссия, студент, нуждающийся в длительном лечении.

INTRODUCTION

The health status of school-age children in Uzbekistan is deteriorating every year. According to the Institute of Developmental Physiology, about 60% of secondary school students have varying degrees of health impairment.

A certain number of children suffer from serious illnesses that require long-term inpatient treatment in medical institutions (hospitals, clinics, etc.). An educational school at a hospital that teaches sick children is called a "hospital school," and the corresponding academic discipline is referred to as "hospital pedagogy." Such schools provide an opportunity for a child undergoing long-term treatment to keep up with peers in the school curriculum. Moreover, studying at a hospital school facilitates the rehabilitation and adaptation of sick children. This type of education gives a sick child greater confidence in the future, helps organize their time during hospital treatment, and distracts them from unnecessary worries about their illness [7].

Children exhibit different attitudes toward learning within hospital settings; not all of them are willing to study. The parents of such children also may be reluctant to support their child's education, often feeling pity for the sick child. In this context, the teacher plays a crucial role in finding the right approach to both the child and the parents, explaining the value and importance of continuing education. The ability to establish an appropriate pedagogical approach toward sick children and their parents must be developed and taught to future teachers



of hospital schools in pedagogical universities. Both primary school teachers and subject teachers should possess these skills. In addition to loving their profession, they must have deep subject knowledge and be capable of effectively working within a hospital environment. Thus, after analyzing the current situation, we can conclude that there is an urgent need for teaching staff with a sufficiently high level of professional competence to work with sick children in hospital settings. Today, the main drawback lies in the insufficient professional training of future teachers for educational activities in hospitals, as well as the absence of relevant academic disciplines and didactic tools in university curricula. Many young teachers refuse to work in hospital schools, citing inadequate university preparation. Higher education institutions must meet the existing needs of modern society by preparing specialists with a high level of professional culture who are capable of effective work in their field under difficult and specific conditions, including rehabilitation centers and sanatorium-type medical institutions [2].

LITERATURE REVIEW

Today, concepts such as “hospital pedagogy”, “system of hospital schools”, “hospital school”, and “hospital teacher” are being introduced into pedagogical practice, with individual attempts being made to define these terms more precisely.

The introduction of the subject Hospital Pedagogy in pedagogical universities significantly complicates the work of teachers. This field of pedagogy is associated with organizing education for children who are undergoing long-term treatment and cannot attend educational institutions for health reasons. As a branch of pedagogy, hospital pedagogy focuses on a specific category of students – children in need of long-term treatment.

The complexity of implementing and developing this pedagogical direction arises from its interdepartmental nature, involving education, health care, and social protection. A student undergoing long-term treatment in a hospital is, first and foremost, a patient, and only secondarily a schoolchild. Combining medical and pedagogical technologies in the process of treating a child ensures comprehensive rehabilitation. Teachers and educators who work with such children and are responsible for their health and safety must possess first-aid skills – one of the key indicators of social civilization. Examining the main events that preceded the emergence of the modern model of hospital schools reveals key developmental stages, the current state, and various areas of activity, including research issues in the field of hospital pedagogy.

First of all, it is worth noting that hospital pedagogy has a long history and strong traditions. According to researchers (A. G. Rumyantsev, S. V. Sharikov), its origins date back to 1802, when the world's first children's hospital was established in Paris, France, followed by the rapid development of pediatrics in the second half of the 19th century [6]. The first hospital schools appeared in Ireland and Britain – for instance, the Duke Children's Hospital School, founded in 1959 within the Durham Public School system. In global practice, by the 2000s, hospital schools began to appear at major medical research centers. Most often, hospital schools were established on the basis of local public schools, which implemented educational programs identical to those of regular schools. This approach enabled children with long-term illnesses to meet academic goals and reintegrate into their regular social and educational environments after treatment. It should be noted that hospital schools serving students with health conditions should [1]:

- focus on the child and his or her individual educational needs;
- be flexible and available for organization both at home and in hospitals or other public spaces;
- establish effective communication channels between doctors, teachers, students, and parents;
- provide adequate academic support to students;
- offer opportunities for social and emotional support;
- be managed by a teacher or educational specialist who acts as a bridge between education and healthcare systems, rather than by the student's parents;
- utilize modern technologies to ensure that the student remains engaged in learning and maintains contact with peers.

RESEARCH METHODOLOGY

In our country, the problem of hospital training has not received due attention. Comprehensive schools existed at large children's hospitals in central cities and in some children's sanatoriums. Given the small number of such schools, pedagogical universities did not train specialists for hospital schools. Teachers from regular secondary schools came there and taught sick children without following the principles of hospital pedagogy.

Each teacher conducted lessons based on their own qualifications and understanding of how to teach a sick child, and many teachers ended up in hospital schools “by accident.” Experience in this type of work was gained independently—some performed better, others worse. For a long time, no one considered the problem of training specially prepared teachers, and there were no special schools for long-term ill children.

There are quite a lot of children in our country who are ill for a long period. It is very important to help such students regain their health as much as possible—not only those in hospitals but also those who, due to illness, stay at home and miss school for extended periods. Nowadays, it is possible to teach a sick child at home via the Internet, for example, through Skype. However, the child also needs “live” communication, and it is advisable for the teacher to conduct at least part of the lessons at the child’s home or, if possible, involve the “home-based” child in several lessons at the nearest school. For this to happen, schools must have appropriate conditions for the sick child’s stay in the classroom. Access to classrooms, convenient stairways or elevators, suitable school furniture, and other necessary facilities must be ensured.

After a long hospital stay, children returning to their secondary school often do not have time to fully recover and cannot cope with the workload that is normal for other students in the class. As a result, the child begins to lag behind in studies, which leads to negative emotions and delays the recovery process even further. Increased fatigue, unstable attention, distractibility, decreased performance, irritability, and sleep disturbances are frequently observed. Naturally, the teacher must be able to help the child in such a situation, which requires special pedagogical skills. This situation arises not only for children who have stayed long in hospitals but also for those who have missed classes due to home treatment.

ANALYSIS AND RESULTS

Working as a teacher in a hospital differs significantly from working in a regular public school. Lessons with hospitalized children take into account medical procedures and the child’s health condition. The lesson may be shorter than the allotted time because of the child’s poor health, and classes can be divided into shorter sessions according to the treatment process. Teachers must be prepared for this type of work, and pedagogical universities are obliged to ensure such preparation.

The teacher must be familiar with the child’s diagnosis, understand the specifics of the disease, follow the prescriptions and recommendations of the attending physician, and know the rehabilitation terms and regimen requirements. Only with this knowledge can the teacher properly organize school activities. Such awareness enables the teacher to select appropriate teaching methods and tactics and to determine the suitable intensity and duration of classes ^[3]. An important task facing hospital pedagogy is the teacher’s assistance in the rehabilitation and adaptation of a sick child to school education in a comprehensive school setting. To achieve the assigned task, it is necessary to have in the teacher’s arsenal specific methods of working in these conditions. To ensure the medical-psychological-pedagogical rehabilitation of a sick child, it is necessary to include the following components: educating the child in a hospital school or at home; carrying out medical-psychological-pedagogical correction; preparing parents to help their child learn; assisting with the provision of social support and ensuring the adaptation of the sick child to secondary school.

In order for a teacher to be able to fully work as part of a medical-psychological-pedagogical commission, he must possess certain medical knowledge. It is necessary to have an understanding of the diseases that the medical-psychological-pedagogical commission encounters in its work. In pedagogical universities, medical disciplines should be taught in a special, comprehensible form, with an emphasis on clinical, psychological, and pedagogical approaches. The teacher must be familiar with the peculiarities of the course of diseases observed in children, and it is especially important to know the child’s capacity for learning. The very problem of medical-psychological-pedagogical rehabilitation requires the joint efforts and collaboration of different specialists.

In many countries, the problem of hospital pedagogy has been addressed for about 100 years. Considering the importance of continuing the education of a child who has been in a hospital for a long time, the Association of Hospital Pedagogy (HOPE) was created in Europe in 1919, initially including 15 countries. Today, in these countries, this system of hospital pedagogy has been fully developed, and sick children have access to education and rehabilitation. Teachers working in hospital schools are specially trained. In the Russian Federation, according to the Ministry of Health, every year about 200,000 school-age children undergo long-term treatment in children’s hospitals for various diseases. These children must receive full education during treatment in order to keep up with their classmates.

Similarly, in Uzbekistan, according to departmental data as of January 1, 2023, the total number of children aged 0–14 years was 10,518,483, of whom 4,954,910 were boys and 4,730,654 were girls. In addition, the total number of young people aged 14–30 years reached 9,685,564. Many of these children are undergoing long-term treatment for various diseases. As medical science develops, the quality of treatment improves every year, and the duration of treatment decreases; however, the number of sick children remains



quite large. A significant number of children suffer from malignant diseases of various anatomical systems. Every year, about 300,000 children around the world are diagnosed with cancer. In developed countries, more than 80% of these cases are cured. A large number of school-age children with malignant blood diseases are treated at the Children's Hospital of Oncology and Hematology (Republican Specialized Scientific and Practical Medical Center of Oncology and Radiology – "RSNPMCOiR" – of the Republic of Uzbekistan). Currently, one of the most important vectors in the development of modern educational practice and pedagogical science is hospital pedagogy. The declaration of equal rights to quality education for every child, without any exceptions or discrimination, has led to significant positive changes in solving the problems of education, upbringing, and development. The central concept of hospital pedagogy is the hospital school – an organization that conducts educational activities through basic and additional general education programs for children who need long-term treatment in a medical institution.

Hospital schools include:

1. Educational organizations operating on the basis of a medical institution;
2. Educational organizations for students mastering basic and additional general education programs and in need of long-term treatment (including sanatoriums);
3. Specialized structural educational units of medical institutions.

A student in need of long-term treatment is a learner mastering basic and additional general education programs who, according to a medical organization's conclusion, is undergoing treatment or medical rehabilitation lasting more than 21 days in medical institutions or at home, in accordance with the List of diseases granting the right to home-based education, or a child already homeschooled on other legal grounds ^[4]. Educational activities for children undergoing long-term treatment are carried out by a hospital teacher – a specialist with pedagogical education who has undergone special training in working with children in long-term treatment. In their work, hospital teachers use methods and tools that differ significantly from traditional ones used in regular schools. The main distinctive features of this approach are:

1. The need to take into account the individual educational needs of each child, developing personalized educational routes and programs;
2. A high demand for distance learning tools and methods, especially when educational activities are conducted for a child in aseptic isolation;
3. Work in small groups (including mixed-level and mixed-age groups) or individually with each child;
4. Active use of play-based and creative tasks aimed at maintaining learning motivation, restoring mental functioning, and developing communication and socialization skills.

Hospital teachers carefully follow doctors' recommendations regarding the child's current health status, rehabilitation potential, cognitive and other deficits caused by illness and treatment. They maintain daily contact with medical staff, parents, and the psychological support service that provides advisory and practical assistance ^[5]. Classes with long-term ill children are conducted either in the educational sector of a hospital school (within the medical institution) or directly in the hospital ward, at the child's bedside (if the student has limited mobility).

Turning to the history of education and pedagogical thought allows us to trace the dynamics of interaction between the state, school, and pedagogy at different stages of human development. Mastering this discipline provides students with a solid theoretical foundation and practical readiness for effective teaching activities, as well as comprehension of the fundamentals of pedagogical science, which they will further develop in their careers. Future specialists form a perception of the teacher as an active citizen, a bearer of culture, and a professional.

CONCLUSION

In conclusion, it should be noted that the introduction of "Hospital Pedagogy" in Uzbekistan should not rely solely on foreign experience accumulated in European countries and Russia but also take into account the valuable experience of domestic defectology education. Defectological education in Uzbekistan has long been established and maintains high quality. In training specialists, along with pedagogical and psychological disciplines, medical disciplines should also occupy an essential niche. Medical disciplines should take their rightful place in the preparation of specialists (hospital teachers) for hospital schools. Knowledge about the diseases of children undergoing long-term treatment will help teachers find the right approach to both the child and their parents, giving them confidence in their professional activity. Of course, the medical disciplines studied should be accessible and comprehensible to students of pedagogical universities.



References:

1. Builova, L. N. (2015). General and specific in the relationship between the concepts of "additional education of children" and "extracurricular activities." // Young Scientist, No. 23, pp. 930–937.
2. Ivanova, O. A. (2022). Training of teaching staff for hospital schools. World of Science, Culture, Education journal.
3. Inogamova, D. R., & Shigakova, L. A. (2023). Efficiency of the implementation of modern virtual programs for teaching biology. American Journal of Social Sciences and Humanity Research, 3(02), 100–107.
4. Inogamova, D. R., & Babakhanova, D. (2022). The joint activities of the institute and children's institutions contribute to the professional development of future teachers. Science and Innovation, 1(B8), 674–677.
5. Inogamova, D., & Rustamova, N. (2020). Using interactive teaching methods in the process of self-education of future teachers. // International Journal of Psychosocial Rehabilitation, 24(09).
6. Sharikov, S. V. (2015). Creating an educational environment for children undergoing long-term treatment in inpatient medical institutions. Russian Journal of Pediatric Hematology and Oncology (RZHDGiO), 2(4), 65–73.
7. Vinokurova, O. B. (2016). Features of teaching children undergoing long-term treatment in medical institutions. International Scientific Journal "Symbol of Science," No. 11-2, ISSN 2410-700.

- 
- 13.00.00 Pedagogika fanlari
 - 13.00.01 Pedagogika nazariyasi. Pedagogik ta'limotlar tarixi
 - 13.00.02 Ta'lim va tarbiya nazariyasi va metodikasi (sohalar bo'yicha)
 - 13.00.03 Maxsus pedagogika
 - 13.00.04 Jismoniy tarbiya va sport mashg'ulotlari nazariyasi va metodikasi
 - 13.00.05 Kasb-hunar ta'limi nazariyasi va metodikasi
 - 13.00.06 Elektron ta'lim nazariyasi va metodikasi (ta'lim sohaları va bosqichlari bo'yicha)
 - 13.00.07 Ta'limda menejment
 - 13.00.08 Maktabgacha ta'lim va tarbiya nazariyasi va metodikasi
 - 13.00.09 Ijtimoiy pedagogika
 - 07.00.00 Tarix fanlari
 - 19.00.00 Psixologiya fanlari
 - 01.00.00 Fizika-matematika fanlari
 - 02.00.00 Kimyo fanlari
 - 03.00.00 Biologiya fanlari
 - 09.00.00 Falsafa fanlari
 - 10.00.00 Filologiya fanlari
 - 11.00.00 Geografiya fanlari



AKTABGACHA VA AKTAB TA'LIMI

Mas'ul muharrir: Ramzidin Ashurov

Ingliz tili muharriri: Murod Xoliyorov

Musahhih: Alibek Zokirov

Sahifalovchi va dizayner: Iskandar Islomov

2025. №10

© Materiallar ko'chirib bosilganda "Maktabgacha va maktab ta'limi" jurnali manba sifatida ko'rsatilishi shart. Jurnalda bosilgan material va reklamalardagi dalillarning aniqligiga mualliflar ma'sul. Tahririyat fikri har vaqt ham mualliflar fikriga mos kelamasligi mumkin. Tahririyatga yuborilgan materiallar qaytarilmaydi.

"Maktabgacha va maktab ta'limi" jurnali 26.09.2023-yildan O'zbekiston Respublikasi Prezidenti Adminstratsiyasi huzuridagi Axborot va ommaviy kommunikatsiyalar agentligi tomonidan №C-5669363 reyestr raqami tartibi bo'yicha ro'yxatdan o'tkazilgan.
Litsenziya raqami: № 136361.

Manzilimiz: Toshkent shahar, Yunusobod tumani
19-mavze, 17-uy.