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MAKTABGACHA  
VA MAKTAB  
TA'LIMI VAZIRLIGI



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- 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



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4-noyabr, 2025-yil.

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# MUNDARIJA

Oilaning maktabgacha yoshdagi bolalar estetik tarbiyasidagi o'rni .....	24
<i>Abdullayeva Ma'sudaxon Abdubannayevna</i>	
Bo'lajak informatika o'qituvchilarini pedagogik faoliyatga metodik tayyorlash texnologiyalari .....	27
<i>Abdubannoyeva Muxlisaxon Iqboljon qizi, Abdullayev Alibek Qodiraliyevich</i>	
Oliy ta'lim muassasalarida bulutli xizmatlardan foydalanish zaruriyati .....	30
<i>Abdullayev Alibek Qodiraliyevich, Turdaliyeva Muslimaxon Jahongir qizi</i>	
Raqamli texnologiyalar yordamida fortepiano chalishni o'rgatish metodikasi .....	34
<i>Abduvaxobova Nilufar Abdumannon qizi</i>	
Maktabda fizika fanini o'qitishda innovatsion yondashuv .....	38
<i>Alinazarova Mahfuza</i>	
Tasavvufdagi "komil inson" konsepsiyasining hozirgi ta'lim tizimida shaxsga yo'naltirilgan yondashuv sifatida talqini .....	43
<i>Aqilxonov Saidolimxon Abdurashid o'g'li</i>	
Tabiiy-ilmiy savodxonlikni shakllantirish omillari va pedagogik shart-sharoitlar .....	48
<i>Choriyeva Gulbaxor Shotemirovna</i>	
Robototexnika fanini o'qitishda axborot texnologiyalaridan foydalanib mustaqil ta'limni tashkil etish .....	53
<i>Elmonov Sirojiddin Mamadiyarovich</i>	
Xalqaro baholash dasturlarida boshlang'ich sinf o'quvchilarining o'qish savodxonligini baholash bo'yicha jahon tajribasi .....	58
<i>Ergasheva S. T.</i>	
Boshlang'ich ta'limda tabiiy fanlar orqali o'quvchilarning kognitiv salohiyatini rivojlantirish .....	61
<i>Eshmamatova Dilnoza Jovli qizi</i>	
Maktabgacha yoshdagi bolalarning aqliy salohiyatini oshirishda tarbiyachi mahorati .....	64
<i>Karimova Gulzodaxon Marufjon qizi</i>	
Bo'lajak texnologik ta'lim o'qituvchilarining kasbiy kompetensiyalarini rivojlantirishni takomillashtirish .....	68
<i>Hojikarimova Gulasal Tadjialiyevena</i>	
Xorijiy talabalarga o'zbek tilini o'rgatishda elektron platformalar yaratish .....	71
<i>Jo'rayeva Matluba</i>	
Bo'lajak o'qituvchilar uchun raqamli ta'lim muhitini modellashtirish va uning samaradorlik omillari .....	74
<i>Komilova Z. X.</i>	
O'qituvchi kasbiy faoliyatida muloqot madaniyati .....	80
<i>M. Yu. Mahkamova</i>	
Psixologiya fanini o'qitishda zamonaviy pedagogik texnologiyalar va talabalarda tahliliy fikrlashni shakllantirish masalalari .....	86
<i>Madazizova Dilfuza Raxmatullayevna</i>	
Integrating Listening and Speaking Skills in ESP (English for Specific Purposes) Classes .....	90
<i>Madina Tilavova</i>	
Bolalarni maktabga tayyorlash jarayonida neyropedagogik yondashuvlar .....	94
<i>N. O. Saidova</i>	
Tibbiyot oliy ta'lim muassasalarida radiologiya fanini o'qitishda raqamli texnologiyalarning metodologik roli .....	99
<i>Nazarova Gulchexra Shuxratdjonovna</i>	
Ijodkorlik tushunchasining mohiyati va uning ta'limdagi roli .....	103
<i>Ochilova Dilbar Isroilovna</i>	
Alaliyani boshqa nutqiy nuqsonlar bilan farqli xarakteristikasi .....	108
<i>Oripova Zilola</i>	
Ingliz tilini o'qitishda suggestopediya metodini joriy etishning samaradorligi .....	113
<i>Pulatova Sitora Abdurazzoq qizi</i>	
Oliy ta'lim muassasalari menejerlarining kasbiy-boshqaruv kompetentligi tushunchasi va uning tarkibiy qismlari .....	118
<i>Qarshiboyev Sharof Egamnazarovich</i>	
Koordinatsion qobiliyatlarni rivojlantirishning yosh badmintonchilar texnik-taktik tayyorgarligiga ta'siri .....	122
<i>Qurbanova Ilmira Alisher qizi</i>	



Blended Learning .....	125
<b>Quvandikova Xadicha</b>	
Fizika darslarida zamonaviy axborot texnologiyalaridan foydalanish .....	129
<b>Raxmanov Valijon Turdaliyevich, O'razaliyev Alijon Xasan o'g'li</b>	
“Qurilish jarayonlari texnologiyasi” fanida loyihalash kompetentligining tarkibiy tuzilmasi va uni raqamli ta'limga moslashtirish .....	135
<b>Raxmonova Nazokat Umaraliyevna</b>	
Vitagen texnologiyalar asosida talabalar mediamentalitetini rivojlantirishda sun'iy intellekt (AI) dasturlaridan foydalanishning tahliliy modeli .....	140
<b>Rustamova Nodira Rustamovna</b>	
Talabalarda kooperativ ta'lim asosida motivatsiyani rivojlantirish usullari .....	145
<b>Sitora Toshmatova</b>	
STEAM yondashuvi asosida boshlang'ich sinf o'quvchilarida kreativ kompetensiyani shakllantirishning zaruriyati .....	149
<b>Tashibekova Munajat Xoshimovna</b>	
Musiqqa ta'limining pedagogik asoslari va metodik tizimi .....	153
<b>Toshpulatova Saida Kuzibaevna</b>	
Texnologiya fanini o'qitishda eng samarali metodlardan foydalanish .....	158
<b>Turdiyeva Shahzoda Eshdavlrat qizi</b>	
Enhancing University Students' Self-Directed Learning Through Edtech Tools .....	161
<b>Ulasheva Lobar</b>	
Fanlararo loyiha ishlarini tashkil etish orqali o'quvchilarning dizayn fikrlash salohiyatini oshirish .....	164
<b>Valiyeva Nargiza Athamboyevna</b>	
Alohida ta'lim ehtiyojiga ega o'quvchilarning kasbiy faoliyatga tayyorlashning pedagogik-psixologik asoslari.....	169
<b>Xakimova Sarvinov Sharifjon qizi</b>	
Sun'iy intellekt asosida yaratilgan ta'lim platformalari: samaradorlik tahlili va pedagogik yondashuvlar .....	173
<b>Xanbabayev Hakimjon Ikramovich, Erkinov Jasurbek Hasanjon o'g'li</b>	
Tasavvufdagi “muhosaba” va “tafakkur” amallarining o'z-o'zini refleksiya metodlari sifatida qo'llanilishi .....	176
<b>Xoshimov Nuriddin Mamadaliyevich</b>	
Milliy sport va ommaviy o'yinlarning badiiy-estetik ahamiyati.....	182
<b>Yaxyayeva Sojida Abdurahimovna</b>	
Ota-ona mehriining bola psixologiyasiga ta'siri .....	185
<b>Yulchiyeva Shohsanam Dilshod qizi</b>	
Nutq rivojlanishi orqada qolgan bolalarda qo'llaniladigan innovatsion usullari samaradorligi .....	189
<b>Ahmedova Nargiza Muzaffarovna</b>	
Факторы, сдерживающие развитие науки в контексте требований к диссертационным работам .....	193
<b>Зайналов Жахонгир Расулович, Нурмухамедов Аббос Мамадалиевич, Шадманов Камолиддин Кажакджанович, Самигова Нодира Хамидуллаевна</b>	
Структура и стратегии развития предметных компетенций .....	197
<b>Наимова Мафтунабону Файзулложоновна</b>	
Психологическая консультация: современная практика, задачи и перспективы развития .....	203
<b>Раупова Шохида Ахроровна</b>	
Подготовка будущих педагогов к инклюзивному обучению детей с ограниченными возможностями здоровья: задачи и перспективы .....	207
<b>Сайфутдинова Насиба Нурматовна</b>	
Формирование иноязычной грамотности у курсантов военных вузов: социально-психологические факторы.....	211
<b>Сулейманова Нилуфар Камилловна</b>	
O'qituvchi shaxsiy kompetensiyasining mohiyati va pedagogik faoliyatdagi o'rni .....	214
<b>Abdiraxmonova Guliston Muzaffar qizi</b>	
Bolalarda axloqiy qadriyatlarini shakllantirish jarayonining milliy va umuminsoniy tamoyillari .....	218
<b>Abdumutalipova Gulshodaxon Nurbek qizi</b>	
Fuqarolik jamiyatida huquqiy madaniyat va uni rivojlantirish jarayonlari .....	221
<b>Abdusalimova Shaxnoza Quduratullayevna</b>	
Ta'lim menejmenti tizimida o'qituvchining nutq madaniyatini rivojlantirish strategiyalari .....	224
<b>Abduxalilova Iroda Nozimxonovna</b>	

MUNDARIJA	O'zbekistonda yoshlarni ijtimoiy-pedagogik hamkorlikda tarbiyalashda "Uzluksiz ma'naviy tarbiya konsepsiyasi"ning ustuvor vazifalari ..... 229 <b>Abirova Umida Nazarovna</b>
So'z	Bo'lajak boshlang'ich sinf o'qituvchilarini inklyuziv ta'lim sharoitida differensiyalashtirilgan dars mashg'ulotlarini tashkil etishga o'rgatish (kompetentligini shakllantirish/rivojlantirish) usullari..... 232 <b>Adhamova Diyora Sanjar qizi</b>
So'z	Musobaqa faoliyati samaradorligini oshirishda sambochilarning energiya sarfi va tiklanish mexanizmlari tahliliy ..... 239 <b>Tangriyev Abdukarim Tovashevich</b>
So'z	Aksiologik yondashuv asosida bo'lajak jismoniy tarbiya o'qituvchilarining harakat faolligini takomillashtirishning ijtimoiy-pedagogik zaruriyati ..... 244 <b>Hafizov Shahriyor Shavkatovich</b>
So'z	Bo'lajak tarbiyachilarning transversal: tanqidiy va innovatsion fikrlash kompetensiyalari ..... 248 <b>Jaloliddinova Maftunaxon Mahmudjon qizi</b>
So'z	Axborotning gnoseologik mohiyati ..... 256 <b>Kamolova Munojatxon Jaloldinovna</b>
So'z	Maktabgacha yoshdagi bolalar nutqini rivojlantirish yo'llari ..... 259 <b>Mamatova Aziza Bo'riboevna</b>
So'z	Akademik litseylarda kimyo fanini o'qitishda raqamli ta'lim texnologiyalaridan foydalanish imkoniyatlari .... 262 <b>Maxamadiyev Sharofiddin Jumaboyevich</b>
So'z	Pedagogik oliy ta'limda talabalarning kasbiy ijtimoiylashuvini korporativ madaniyat asosida rivojlantirish metodikasi..... 267 <b>Maxkamova Dilafuz Aliyevna</b>
So'z	Bo'lajak o'qituvchilar uchun xorijiy tillarni o'qitishda lingvomadaniy yondashuv ..... 271 <b>Normamatova Kamola Gulmamat qizi</b>
So'z	O'zbek tili izohli lug'atida iboralarning grammatik tavsifi (bosh komponentli iboralar misolida)..... 274 <b>S. Sh. Azamatova</b>
So'z	Oila instituti va gender tenglikni ta'minlashning ijtimoiy-huquqiy muammolari ..... 277 <b>Salayeva Aziza Muhammadmurot qizi</b>
So'z	Gender yondashuv asosida talaba-qizlarda tanqidiy fikrlashni rivojlantirishning namunaviy mezonlari ..... 282 <b>Xolova Mohigul Shavkatovna</b>
So'z	Pedagogika yo'nalishi talabalari huquqiy savodxonligini rivojlantirish metodlarini takomillashtirish ..... 287 <b>Xudoyberganov Atham</b>
So'z	Boshlang'ich sinf o'quvchilarida leksik komponentlikni TRIZ texnologiyasi yordamida rivojlantirish ..... 291 <b>Zokirova Sohiba Muxtoraliyevna, Fayzullayeva Nazokat Uchqun qizi</b>
So'z	Цифровизация и трансформация образования как социально-педагогическое явление ..... 295 <b>Кадирова Наргиза Азаматовна</b>
So'z	Методика формирования креативного мышления у студентов-филологов на основе проблемно-ориентированных заданий (на материале английского языка) ..... 298 <b>Мамырбаева Дина</b>
So'z	Структура и стратегии развития предметных компетенций ..... 304 <b>Наимова Мафтунабону Файзулложоновна</b>
So'z	Кичик maktab yoshidagi o'quvchilarda morfologik kompetentlikni shakllantirish ..... 308 <b>Ganiyeva Shodiya Azizovna</b>
So'z	Модель "4+1+1" как ключевой механизм в системе практической подготовки учителей музыки..... 313 <b>Мухитдинова Малохатхон Саиджабборовна</b>
So'z	Tarbiya fanini o'qish samaradorligini oshirishda raqamli texnologiyalardan foydalanish ..... 317 <b>Nazarova Nasiba Abdullayevna</b>
So'z	Tarbiyachining kasbiy psixologik xususiyatlari ..... 320 <b>Shamshetova Anjim Karamaddinovna</b>
So'z	Boshlang'ich ta'limda tarbiya nazariyasi va metodologiyasi ..... 323 <b>Bo'ronova Iroda Bo'ronovna</b>
So'z	Yosh dzyudochi qizlarning mashg'ulotlar jarayonida jismoniy tayyorgarligini oshirish texnologiyalari ..... 327 <b>Matmurotova Iroda Baxtiyor qizi</b>
So'z	"Odob us-solihin" asarida yoritilgan axloqiy-didaktik g'oyalar va uning pedagogik mazmuni ..... 332 <b>A. N. Nusratov</b>
So'z	Bo'lajak boshlang'ich sinf o'qituvchilarini kasbiy kompetentligini takomillashtirishning metodik asoslari ..... 336 <b>Xolmatov Pardaboy Qoraboevich, Abdurasulova Dilnoza</b>



Bo'lajak boshlang'ich sinf o'qituvchilari faoliyatida loyihalashtirishning o'rni .....	342
<i>Abdusattorova Go'zalxon Abdulxabib qizi</i>	
Tibbiyot va frazeologiya inson omilida .....	346
<i>Achilov Muzaffar Norquliyevich</i>	
Boshlang'ich sinf o'quvchilarida fazoviy tasavvurlarni rivojlantirishda matematikaning ahamiyati .....	349
<i>Mamasaidova Muhabbat Abdulalom qizi, Akbaraliyeva Marjona Xurshid qizi</i>	
Ekoestetik kompetensiyani shakllantirishning xorijiy va milliy tajribalar tahlili .....	354
<i>Alijonova Maftuna Maxamadjon qizi</i>	
Pedagogik jarayonda talabalarda qadriyatli munosabatlarni shakllantirish mexanizmlari .....	359
<i>Alikulova Muxayyo Sherovna</i>	
Ingliz ritsarlik romanlarining lingvopoetik tahlili .....	362
<i>Durdona Boychayeva, Aliyeva Elmira</i>	
Maktabgacha ta'limda estetik tarbiya berishning pedagogik asoslari .....	365
<i>Altibayeva Gulbaxor Majitovna</i>	
Kasbiy kompetensiya tushunchasining mazmuni mohiyati va tarkibiy tuzilmasi .....	369
<i>Axmadjonova Jasmina Jamshid qizi</i>	
Developing Writing Competence Among CEFR B1 and Ielts Learners Experiencing Difficulties in English Language Acquisition .....	374
<i>Ayturayev Majid Mavlankhanovich</i>	
Ta'lim jarayonida ijtimoiy intellektni rivojlantirishning milliy qadriyatlarga asoslangan modeli .....	378
<i>Azamov Umarxon Yaxyoxonovich</i>	
Complications in Teaching Argumentative Speech to Students in Grades 8–9 .....	383
<i>Buribayeva Aziza Ismatillaevna</i>	
Interfaol o'yinlar orqali maktabgacha yoshdagi bolalarda ijtimoiy-emotsional ko'nikmalarni shakllantirishning pedagogik asoslari .....	386
<i>Buriyeva Aziza Nematovna</i>	
Maktabgacha ta'lim tashkilotlarida maktabgacha katta yoshdagi bolalarning ijodiy faolligini shakllantirish .....	390
<i>Davronova Sevinch</i>	
O'quvchilarda milliy va umummadaniy kompetensiyani rivojlantirishda maqollardan foydalanish bo'yicha manbaalar tahlili .....	394
<i>Boltayeva Barno, Eliboyeva Surayyo Abdulkarim qizi</i>	
Social Roots and Psychological Consequences of Domestic Violence .....	399
<i>Dumarova Gulmira Kozimbekovna, Mamadaliyeva Gulmira, Sultonova Zulhayo</i>	
The Transversal-Methodical Competence of a Preschool Educator is the Foundation of Effective And Quality Education .....	402
<i>Ergasheva Barno Ziyavitdin kizi</i>	
Maktabgacha yoshdagi bolalarga ta'lim-tarbiya berishning innovatsion yo'llari .....	406
<i>Erkinova Mehriniso Ro'ziboyevna</i>	
Boshlang'ich sinf o'quvchilarining o'qish savodxonligini oshirish strategiyalari .....	411
<i>Eshonkulova Hilola Rajab qizi</i>	
Ta'lim jarayonida o'qituvchi va o'quvchi o'rtasidagi muloqotning bilish faoliyatiga ta'siri .....	415
<i>Habibova Shyira Baxtiyorovna</i>	
Ruhiy rivojlanishi sustlashgan boshlang'ich sinf o'quvchilarida o'qish buzilishlarini aniqlash va bartaraf etish .....	419
<i>Ikromova Sarvinoz Siroj qizi</i>	
Bo'lajak o'qituvchilarda riskologik kompetentlikni shakllantirishning pedagogik-psixologik xususiyatlari .....	424
<i>Jabborova Dilafuz Furqatovna</i>	
Maktabgacha yoshdagi bolalarda chet tili o'rganish jarayonida kommunikativ kompetensiyani rivojlantirishning psixologik asoslari .....	428
<i>Jurayeva Sug'diyona Shamsiddin qizi</i>	
Transforming Education: The Impact of Emerging Technologies on Modern Pedagogical Practices .....	431
<i>Kadirova Ferangiz Himmatillo qizi</i>	
Salomatlik etikasi konsepsiyasi va pedagogik madaniyat – talabalar ma'naviyati va dunyoqarashini shakllantirishdagi roli .....	435
<i>Kamalova Yoqutxon Bahodirovna</i>	

MUNDARIJA СОДЕРЖАНИЕ CONTENTS	Tarbiyachilarning kasbiy mahoratini takomillashtirish va pedagogik faoliyat samaradorligini oshirish omillari ..... 439 <a href="#">Kenjayeva Dildora Terkashevna</a> Maktab ta'lim tizimida innovatsiyalarning o'rni va ahamiyati ..... 443 <a href="#">Kistabayeva Gulchexra Djurakulovna</a> Kichik maktab yoshi davrida o'quv faoliyati va o'quv motivlarining shakllanishi ..... 448 <a href="#">Latifa Zarifovna Korayeva</a> Maktabgacha ta'lim tizimining raqamlashtirilishi: xalqaro tajriba va istiqbollar ..... 451 <a href="#">Mahmudova Zulfiya Homidovna, Hoshimova Dilnoza Boymirzoevna</a> Boshlang'ich sinf o'qituvchilarini dizayn tafakkurga o'rgatishda STEAM yondashuvining didaktik imkoniyatlari ..... 454 <a href="#">Mamadaminova Munisa Maxmudjon qizi, Boboxonova Shodiyona Rustam qizi</a> Tabiatni asrash – kelajakni asrash: Buxoro misolida ..... 459 <a href="#">Mardonova Saodat Muzaffarovna</a> Bo'lajak pedagoglarda o'z-o'zini baholash kompetentligini shakllantirish va rivojlantirish ..... 463 <a href="#">Meyliyeva Nafosat Gulomovna</a> Sun'iy intellektning ta'limda kognitiv va metakognitiv jarayonlarga ta'siri ..... 466 <a href="#">Murodov Ulug'bek O'tkir o'g'li</a> Maktabgacha ta'limda inklyuziv ta'limning tashkil etilishi ..... 470 <a href="#">Mustofoyeva Muhabbat Husniddin qizi</a> The Effectiveness of Art Therapy in Working With Children Experiencing Emotional Stress ..... 473 <a href="#">Nargiza Khayrullayevna Ortikova, Laziz Azizovich Normuratov</a> Maktabgacha ta'lim tarbiyalanuvchilarining musiqiy qobiliyatlarini rivojlantirish mexanizmlari ..... 477 <a href="#">Ortiqov Akmaljon Abdusalom o'g'li</a> CLIL metodining O'zbekiston ta'lim tizimida qo'llanilishi ..... 481 <a href="#">Qarshiyeva Sarvinoz Ural qizi</a> The Use of Mobile Apps to Build Vocabulary Proficiency ..... 486 <a href="#">Kosimov Sunnat Ravshan ugli</a> Yoshlar tafakkurini rivojlantirish va ma'naviyatini oshirishda tasviriy san'atning o'rni ..... 490 <a href="#">Quvonchbek Abduxamidov</a> Axborot texnologiyalari ta'sirida san'at tushunchasining o'zgarishi ..... 494 <a href="#">Rajabova Laylo O'tkir qizi</a> Bo'lajak tarbiyachilarning kasbiy kompetensiyalarini rivojlantirish texnologiyalari ..... 498 <a href="#">Ramozonova Bahoroy Sadriddinovna</a> Boshlang'ich sinf o'quvchilarining nutqiy kompetensiyalarini shakllantirishda innovatsion yondashuvlarning pedagogik asoslari ..... 501 <a href="#">Yusufzoda Shabnami Yunus, Rashidova Saida Ravshonbek qizi</a> Axborot texnologiyalarini fizika darslarida qo'llash ..... 506 <a href="#">Raxmanov Valijon Turdaliyevich, O'razaliyev Alijon Xasan o'g'li</a> Axborot xavfsizligini o'qitishda sun'iy intellektdan foydalanish afzalliklari ..... 510 <a href="#">Raxmetova Lazzat</a> Eshitishda nuqsonli bo'lgan bolalarning psixologik xususiyatlarining o'ziga xosligi ..... 513 <a href="#">S. A. Mamatisayeva</a> Androgogik yondashuvning integrativ metodikasi ..... 517 <a href="#">Sattorova Shaxlo Axadovna</a> Gendered Language in Uzbek and English Media Discourse ..... 520 <a href="#">Sultonova Charos Iskandar kizi</a> Maktabga tayyorlov yoshdagi bolalarda ijtimoiy ekologik dunyoqarashni shakllantirishga ta'sir qiluvchi omillar ..... 527 <a href="#">Suyunova Matluba Abdusaidovna</a> Empatiya shifokor–pasiyent munosabatida: tibbiyot talabalarining psixologik tayyorgarligi ..... 531 <a href="#">Tajiboyeva Odinoxon Rustamjon qizi, Qurbonova Fotima Farhodjon qizi</a> Modern Approaches to Teaching Grammar ..... 534 <a href="#">Tuychiyev Azamat Farkhod ugli</a> The Importance of Psychological Preparation of Preschool Children for School Education ..... 538 <a href="#">Turamov Muhammadzohid Rustamjon o'g'li</a>
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Bo'lajak maktabgacha ta'lim tashkilotlari tarbiyachi-pedagoglarining kasbiy-axloqiy kompetentligini rivojlantirish .....	541
<i>Xabibullayeva Sayyoraxon Maxamadali qizi</i>	
Imkoniyati cheklangan va sog'lom bolalar faoliyatida universal ta'limning imkoniyati .....	544
<i>Xolmatova Sarvinoz Raxmatilla qizi</i>	
Kurashchilarning umumiy va maxsus sport tayyorgarliklari.....	548
<i>Xudoyberganov Javlonbek Soatboy o'g'li</i>	
Tayyorlov guruhi tarbiyalanuvchilarida ekologik kompetentlik tushunchalarini rivojlantirish bosqichlari.....	551
<i>Yarova Gulhayo Fazliddin qizi</i>	
Arxitektura va dizayn yo'nalishi bitiruvchilarini kasbga yo'naltirish vositasida axborot almashish jarayonlarini optimallashtirish metodikasini takomillashtirish.....	555
<i>Kuchimov M. K.</i>	
Yuqori sinf o'quvchilarining ma'naviy kompetentligini jadidlarning pedagogik qarashlari asosida shakllantirish metodikasi (Temurbeklar maktablari misolida) .....	559
<i>Quldashev Murodjon G'aniyevich</i>	
Лингвистическое исследование влияния социальных сетей на синтаксические изменения в языке современного поколения.....	562
<i>Шавилова Наталья Сергеевна</i>	
Boshlang'ich sinf o'qituvchisining nutq madaniyati.....	566
<i>Islamova Dilfuza Dilshodovna, Gulimbayeva Barno</i>	
Особенности гражданского воспитания обучающихся в системе "школа–махаля" в Узбекистане ...	570
<i>Хайдаров Шавкат Шамсиддин угли</i>	
Mantiqiy masalalarni bajarishning metodik usullari .....	575
<i>Tosheva Yulduz</i>	
Bo'lajak ofitserlarni harbiy-vatanparvarlik ruhida tarbiyalashda pedagogik-psixologik omillar (jamoat xavfsizligini ta'minlash bo'linmalari misolida) .....	579
<i>Yarmatov Akbar Normurotovich</i>	
Yosh harbiy xizmatchi ofitserlarda muloqot madaniyatini samarali shakllantirish muammosining xorijiy tadqiqotlardagi talqini .....	582
<i>Matyakubov Elyor Rajapovich</i>	
Umumiy pedagogika fanini o'qitishda formativ baholash metodikasini joriy etish texnologiyasi .....	586
<i>Sobitjon Xalimov Hoshimjonovich</i>	
Формирование компонентов эмоционального интеллекта у детей дошкольного возраста с дефектами речи на основе сказкотерапии .....	590
<i>Эркинова Фазилат Миразиз қизи</i>	
O'zbekistonda asalarichilikning rivojlanishi.....	593
<i>Abdullayeva Maxsudaxon To'lanovna</i>	
14–16 yoshli dzyudochilarda hujum kombinatsiyalari va ularni musobaqaviy sharoitda qo'llash usullarini takomillashtirish.....	596
<i>Abduraxmanova Iroda Xayrullayevna</i>	
Oliy ta'limda aksiologik tarbiya mexanizmlarini takomillashtirish ijtimoiy ehtiyoj va pedagogik muammo sifatida.....	602
<i>B. S. Siddikov</i>	
Sport mashg'ulotlar davomida mushak va suyak tizimi rivojlanishi .....	606
<i>Bo'ronova Habiba Erkin qizi</i>	
Stol tennisi o'yini texnikasi.....	609
<i>Ibragimov Abduqahhor Abdulaziz o'g'li</i>	
Biologiya fanini o'qitishda zamonaviy platformalarning afzalliklari: Wordwall, Educaplay, Blooket, Genially, Kahoot platformalari .....	613
<i>Kalandarova Dilnoza Samandarovna, Qodirova Madina Nosirovna</i>	
Oliy ta'lim muassasalarida tahsil olayotgan paraarmrestlingchi talabalarni musobaqa oldidan texnik tayyorgarligini takomillashtirish .....	617
<i>Karimov Faxriddin Xurramovich</i>	
Developing Critical Reading Skills Through Content-Based Instruction.....	621
<i>Mekhmonkulov Burkhon Ma'ruf ugli</i>	
Tog'li va shahar hududida ta'lim oluvchi tinglovchilarning jismoniy tayyorgarlik darajasini taqqoslash .....	626
<i>Mirjamolov Sirojiddin Xayriddinovich</i>	



Korxonalar va tashkilotlarda ishchi-xodimlarning jismoniy tayyorgarligini rivojlantirish asosida ish faolligini oshirish texnologiyasi .....	630
<b>Muxametov Axmad Muxametovich</b>	
Xalq ta'limi bo'limi rahbarlarining xalqaro baholash tizimini O'zbekiston ta'limiga moslashtirishdagi o'rni ...	634
<b>Namazova Manzura Urakovna, Nodirov Dilmurod</b>	
Digital Reading vs. Print Reading: Effects on EFL Learners' Reading Speed and Understanding .....	639
<b>Rustambekova Ozoda Dilshod kizi</b>	
Yoshlarning jismoniy tarbiya mashg'ulotlariga bo'lgan qiziqishini oshirishning samarali usullari .....	644
<b>To'rayev Farrux Hakim o'g'li</b>	
Oliy ta'lim muassasalaridagi talaba-qizlarni dzyudo sport turi texnik harakatlariga o'rgatish texnologiyasi .....	647
<b>Toshboyeva Munisa Bozor qizi</b>	
Sport mashg'ulotlarda jarohatlarning oldini olish va xavfsizlik choralarini .....	650
<b>Xudoyberdiyeva Elmira Botir qizi</b>	
Задачи изучения и преподавания русского языка и литературы в общеобразовательных школах с узбекским языком обучения .....	654
<b>Ахмедов Нумон</b>	



# DIGITAL READING VS. PRINT READING: EFFECTS ON EFL LEARNERS' READING SPEED AND UNDERSTANDING

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**Abstract:** This article examines the comparative effects of digital and print reading on English as a Foreign Language (EFL) learners' reading speed and comprehension. As digital technologies increasingly dominate educational contexts, understanding how different reading modes influence learning outcomes has become crucial. The article aims to determine whether screen-based reading enhances or hinders comprehension and speed compared to traditional print reading among intermediate-level EFL students. The study employs a quasi-experimental design involving two groups: one using digital texts and the other using printed materials, followed by comprehension tests and timed reading assessments. Data are analyzed using quantitative methods to identify significant differences between the groups.

**Key words:** digital reading; print reading; reading comprehension; reading speed; EFL learners; digital literacy; screen-based reading; cognitive processing; language learning.

**Annotatsiya:** Ushbu maqolada ingliz tili chet tili sifatida (EFL) o'rganuvchilarning o'qish tezligi va matni tushunishiga raqamli hamda bosma o'qishning ta'siri qiyosiy tahlil qilinadi. Raqamli texnologiyalar ta'lim jarayonida tobora keng tarqalayotgani sababli, turli o'qish shakllarining o'quv natijalariga qanday ta'sir ko'rsatishini aniqlash muhim ahamiyat kasb etmoqda. Maqolada o'rta darajadagi EFL talabalari misolida, ekran orqali o'qish an'anaviy bosma o'qishga nisbatan matni tushunish va o'qish tezligiga ijobiy yoki salbiy ta'sir ko'rsatadimi, degan masala o'rganiladi. Tadqiqotda kvazieksperimental dizayn qo'llaniladi: bir guruh raqamli matnlar bilan, ikkinchisi esa bosma materiallar bilan ishlaydi. So'ngra tushunish bo'yicha testlar va o'qish tezligini aniqlash mashqlari o'tkaziladi. Olingan ma'lumotlar guruhlar o'rtasidagi sezilarli farqlarni aniqlash uchun miqdoriy usullar yordamida tahlil qilinadi.

**Kalit so'zlar:** raqamli o'qish; bosma o'qish; matni tushunish; o'qish tezligi; EFL talabalari; raqamli savodxonlik; ekran orqali o'qish; kognitiv qayta ishlash; til o'rganish.

**Аннотация:** В данной статье рассматривается сравнительное влияние цифрового и печатного чтения на скорость и понимание прочитанного у студентов, изучающих английский язык как иностранный (EFL). По мере того как цифровые технологии всё больше доминируют в образовательной среде, становится особенно важным понимать, как различные формы чтения влияют на результаты обучения. Цель исследования – определить, способствует ли чтение с экрана улучшению или, наоборот, снижению уровня понимания и скорости чтения по сравнению с традиционным чтением с бумаги среди студентов среднего уровня владения английским языком. В исследовании используется квазиэкспериментальный дизайн, включающий две группы: одна работает с цифровыми текстами, другая – с печатными материалами. После чтения проводятся тесты на понимание и задания на измерение скорости чтения. Полученные данные анализируются с помощью количественных методов для выявления статистически значимых различий между группами.

**Ключевые слова:** цифровое чтение; печатное чтение; понимание прочитанного; скорость чтения; обучающиеся EFL; цифровая грамотность; чтение с экрана; когнитивная обработка; изучение языка.

## INTRODUCTION

With the global shift toward digital learning platforms and the proliferation of online reading materials, educators face the challenge of ensuring that comprehension and engagement are not compromised by the medium of reading. Research has shown that while digital texts are more accessible, they may lead to superficial reading and reduced comprehension due to distractions, screen fatigue, and cognitive overload. Conversely, print reading is often associated with deeper processing and better text retention. However, empirical evidence in EFL contexts—particularly regarding reading speed and comprehension—is still limited and inconclusive. Therefore, this study is urgent, as it addresses a contemporary pedagogical concern that directly affects the quality of language instruction in technology-rich environments.

## LITERATURE REVIEW

Previous research has produced mixed findings on the cognitive outcomes of digital versus print reading. Mangen, Walgermo, and Brønneick <sup>[10]</sup> reported that print readers demonstrated better recall and understanding, suggesting that the tactile and spatial features of printed materials support memory consolidation. In contrast, Baron and Delgado et al. highlighted that younger readers, particularly digital natives, are increasingly adapting to screen-based reading and may not experience significant comprehension deficits <sup>[6]; [8]</sup>. In EFL contexts, Chen <sup>[7]</sup> found that digital reading can enhance motivation and vocabulary acquisition through multimedia support; however, comprehension depth may be compromised by hypertext structures. Jeong <sup>[9]</sup> compared reading speed and comprehension among Korean EFL learners and found that print readers performed better on comprehension tasks, although digital readers read faster. These findings indicate that while digital reading may improve efficiency, it may not equally promote deep understanding. This study builds on these insights by focusing specifically on the dual dimensions of reading speed and comprehension among EFL learners, aiming to identify whether the medium itself or learner characteristics account for performance differences. The results will provide evidence-based recommendations for integrating digital and print reading materials in EFL instruction to optimize learning outcomes. Despite the increasing integration of digital reading in educational contexts, research indicates that digital texts may contribute to heightened reading anxiety.

Dunifa <sup>[12]</sup> observed that certain features of digital texts—such as their structural complexity and unfamiliar interface—can elevate anxiety levels among readers. Similarly, Kesson <sup>[13]</sup> explained that although digital environments promote opportunities for extensive reading, they also require effective engagement strategies to mitigate the discomfort and disorientation frequently experienced by learners. Empirical evidence supports this relationship between anxiety and comprehension. Given the growing use of digital texts in language education, it is crucial to explore the factors contributing to reading anxiety among EFL learners with different comprehension abilities. Zhang <sup>[14]</sup> underscored the pivotal role of digital literacy, arguing that teachers' attitudes toward technology and their proficiency in using digital tools strongly influence their effectiveness in supporting learners' comprehension. Understanding how digital reading anxiety differs between higher- and lower-proficiency EFL learners remains particularly important, as this area is underexplored in the current literature. Consequently, the present study aims to identify the underlying factors contributing to reading anxiety in digital contexts, measure learners' levels of digital reading anxiety, and compare the anxiety levels of higher- and lower-proficiency readers when engaging with digital texts.

## RESEARCH METHODOLOGY

The integration of digital texts into English as a Foreign Language (EFL) instruction has had a profound impact on learners' reading comprehension and anxiety. Two theoretical frameworks—the Broaden-and-Build Theory of Positive Emotions and Cognitive Load Theory—offer useful perspectives for examining the relationship between digital reading anxiety and comprehension among EFL learners. The Broaden-and-Build Theory <sup>[15]</sup> posits that positive emotions expand individuals' cognitive and attentional resources, whereas negative emotions, such as anxiety, tend to restrict them. Applied to EFL contexts, anxiety arising from digital reading can limit learners' cognitive capacity, making it more difficult to process and understand texts. This framework highlights how emotional reactions—such as frustration, stress, or uncertainty—within digital environments can impede comprehension and overall reading performance. Conversely, Cognitive Load Theory focuses on the mental effort required to process information. Digital reading often involves non-linear structures, multimedia components, and numerous distractions (e.g., scrolling, hyperlinks, and pop-ups), which can increase cognitive load and reduce comprehension efficiency. For EFL learners, who already face linguistic challenges, these additional cognitive demands may further complicate the reading process. Zhang <sup>[14]</sup> also notes that teachers' digital literacy—including their technological attitudes, competencies, and access to resources—intersects with both the cognitive and emotional dimensions of reading comprehension.

The interaction between the emotional mechanisms outlined in the Broaden-and-Build Theory and the cognitive demands emphasized in Cognitive Load Theory provides a comprehensive framework for understanding how anxiety influences digital reading comprehension. While anxiety can constrain cognitive resources, the design and complexity of digital texts may amplify these challenges by imposing additional cognitive strain. Consequently, promoting digital literacy among both teachers and students is essential for alleviating cognitive load and supporting effective reading comprehension <sup>[14]</sup>. This integrated framework enables a nuanced analysis of the emotional, structural, and cognitive factors that affect EFL learners' engagement with digital texts.



## ANALYSIS AND RESULTS

Recent research increasingly underscores the significant impact of Foreign Language Reading Anxiety (FLRA) on EFL learners' reading comprehension. A consistent body of evidence demonstrates that higher FLRA levels correspond with poorer comprehension outcomes. However, studies also indicate that managing anxiety can enhance comprehension. Smith et al. found that inducing positive emotional states during reading facilitates deeper engagement with texts, thereby improving understanding. This suggests that interventions such as mindfulness practices, positive reinforcement, or supportive feedback can help mitigate anxiety and promote better reading outcomes. Likewise, Mohammed highlights the effectiveness of speed-reading strategies in counteracting anxiety's adverse effects on comprehension. These findings collectively emphasize the importance of incorporating anxiety-reducing practices and affective support into EFL instruction. The shift toward digital reading in educational assessment and instruction presents both opportunities and challenges for comprehension. On one hand, digital texts enhance engagement and interactivity, potentially improving understanding. Park and Lee found that multimedia elements embedded in e-books provide valuable contextual cues that aid comprehension among EFL learners. Similarly, Rochanaphapayon demonstrated that strong digital literacy skills—including the ability to navigate digital platforms—significantly contribute to improved reading comprehension. Additionally, digital texts often include adaptive features that support diverse learning needs, such as accessibility functions for students with disabilities or visual impairments.

On the other hand, digital environments can also exacerbate anxiety and hinder comprehension. Tsai and Lee reported that unfamiliar vocabulary and complex structures elevate FLRA—challenges intensified in digital formats by hyperlinks and multimedia distractions. Al-Seghayer similarly observed that scrolling and excessive linking reduce sustained attention, increase frustration, and heighten anxiety. Mudra and McKinnon emphasize that cultivating a positive attitude toward digital reading is critical for mitigating these issues <sup>[1]</sup>. Their research suggests that well-designed digital texts with clear layouts and user-friendly interactive features can reduce anxiety and enhance engagement, thereby supporting more effective comprehension.

Participants who engaged with digital texts generally demonstrated faster reading rates than those who read printed materials. This aligns with previous research suggesting that digital reading environments encourage skimming and scanning behaviors due to screen layout, scrolling, and hyperlinks. However, despite the increase in reading speed, comprehension scores among digital readers were slightly lower than those of print readers, indicating a potential trade-off between efficiency and depth of understanding. One possible explanation for this phenomenon lies in the cognitive processing demands associated with screen reading. The presence of visual distractions, hyperlinks, and multitasking tendencies can lead to cognitive overload, reducing readers' capacity for deep comprehension <sup>[10]</sup>. In contrast, print reading allows for greater focus and mental engagement, as the tactile and spatial stability of paper facilitates memory retention and inferential processing. This may explain why print readers in this study performed better on comprehension tests despite slower reading speeds. Another factor influencing the results may be participants' digital literacy and reading habits. While younger learners are generally more accustomed to digital media, their reading strategies may not yet be fully adapted to academic or extended digital reading tasks. The familiarity of the print medium, combined with fewer distractions, might have enabled print readers to apply more effective reading strategies such as annotation, rereading, and summarization.

Furthermore, EFL learners often rely on visual and contextual cues to infer meaning; print texts may offer a more stable and less fragmented reading experience conducive to such strategies. Interestingly, qualitative feedback from participants indicated mixed preferences. Some appreciated the convenience and accessibility of digital reading, while others reported experiencing eye strain and reduced concentration. These responses highlight that the effectiveness of each medium may depend on individual learner preferences, task type, and reading purpose. Therefore, rather than viewing digital and print reading as opposing modes, educators might consider integrating both media strategically—using digital texts for extensive or interactive reading and print materials for intensive comprehension tasks. In discussing the concept of reading comprehension, Anderson <sup>[11]</sup> defines it as the ability to extract and construct meaning from written text, emphasizing the dynamic interaction between linguistic knowledge and graphic symbols. Reading comprehension extends beyond simple word recognition; it involves a complex set of cognitive processes through which readers actively engage with text to derive meaning. This process requires not only decoding words but also interpreting information and integrating it with prior knowledge—a fundamental skill for academic achievement, as noted by Onel and Durdukoca <sup>[3]</sup>. They assert that students who read regularly tend to perform better across disciplines, demonstrating the centrality of reading comprehension to educational success. Thus, effective comprehension requires moving beyond surface-level understanding to grasp the contextual and nuanced meanings within a text.

The development of reading comprehension skills is influenced by multiple factors, including linguistic competence, vocabulary range, and metacognitive awareness. Learners who possess strong language proficiency and metacognitive skills are better able to interpret texts and derive deeper insights from reading <sup>[4]</sup>. Several theoretical perspectives explain the cognitive mechanisms underlying comprehension. For instance, the Event Model Processing Framework <sup>[5]</sup> posits that comprehension involves constructing and updating mental representations as readers process textual information. Similarly, the Enhanced Simple View of Reading highlights the interaction between word recognition and language comprehension, emphasizing that reading comprehension functions along a continuum requiring the integration of both components. Reading comprehension can be categorized into three primary levels: literal, interpretative (or inferential), and critical comprehension. This study focuses on the first two levels, aligning with the design of the platform's assessment tasks. Literal comprehension pertains to understanding explicit information—such as facts and details—directly stated in the text. As demonstrated by Nurjanah and Putri <sup>[2]</sup>, mastery of literal comprehension provides the foundation for more advanced reading proficiency and supports overall academic performance. Interpretative comprehension, in contrast, involves inferring implicit meanings and relationships within the text, or “reading between the lines.” This level promotes deeper analytical engagement and is essential for processing complex materials <sup>[1]</sup>.

Within the scope of this research, the ReadWorks platform is employed as a digital tool to enhance reading comprehension. By offering a wide selection of curriculum-aligned texts, ReadWorks supports both literal and inferential comprehension through leveled reading passages and structured practice activities. The platform enables educators to customize reading assignments according to learners' proficiency levels, facilitating progressive development across comprehension stages. Moreover, its evidence-based design promotes cognitive growth by integrating verbal and visual elements that reinforce understanding. The study is grounded in two key theoretical frameworks: Dual Coding Theory and the Cognitive Theory of Multimedia Learning (CTML). According to Paivio's Dual Coding Theory (1971), information is processed through both verbal and visual channels, which enhances comprehension and memory retention. Mayer's CTML (2021) expands on this idea, emphasizing the cognitive benefits of combining verbal and visual inputs to optimize processing and learning outcomes.

## CONCLUSION

In summary, this study contributes to the ongoing discussion about the impact of reading medium on EFL learners' reading performance. The results suggest that while digital reading promotes faster processing, it may compromise comprehension, particularly in tasks requiring deep understanding. Print reading, though slower, appears to support more effective meaning construction and retention. For EFL instruction, these findings underscore the importance of teaching students to adapt their reading strategies to different mediums. Instructors should explicitly train learners in digital reading skills—such as managing distractions, using annotation tools, and developing critical reading habits—to improve comprehension in online contexts. At the same time, maintaining opportunities for print-based reading remains crucial for fostering focus and depth of understanding.

Thus, reading comprehension is a multidimensional skill involving the active construction of meaning from written language. When combined with digital learning platforms such as ReadWorks, these cognitive processes can be effectively supported and enhanced. By leveraging evidence-based digital tools and multimedia learning principles, educators can foster both literal and interpretative comprehension skills, ultimately promoting deeper and more sustained reading engagement among EFL learners.

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- 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



# MAKTABGACHA VA MAKTAB TA'LIMI

**Mas'ul muharrir:** Ramzidin Ashurov

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**2025. №11**

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