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CONTENTS

1-Sho'ba. Zamonaviy psixologiyaning nazariy-metodologik asoslari va muammolari.....	15
YANGI O'ZBEKISTONDA PSIXOLOGIK XIZMAT: DAVLAT SIYOSATI, AMALIY MEXANIZMLARI VA BARQAROR RIVOJLANISH YO'LI	16
Hilola Umarova	
ZAMONAVIY PSIXOLOGIYANING RIVOJLANISH TENDENSIYALARI VA SOG'LOM PSIXOLOGIK MUHITNI SHAKLLANTIRISHNING DOLZARB MASALALARI	19
Karimova E'zoxon Gapirjonovna	
RAHBAR XODIMLARGA PSIXOLOGIK XIZMAT KO'RSATISHNING IJTIMOY-PSIXOLOGIK MEXANIZMLARI	23
Qo'ng'irotboy Avezimbetovich Sharipov	
"DIGITAL TWIN" TEXNOLOGIYASI VA INNOVATSION BOSHQARUV PARADIGMASI	26
Raxmanov Zafar Yashinovich	
АКТУАЛЬНЫЕ ПРОБЛЕМЫ СОВРЕМЕННОЙ ПСИХОЛОГИИ В УЗБЕКИСТАНЕ И ПУТИ ИХ РЕШЕНИЯ.....	28
Гайрат Бахрамович Шаумаров	
MACHINE PSYCHOLOGY: BRIDGING HUMAN LEARNING PRINCIPLES AND ARTIFICIAL GENERAL INTELLIGENCE DEVELOPMENT	31
Farkhod Alisherovich Alisherov, Nigora Ruzikulova Shukhratovna	
MAKTABGACHA TA'LIM TASHKILOTLARIDA INKLYUZIVLIK SIYOSATINI AMALGA OSHIRISHDA RAHBARLIK FAOLIYATINING PSIXOLOGIK VA TASHKILIY ASOSLARI	39
Ibragimova Gulsanam Ne'matovna	
TALABALARNING ILMIY INNOVATSION FAOLIYATINI RIVOJLANTIRISHNING PSIXOLOGIK XUSUSIYATLARI	44
Abdullayeva Barno Sayfuddinovna	
ONANING O'ZI HAQIDAGI TASAVVURLARINING FARZAND MUNOSABATIGA ALOQADORLIK XUSUSIYATLARI	49
Abdullayeva Dilbar Ubaydullayevna	
AVLODLAR KONTEKSTIDA MOLIYAVIY XULQ-ATVOR: PUL PSIXOLOGIYASINING IJTIMOIY-PSIXOLOGIK TAHLILI	53
Umarova Navbahor Shokirovna	
EMOTIONAL BURNOUT AND STRESS AS PSYCHOLOGICAL RISKS OF A NOTARY'S PROFESSIONAL ACTIVITY	56
Arystanbek Aiytmzhan, Aitysheva Aigul Mukataevna	
UYUSHMAGAN YOSHLARNING IJTIMOY-PSIXOLOGIK MOSLASHGANLIGINING O'ZIGA XOS XUSUSIYATLARI	59
Atabayeva Nargis Batirovna	
MUAMMOLI PEDAGOGIK VAZIYATLARGA O'QITUVCHI QAROR QABUL QILISHINING DIFFERENSIAL XUSUSIYATLARI	61
P.S.Ergashev	
SPORT BOSHQARUVI SOHASIDAGI DAVLAT FUQAROLIK XIZMATCHILARIDA OILAVIY VA KASBIY TOLERANTLIK.....	64
O.E. Hayitov	
O'QUVCHILARDA KOGNITIV JARAYONLARINING RIVOJLANISHI INTELLEKT SHAKLLANISHINING MUHIM OMILI SIFATIDA.....	67
Ashurov Ramzidin Ramazonovich	

INKLYUZIV PSIXOLOGIYA KONSEPSIYASI: IMKONIYATI CHEKLANGAN SHAXSLARNING PSIXOLOGIK RIVOJLANISHINI O'RGANISHDA ZAMONAVIY METODOLOGIK YONDASHUVLAR.....	70
Abdullayeva Yulduz Muftillo qizi	
OILAVIY MUNOSABATLAR TRANSFORMATSIYASI JARAYONLARIDA YOSH OILA VAKILLARI XULQIDAGI AYRIM MUAMMOLAR.....	72
V.M. KARIMOVA	
UMUMIY O'RTA TA'LIM TIZIMIDAGI PSIXOLOGIK XIZMATNI TAKOMILLASHTIRISH ZARURATI MASALALARI	75
Akramova Feruza Akmalovna	
TALABALARDA ALTRUIZM NAMOYON BO'LISHIGA SHAXS XUSUSIYATLARINING TA'SIRI	77
Kamolova Nilufar Davir qizi	
PEDAGOGLARDA KASBIY STRESS VA UNING OQIBATLARI	82
Karshiyeva Dilafuz Suyunovna	
SINERGETIK TAFAKKUR — ZAMONAVIY TA'LIM JARAYONINING INNOVATSION YO'NALISHI.....	84
Masharipova Farog'at Matrasulovna	
OILADA MA'NAVIY, AXLOQIY VA MADANIY MALAKALARNI SHAKLLANTIRISHNING PSIXOLOGIK JIHATLARI	88
Mirabdullayeva Shoiraxon Abdulkayevna	
OLIY TA'LIM MUASSASASI IMIJINI BELGILOVCHI ASOSIY BIXEVIORISTIK KOMPONENTNING ILMIY-NAZARIY TAHLILI	91
Mirashirova Nargiza Anvarovna	
SPORTCHILAR PSIXOFIZIOLOGIK HOLATINI BAHOLASHDA TEPPING-TEST METODIKASI	94
S.U.Nazarov	
ILK O'SPIRINLARDA HAVAS KASB TANLASH MOTIVI SIFATIDA.....	98
Nishanova Zamira Taskayevna	
ПСИХОЛОГИЧЕСКИЕ ОСОБЕННОСТИ ПРИМЕНЕНИЯ ТЕХНОЛОГИЙ ИСКУССТВЕННОГО ИНТЕЛЛЕКТА В ПСИХОТЕРАПЕВТИЧЕСКОЙ ПРАКТИКЕ.....	101
Останов Шухрат Шарифович	
TALABALAR O'ZINI O'ZI FAOLLASHTIRISHI MUAMMOSINING MAHALLIY MUHITDA TADQIQ ETILISHI.....	106
Qurbonboyev Azimbek Nazirboy o'g'li	
VOYAGA YETMAGANLAR O'RTASIDA NAZORATSIZLIK VA HUQUQBUZARLIKLAR PROFILAKTIKASI MASALALARI	109
Qodirov Obid Safarovich, Raxmatov Faxriddin Umarovich	
PSIXOLOGLARNING PROFESSIONAL TAFAKKURI.....	114
Ra'no Ismaylova	
O'ZBEKISTON VA JAHON MAMLAKATLARIDAGI OILAVIY AJRALISHLARNING IJTIMOY-PSIXOLOGIK XUSUSIYATLARIDAGI O'ZIGA XOSLIKLARNING EMPIRIK TAHLILI	118
Ro'ziqulov Faxriddin Rasulovich	
SHAXS NAZARIYASIGA MAHALLIY PSIXOLOGLAR TOMONIDAN KOGNITIV YONDASHUV	121
Tursunov Lutfulla Sayfullayevich	
BO'LAJAK MUTAXASSISLARNING KASBIY RIVOJLANISHIGA QARATILGAN ILMIY TADQIQOTLAR TAXLILI.....	123
Tuychiyeva Saodat Melikuziyevna	
TA'LIM MENEJMENTIDA SHAXSLARARO MUNOSABATLAR - MUVAFFAQIYATLI BOSHQARUVNING ASOSIY OMILI SIFATIDA	126
Umarova Navbahor Shokirovna, Jalolova Nafisa O'ktam qizi	
TALABALARDA RUHIY SALOMATLIKNI MUSTAHKAMLASHDA STRESSGA BARDOSHLILIK VA EMOTSIONAL INTELLEKTNING ROLI.....	128
Xajiyeva Iroda Adambayevna	

ZAMONAVIY GLOBAL MUAMMOLARDA ALTRUIZMNING ROLI	131
Xatamova Ferangiz Ibodullojeva	
QUROLLI TO'QNASHUVLARDAN OLIB KELINGAN BOLALARNI PSIXOLOGIK REABILITATSIYA QILISH MUAMMOLARI	134
S.R.Yuldashev	
ОСОБЕННОСТИ ПРОЯВЛЕНИЯ МЫСЛИТЕЛЬНЫХ ОПЕРАЦИЙ У ДЕТЕЙ ДОШКОЛЬНОГО ВОЗРАСТА	137
Алимова Гулчехра Кабелевна	
О'QUVCHILARDA MUVAFFAQIYAT MOTIVATSIYASINI KUCHAYTIRISHNING PSIXOLOGIK XUSUSIYATLARI	139
Karimov Sherzod Abdurasulovich	
HARBIY XIZMATCHILAR OILALARIDAGI INQIROZLARNING PSIXOLOGIK XUSUSIYATLARI	142
Sh.S.Kurbanova	
AUDITORLIK QOBILIYATI RAHBAR KOMMUNIKATIV KOMPETENTLIGI KO'RSATKICHI SIFATIDA	145
Xolmurodova Dilnoza Xolmurodovna	
САМОРЕГУЛЯЦИЯ У СТУДЕНТОВ КАК ПСИХОЛОГИЧЕСКИЙ ФЕНОМЕН.....	149
Махмудова Д.А., Махманова К. Д.	
СОЦИАЛЬНО-ПСИХОЛОГИЧЕСКИЕ ПРОБЛЕМЫ РАЗВИТИЯ ЛИЧНОСТИ В СОВРЕМЕННОМ ОБЩЕСТВЕ.....	151
Султанова Амина Анваровна, Дjon Муминова Дильфуза	
ПСИХОЛОГИЧЕСКОЕ БЛАГОПОЛУЧИЕ СТУДЕНТОВ С РАЗНЫМ УРОВНЕМ ПРОФЕССИОНАЛЬНОЙ НАПРАВЛЕННОСТИ	154
Тиллашайхова Хосият Азаматовна	
2-Sho'ba. Zamonaviy shaxs rivojlanishining ijtimoiy-psixologi muammolari	159
ВЛИЯНИЕ ИНТЕНСИВНОГО ИСПОЛЬЗОВАНИЯ ГАДЖЕТОВ НА ФОРМИРОВАНИЕ ПСИХОЛОГИЧЕСКИХ ЗАЩИТ У ПОДРОСТКОВ	160
Е.Г.Алимова	
ZAMONAVIY SHAXS RIVOJLANISHIDA OMMAVIY AXBOROT VOSITALARINING TA'SIRI	163
Abdinazarova Bibixonim Rashid qizi	
INKLYUZIV TA'LIM TIZIMIDA O'QUVCHILARNING PSIXOLOGIK MOSLASHUV JARAYONINI QO'LLAB-QUVVATLASH: SAMARALI PEDAGOGIK VA PSIXOLOGIK YONDASHUVLAR	166
Abdullayeva Yulduz Muftillo qizi, Giyazova Zuhro Sattorovna	
ZAMONAVIY BOSHQARUV TIZIMLARIDA QAROR QABUL QILISH SAMARADORLIGI	169
Umarova Navbahor Shokirovna, Artikov Samandar Arzikulovich	
IJTIMOY PSIXOLOGIK TADQIQOTLARDA OILA VA OILAVIY QADRIYATLARNING O'RGANILGANLIK HOLATI	172
Abibullaeva Perdegul Ongarbaevna	
OILAVIY JANJALLAR NATIJASIDA YUZAGA KELUVCHI STRESS VA DEPRESSIV HOLATLARNING PSIXODIAGNOSTIKASI.....	174
Boboyeva Feruza Azimjonovna	
ZAMONAVIY O'SMIR SHAXSINING EMOTSIONAL INTELLEKTI RIVOJLANISHIDA IJTIMOY OMILLARNING ROLI.....	178
Ergashev Dilshod Tirkash o'g'li	
PSYCHOLOGICAL MECHANISMS OF DIGITAL INFORMATION USE THAT CONTRIBUTE TO THE EROSION OF SOCIAL NORMS IN THE MINDS OF YOUNG PEOPLE	180
Ganiev Maksudjon Najimovich	
ZAMONAVIY SHAXS RIVOJLANISHINING IJTIMOY-PSIXOLOGIK MUAMMOLARI	184
Gulnafar Abdullayeva	

RUHIY SALOMATLIKNI SAQLASHDA PSIXOLOGIK OMILLARNING AHAMIYATI.....	187
Hasanova Dilshoda Avazbek qizi	
EMOTSIONAL INTELLEKT - ZAMONAVIY SHAXS RIVOJLANISHINING IJTIMOY – PSIXOLOGIK MUAMMOSI SIFATIDA.....	190
Ismailova Nilufar Baxadirovna	
OILALARDA INTERNETGA TOBELIKNING BUGUNGI KUNDAGI HOLATI.....	193
Kushakova Nargiza Islambayevna, Ergasheva Sarvinov Shavqiddin qizi	
AKADEMIK PROKRASTINATSIYANI O'RGANISH BO'YICHA XORIJIY OLIMLAR TAHLILI	196
Mardiyeva Shaxnoza Amirovna	
STEAM TA'LIM VOSITASIDA O'QUVCHILARNING KREATIV QOBILIYATINI RIVOJLANTIRISHNING AHAMIYATI	199
Matkarimova Nilufar	
MAKTABGACHA YOSHDA BOLANING MUVAFFAQIYATLI IJTIMOYILASHUVI MEZONLARI	203
Norbosheva Maqsuda Achilovna	
DEVIANT XULQ-ATVORLI O'SMIR QIZLARDA HIMOYA MEXANIZMLARINING IJTIMOYILASHUVGA TA'SIRI	206
Parpiyeva Shaxnoza	
PSIXOLOGIYADA O'ZINI O'ZI FAOLLASHTIRISH FENOMENIGA NISBATAN ILMIY YONDASHUVLAR.....	209
Qurbonboyev Azimbek Nazirboy o'g'li, Istamburiyev Muhammadali Abdulazizovich	
VELOSIPED SPORT TURI BILAN SHUG'ULLANUVCHILARNING PSIXOLOGIK XUSUSIYATLARI.....	212
Raxmonova Go'zal Bobir qizi	
SOCIO-PSYCHOLOGICAL CONSEQUENCES OF CYBERBULLYING ON ADOLESCENTS' INTERPERSONAL COMMUNICATION	215
Salomov Shamsiddin Sabokhiddin ugli	
RUHIY SALOMATLIKNI QO'LLAB-QUVVATLASH ORQALI BO'LAJAK LOGOPEDLARNING INKLYUZIV FAOLIYATGA PSIXOLOGIK TAYYORGARLIGINI OSHIRISH	219
Sharifova Maxliyo Zarif qizi	
TALABALARDA TA'LIM JARAYONIGA MOSLASHISHNING IJTIMOY-PSIXOLOGIK XUSUSIYATLARI.....	222
Ubaydullayev Nuriddin Toxir o'g'li	
PEDAGOGIK JAMOALARDA PROJECT MANAGEMENT METODLARINING JAMOAVIY MOTIVATSIYAGA TA'SIRI.....	225
Umarova Navbahor Shokirovna, Ashurov Muhammad Zokir o'g'li	
AYOLLARDA KASB VA OILA MUVOZANATINI TA'MINLASHNING PSIXOLOGIK OMILLARI	227
Zuxra Mansurxonova	
ПСИХОЛОГИЧЕСКИЕ СПОСОБЫ ВЫЯВЛЕНИЯ КРИМИНАЛЬНОГО ПОВЕДЕНИЯ В ПОДРОСТКОВОМ ВОЗРАСТЕ	230
Пардаева Умида Мухтар қизи	
PSYCHOLOGICAL CHARACTERISTICS OF THE LIFE POSITION OF UNORGANIZED YOUTH.....	234
Atabayeva Nargis Batirovna, Alimjonova Durdona Yunusjon qizi	
YOSHLARNI OTA-ONALIK MAS'ULIYATIGA TAYYORLASH - PSIXOLOGIYANING DOLZARB MUAMMOSI SIFATIDA.....	238
Bilolova Zamira Baxtiyarovna	
OTA-ONA VA FARZAND MUNOSABATLARINI TADQIQ ETISHNING NAZARIY JIHATLARI.....	241
D.U.Abdullayeva, I.X.Panjiyeva	
SHAXS IJTIMOY MOSLASHUVIGA TA'SIR ETUVCHI PSIXOLOGIK OMILLARNING O'ZIGA XOSLIGI	244
Dusboyev Asliddin Turgunovich	
PSYCHOLINGUISTIC FOUNDATIONS OF SOCIOLINGUISTIC COMPETENCE AND ITS STRUCTURAL COMPONENTS.....	247
G.A.Valiyeva	

YOSH OILALARNING MUSTAHKAMLIGIGA ZAMONAVIY AXBOROT VOSITALARIDAN FOYDALANISHNING TA'SIRI.....	250
Kushakova Nargiza Islambaevna	
TALABALARDA IJTIMOY-PSIXOLOGIK KOMPETENTLIK SHAKLLANISHINING DINAMIK XUSUSIYATLARI.....	253
Nazarova Malohat Axmedovna	
SOCIO-PSYCHOLOGICAL CONSEQUENCES OF CYBERBULLYING ON ADOLESCENTS' INTERPERSONAL COMMUNICATION	255
Salomov Shamsiddin Sabokhiddin ugli	
OTA-ONA VA FARZAND MUNOSABATLARINI BARQARORLASHTIRISHDA AFILIATSIYA MOTIVINING IJTIMOY-PSIXOLOGIK XUSUSIYATLARI	259
Samatova Sevara G'ayratovna	
GENDER STEREOTIPLARI - QABUL QILINGAN ME'YOR VA QOIDALARGA XULQ-ATVORINI MOSLASHTIRISH.....	263
Saribayeva Umida Sattarovna	
DINIY MUTAASSIBLIK, EKSTREMIZM VA TERRORCHILIKNING IJTIMOY-PSIXOLOGIK XUSUSIYATLARI.....	266
Sobirov Jamoliddin, Nazarov A.S.	
O'QUVCHI YOSHLARNING O'ZARO MUNOSABATLARIDA TEAM BUILDING TA'SIRI VA AHAMIYATI.....	267
Turayev Nurmuhhammad Alibek	
O'SMIRLARDA DEVIANT XULQNING KONATIV ASPEKTLARI BO'YICHA PSIXODIAGNOSTIK TAHLIL (HUDUDIIY VA GENDER FARQLARI MISOLIDA)	269
Turayeva Gulchehra Urayimovna	
TALABALAR IJTIMOY FAOLLIGINI OSHIRISHNING IJTIMOY-PSIXOLOGIK JIHATLARI	273
Umarov Saidnemat Burxanovich	
O'SMIRLIK DAVRIDA DEVIANT XULQ-ATVOR NAMOYON BO'LISHINING PSIXOLOGIK XUSUSIYATLARI.....	275
Umarova Navbahor Shakirovna, Xalilova Sarvinoz Qodirali qizi	
TA'LIM MUASSASALARIDA BOSHQARISHDA KOGNITIV MENEJMENT YANGI MODEL SIFATIDA	278
Umarova Navbahor Shokirovna, Sadinova Marjona Akmal qizi	
SPORTCHILAR OILASIDAGI SIBLINGLAR MUNOSABATLARINING PSIXOLOGIK XUSUSIYATLARI.....	281
G.H.Usmonova	
YOSHLAR PSIXOLOGIK MADANIYATINI SHAKLLANTIRISHDA QADRIYATLAR TIZIMI VA IJTIMOY-PSIXOLOGIK MEKANIZMLARNING O'ZARO TA'SIRI: NAZARIY ASOSLAR VA EMPIRIK TAHLIL.....	283
X.A. Bobanov	
KIBERIJTIMOYLAHV IJTIMOY PSIXOLOGIK HODISA SIFATIDA.....	287
Yuldashev S.R., Muhiddinova M.N	
MILLIY VA DINIY URF-ODAT VA AN'ANALARDA AXLOQ NORMALARINING MUJASSAMLASHGANLIGI.....	289
D.Sh.Yuldashova, Miraliyeva Zulayxo Abdurauf qizi, Xidirova Gulhayo Muhiddin qizi	
РАЗВИТИЕ КОММУНИКАТИВНЫХ НАВЫКОВ У СТУДЕНТОВ-ПСИХОЛОГОВ В СОВРЕМЕННОМ ОБЩЕСТВЕ	292
Аскарова Гулрух, Ашурова Анастасия	
КОММУНИКАТИВНАЯ КОМПЕТЕНТНОСТЬ КАК ФАКТОР ПРОФЕССИОНАЛЬНОГО СТАНОВЛЕНИЯ ПЕДАГОГА-ПСИХОЛОГА.....	296
Аскарова Гулрух, Рахимова Робиябону	
ПСИХОЛОГИЧЕСКИЕ ОСОБЕННОСТИ ФОРМИРОВАНИЯ ОБРАЗА «Я» У ПОДРОСТКОВ.....	300
Махмудова Диларом Ахмадовна, Сафаев Музаффар Зафар угли	
СЕМЕЙНАЯ СИНЕРГИЯ КАК ФАКТОР РАЗВИТИЯ “Я-КОНЦЕПЦИИ” В ПОДРОСТКОВОМ ВОЗРАСТЕ	303
Одилова Наира Гулямовна	

3-Sho'ba. Yosh va pedagogik psixologiya: ta'lim-tarbiya jarayonidagi muammolar	307
TA'LIM MUASSASALARIDA PSIXOLOGIK KONTRAKTNI MUSTAHKAMLASH UCHUN TASHKILIY-PSIXOLOGIK INTERVENSIYALAR	308
Umarova Navbahor Shokirovna, Bayzaqova Madina Ibragimovna	
TA'LIM OLIH JARAYONIDA STRESSGA BARQARORLIK NAMOYON BO'LISHINING YOSH PSIXOLOGIK XUSUSIYATLARI	312
N.Z.Ismoilova, M.K.Ismoilova	
BOLALARDA AXBOROT TEXNOLOGIYALARINING PSIXOLOGIK TA'SIRI	315
Aliyeva Kamola Saidnegmatovna, Tulqunova Barnooy Behzodjon qizi	
PEDAGOGLARDA KASBIY STRESSNING NAMOYON BO'LISH XUSUSIYATLARI	317
Boymirzayeva Nafisaxon Baxodir qizi	
O'ZBEKISTONDA STEAM TA'LIM TEXNOLOGIYASINI SHAKLLANTIRISHNING PEDAGOGIK XUSUSIYATLARI	321
G.M.Qurbonova	
PSYCHOLOGICAL MECHANISMS OF DIGITAL INFORMATION USE THAT CONTRIBUTE TO THE EROSION OF SOCIAL NORMS IN THE MINDS OF YOUNG PEOPLE	324
Ganiev Maksudjon Najimovich	
TALABALARDA PROKRASTINATSIYA DARAJASINI KAMAYTIRISH VA OLDINI OLIHNING NAZARIY TAHLILI	328
Ismailov Sanjarbek Sherzod o'g'li	
O'SMIRLARDA DEVIANT XULQ SHAKLLANISHINING OTA-ONA MUNOSABATLARI BILAN BOG'LIQLIGI	331
Mo'minova Dilrabo Murodillayevna	
O'SMIRLIK DAVRIDA PSIXIK RIVOJLANISH XUSUSIYATLARI	334
N.Z.Ismoilova, S.S.Berdiyeva, H.T.Baxriddinova	
ZO'RAVONLIKKA UCHRAGAN O'SMIRLAR ORASIDA COPING STRATEGIYALARINING SHAKLLANISHIGA IJTIMOY QO'LLAB-QUVVATLASH OMILLARINING TA'SIRI	337
Nishanova Zamira Taskarayevna, Komilova Komila Inomjon qizi	
O'SMIRLARNI AGRESSIV XULQ-ATVOR FENOMENINI PSIXOLOGIK JIHATLARINI O'RGANISH	339
Norqulova Dildora Shavkat qizi	
OLIY TALIM PEDAGOGLARDA FRUSTRATSION TOLERANTLIKNI NAMOYON BOLISHINING PSIXOLOGIK XUSUSIYATLARI	342
Nurmatov Nurhayot Nurziyot o'g'li	
TALABALAR O'ZINI O'ZI FAOLLASHTIRISHI MUAMMOSINING MAHALLIY MUHITDA TADQIQ ETILISHI	345
Qurbonboyev Azimbek Nazirboy o'g'li	
TALABALARDA TADQIQOTCHILIK QOBILYATLARINI RIVOJLANTIRISHNING PSIXOLOGIK XUSUSIYATLARI	348
Saidakbarova Nigora	
O'SMIRLIK DAVRIDA DEVIANT XULQNING SHAKLLANISHIGA TA'SIR ETUVCHI OMILLAR	351
Sattarova Shahnoza Qo'chqarovna, Erkinjonova Raximaxon Baxtiyor qizi	
TA'LIM TASHKIOTLARIDA "WELL-BEING MANAGEMENT" TIZIMINI JORIY ETISH: IJTIMOIY-PSIXOLOGIK YONDASHUV DOIRASIDAGI TAHLIL	353
Umarova Navbahor Shokirovna, Muminov Temurbek Uralbaevich	
GLOBALASHUV DAVRIDA O'SMIRLARNING HAYOTIDA PSIXOLOGIYANING AHAMIYATI	356
Xolmuratova Mahbuba Maxmudovna, Mannonov Hamid Xolmurod o'g'li, Isroilova Sevinch Sobirjon qizi	
ПСИХОЛОГИЧЕСКИЕ ОСОБЕННОСТИ КОПИНГ-СТРАТЕГИЙ ПЕДАГОГОВ В СТРЕССОВЫХ СИТУАЦИЯХ	359
Аскарова Гулрух Оринбасаровна, Халматова Мумтоза Зафаржон кизи	

ВЛИЯНИЕ ФОРМИРОВАНИЯ ПОЗНАВАТЕЛЬНЫХ ПРОЦЕССОВ У ДЕТЕЙ ДОШКОЛЬНОГО ВОЗРАСТА НА МЕЖЛИЧНОСТНЫЕ ОТНОШЕНИЯ.....	363
Лутфуллаева И.А.	
RIVOJLANGAN XORIYIY MAMLAKATLAR TA'LIM TIZIMIDA MAKTAB DIREKTORLARINING BOSHQARUV MADANIYATI.....	365
Abdulxayeva M.B.	
INNOVATSION TALIM TIZIMIDA TALABALARNI KREATIV TAFAKKURINI RIVOJLANTIRISHNING PEDAGOGIK-PSIXOLOGIK DETERMINANTLARI.....	369
Masharipova Saida Rahimovna, Jiyonboeva Sadokat Shonazarovna	
FORMATION OF SOCIO-COMMUNICATIVE SKILLS IN STUDENTS THROUGH BILINGUISTICS BASED ON AN INTEGRATIVE APPROACH.....	372
Najmiddinova Gulnoza Odilovna	
O'QITISH JARAYONIDA ZAMONAVIY PEDAGOGIK TEXNOLOGIYALARDAN FOYDALANISHNING PSIXOLOGIK JIHATLARI.....	376
Safarova Dilnoza Kuchkarovna, Kasimova Dildora Xusanovna	
ZAMONAVIY SHAXS RIVOJLANISHINING IJTIMOIIY-PSIXOLOGIK MUAMMOLARI	379
Saidakbarova Nigora Abduraxim qizi, Saydiraxmonova Durdona Abror qizi	
PEDAGOGIYALARDA KREATIVLIKNI SHAKLLANTIRISHNING PSIXOLOGIK-PEDAGOGIK XUSUSIYATLARI	382
Sh.D.Ablakulov	
PSYCHOLOGICAL BASES OF POSITIVE PSYCHOLOGY AND POSITIVITY IN PEDAGOGICAL ACTIVITY	385
Shakhnoza Sattarova Kochkarovna	
PSYCHOLOGICAL FOUNDATIONS OF PROFESSIONAL ADAPTATION	388
Shodiyeva Rayhon Saydullayevna	
YOSH VA PEDAGOGIK PSIXOLOGIYA: TA'LIM-TARBIYA JARAYONIDAGI MUAMMOLAR.....	391
Tuqboyeva Dilshoda Zaynievna, Saliddinova Nilufar Lochin qizi	
O'ZBEKISTON OLIY TA'LIM DASTURLARINI XALQARO AKKREDITATSIYADAN O'TKAZISH TAJRIBASI.....	393
Tursunov Tajimurad Mirsaidovich, Berdiqulov Ravshan Shavkatovich	
PEDAGOGIK DIAGNOSTIKA PEDAGOGIKANING ILMIY VA AMALIY SOHASI SIFATIDA	396
Umarova Malika Xisabidinovna, Xolboboyeva M.A.	
TA'LIM MUASSASALARIDA LIDERLIK KOMPETENSIYALARINI RIVOJLANTIRISHNING ZAMONAVIY YO'NALISHLARI.....	399
Umarova Navbahor Shokirovna, Sobirova Shahlo Saminjonovna	
O'QUV MOTIVATSIYASI MUAMMOSI XORIY PSIXOLOGIYASIDA TADQIQOTLAR PREDMETI SIFATIDA.....	402
D.Sh.Yuldashova	
ПРИМЕНЕНИЕ ИСКУССТВЕННОГО ИНТЕЛЛЕКТА В ОБУЧЕНИИ ПСИХОЛОГИЧЕСКИХ НАУК.....	405
Алиева Камола Саиднегматовна	
ФОРМИРОВАНИЕ КОГНИТИВНОЙ АКТИВНОСТИ КАК ОСНОВЫ РАЗВИТИЯ НАУЧНОГО ИНТЕЛЛЕКТА ПЕДАГОГА.....	408
Анварова Хуснора Давронбек кизи	
ЗНАЧЕНИЕ И РОЛЬ АРТ-ТЕРАПИИ В РАБОТЕ С ДЕТЬМИ	411
Асанова Гузаль Мухарамовна, Нуруллаев Адхамбек	
ПСИХОЛОГИЧЕСКИЕ ОСОБЕННОСТИ СОВЛАДАЮЩЕГО ПОВЕДЕНИЯ У МОЛОДЕЖИ В ПРОЦЕССЕ ОБУЧЕНИЯ	414
Аскарлова Гулрух Оринбасаровна	
ПСИХОЛОГИЧЕСКИЕ ФАКТОРЫ ФРУСТРАЦИОННОЙ ТОЛЕРАНТНОСТИ ПЕДАГОГОВ.....	418
Аскарлова Гулрух Оринбасаровна, Рустамова Мубина Эркин кизи	

УМЕНИЯ ОРИЕНТИРОВАТЬСЯ В ТРУДОВОМ ЗАДАНИИ У УМСТВЕННО ОТСТАЛЫХ УЧАЩИХСЯ МЛАДШИХ КЛАССОВ.....	422
Зохидова К.Х.	
РОЛЬ ХУДОЖЕСТВЕННОЙ ЛИТЕРАТУРЫ В ПСИХОЛОГИЧЕСКОМ СОПРОВОЖДЕНИИ И ВОСПИТАНИИ ШКОЛЬНИКОВ	424
М.М.Агзамова, Карпенко А.А.	
КОГНИТИВНЫЕ И ЭМОЦИОНАЛЬНЫЕ ФАКТОРЫ МОТИВАЦИИ ИЗУЧЕНИЯ ИНОСТРАННОГО ЯЗЫКА У МОЛОДЕЖИ НОВОГО ПОКОЛЕНИЯ (ПОКОЛЕНИЯ Z И ПОКОЛЕНИЯ ALPHA).....	427
Мухамеджанова Р.Р.	
4-Sho'ba. Amaliy psixologiya: psixologik xizmat muammolari va innovatsion yechimlari.....	430
PEDAGOGIK JAMOALARDA PROJECT MANAGEMENT METODLARINING JAMOAVIY MOTIVATSIYAGA TA'SIRI.....	431
Umarova Navbahor Shokirovna, Ashurov Muhammad Zokir o'g'li	
ИСТОРИЧЕСКОЕ РАЗВИТИЕ ПОНЯТИЯ «ОДАРЕ́ННОСТЬ».....	433
Байбаева Мухайе Худайбергеновна, Зайниддинова Хилола Абдилвахоб кизи	
GLOBALASHUV JARAYONIDA HUQUQBUZARLIKLAR PSIXOPROFILAKTIKASI MUAMMOLARI	436
Qodirov Obid Safarovich, Utaev Umid Saidaloyevich	
TURLI AVLOD VAKILLARIDA KASBIY MOTIVATSIYA VA KASB TANLASH MEKANIZMLARINING PSIXOLOGIK TAHLILI	439
Jabborov Xazrat Xusenovich, Kamola Xodjaeva	
STRESS HAQIDA UMUMIY PSIXOLOGIK TUSHUNCHA.....	442
Aksakalova Nilufar Oybekovna	
XOTIN-QIZLARDA OILAVIY ZO'RAVONLIK DAN KEYINGI STRESS HOLATLARINI OPTIMALLASHTIRISHNING IJTIMOY PSIXOLOGIK DETERMINANTLARI.....	446
Alimova Umida Raxmatillayevna	
BOJXONA TIZIMI XODIMLARIDA STRESSGA BARQARORLIKNI OSHIRISHNING PSIXOLOGIK XUSUSIYATLARI.....	449
Fayzullayeva Xurshida Erkin qizi	
KASBIY O'ZINI ANGLASH VA O'ZINI RIVOJLANTIRISH MOTIVLARI.....	452
G.Andakulova	
VIRTUAL MULOQOT VA RAQAMLI IJTIMOY MUHITDA YOSHLARNING DEVIANT XULQ-ATVORI SHAKLLANISHINING PSIXOLOGIK MEKANIZMLARI	455
G'aniyev Maqsudjon Najim o'g'li, Nizomiddinova Feruza Faxriddin qizi, Bahriddinova Hulkaroy Tojiddinova	
RUHIY SALOMATLIKNI SAQLASHDA PSIXOLOGIK OMILLARNING AHAMIYATI.....	460
Hasanova Dilshoda Avazbek qizi	
IJTIMOY TARMOQLARNING SHAXS RIVOJLANISHIGA TA'SIRI.....	463
Ismoilova Dilso'z, Murodjonova Mavzuna Latifjon qizi, Tilapboyeva Rayxona Komiljon qizi	
TALABALARDAGI KOMMUNIKATIV VA IJTIMOY KOMPETENTLIK XUSUSIYATLARINI RIVOJLANTIRISH.....	466
Nazarova Malohat Axmedovna	
FORMATION OF COMMUNICATIVE SKILLS IN STUDENTS WITH HEARING IMPAIRMENTS.....	469
Shakhnoza Pulatova	
O'SMIR YOSHIDAGI O'QUVCHILAR SAMARALI MULOQATDA O'QITUVCHILARNING KOMMUNIKATIV SIFATLARNI NAMOYON BO'LISHI	472
Xalmuratova Dilaram Abdikarimovna, Saydazimova Ziyoda Baxtiyor qizi, Nurmuhamedova Mohidil Nodir qizi	
RAQAMLI TEXNOLOGIYALAR ASRIDA TA'LIM JARAYONINI BOSHQARISH INNOVATSIYALARI.....	475
Mamanazarova Nargiza Komildjanovna, Mirzayeva Shaxida Abidinabiye vna	

O'SPIRINLARNING IJTIMOYIY TARMOQLARDAGI MULOQOT MADANIYATINI RIVOJLANTIRISHNING IJTIMOYIY-PSIXOLOGIK JIHATLARI.....	478
Salomov Shamsiddin Saboxiddin o'g'li, Yaxshiboyeva Ruxshona Husniddin qizi, Alimjonova Durdona Yunusjon qizi	
MOSLASHUVCHAN XULQ-ATVOR XUSUSIYATI, IFODALANISH MUAMMOLARI.....	482
Sh.B.Qurbanova	
KONCHILIK VA QAZIB OLISH SANOATI SOHASIDA PSIXOLOGIK SALOMATLIKNI QO'LLAB-QUVVATLASH TIZIMI	487
Sh.U. Turobova	
SHAXS VAQTINI IDROK ETISH VA BOSHQARISHNING TO'RT USULI	491
Solayev Og'abek Ilhombek o'g'li	
AYBDORLIK HISSINING NAMOYON BO'LISHI: XORIY OLIMLARI TADQIQOTLARIDA YORITILISH	494
Sultanova Saida Muhiddin qizi	
EDUKOLOGIYA VA KOMMUNIKATSIYANING KESISHGAN NUQTALARI: METODOLOGIK QARASHLAR TAHLILI.....	496
To'g'onboyeva Qizlarxon Ikromjon qizi, Ruzmetova Xilola Abdusharipovna	
ZAMONAVIY SHAXS RIVOJLANISHINING IJTIMOYIY-PSIXOLOGIK MUAMMOLAR.....	501
Tuqboeva Dilshoda Zaynievna, Mardonova Mardona Farhodovna	
CORRECTION OF ANXIETY IN CHILDREN.....	503
Umarova M.Kh., Sabirova N. I.	
PEDAGOGIK DIAGNOSTIKANING MAQSADI VA SHAXS RIVOJLANISHIDAGI O'RNI	505
Umarova Malika Xisabidinovna, Abdurasulova Ra'no Saloxiddinovna	
VIRTUAL MUZEYLAR VA ULARNING TARBIVAVIY IMKONIYATLARI	508
Voxidova N.X., Yusupova M. U.	
O'SMIR YOSHIDAGI O'QUVCHILAR SAMARALI MULOQATIDA O'QITUVCHILARNING KOMMUNIKATIV SIFATLARI NAMOYON BO'LISHI.....	510
Xalmuratova Dilaram Abdikarimovna, Saydazimova Ziyoda Baxtiyor qizi, Nurmuhammedova Mohidil Nodir qizi	
O'SMIRLARNING PUL HAQIDAGI IJTIMOYIY TASAVVURLARI SHAKLLANISHIDA ETNOPSIXOLOGIK QADRIYATLAR VA MADANIY IDENTIFIKATSIYA OMILLARINING O'ZARO TA'SIRI	512
Xolmuratova Mahbuba Maxmudovna	
INSON PSIXIKASI TASHQI MUHIT VA ICHKI HOLAT O'RTASIDAGI O'ZARO TA'SIR NATIJASIDA SHAKLLANISHI	515
Xolmurotova Mahbuba Mahmudovna, Ergashova Shaxinabonu Boboqulovna, Safarova Lobar Alisherovna	
ОТКЛАДЫВАНИЕ ДЕЛ КАК ПСИХОЛОГИЧЕСКОЕ ЯВЛЕНИЕ: МЕХАНИЗМЫ И ПРИЧИНЫ ПРОКРАСТИНАЦИИ	518
Асанова Гузаль Мухарамовна, Ганибекова Ситора	
ДЕВИАНТНОЕ ПОВЕДЕНИЕ У ПОДРОСТКОВ	521
Аскарова Гулрух Оринбасаровна, Шапранова Милана Павловна	
МОТИВАЦИОННЫЕ ОСОБЕННОСТИ ОСУЖДЕННЫХ К ТРУДОВОЙ ДЕЯТЕЛЬНОСТИ И ОБУЧЕНИЮ В ПЕНИТЕНЦИАРНОЙ СИСТЕМЕ	525
М.А.Сайдуллаева	
5-Sho'ba. Shaxsning ruhiy salomatligi va salomatlik psixologiyasining dolzarb masalalari.....	529
O'SMIRLIK DAVRIDAGI BOLALARDA AGRESSIYANING NAMOYON BO'LISHI VA UNI BARTARAF ETISH USULLARI.....	530
Jalilova S.X., Aloyeva F., G'aybullaeva A.	
TA'LIM MUASSASALARIDA HR-MENEJMENT TIZIMINI JORIY ETISHNING SAMARADORLIGI.....	533
Umarova Navbahor Shokirovna, Bekmuratova Kamola Xasanovna	
BOLALARNI ZO'RAVONLIKDAN HIMOYA QILISH MEXANIZMLARI.....	535
Abbosova Uzrobonu Erkin qizi	

AUTIZM SPEKTRI BUZILISHI BO'LGAN MAKTABGACHA YOSHDAGI BOLALARDA VIDEOMODELLASHTIRISHNING IJTIMOY KO'NIKMALARNI RIVOJLANTIRISHDAGI AHAMIYATI.....	538
Atabayeva Dilrabo Ixtiyor qizi	
GLOBAL O'ZGARISHLAR FONIDA KASBIY STRESS.....	543
Bog'bekova Dilnoza Shonazarovna	
GIPERTONIYA BILAN OG'RIGAN BEMORLARDA STRESSNI BOSHQARISHNING PSIXOLOGIK MEXANIZMLARI	546
Eshchanova Nasiba Matnazarovna	
SHAXSNING RUHIY SALOMATLIGI VA SALOMATLIK PSIXOLOGIYASINING DOLZARB MASALALARI	549
Inogamova Shaxzoda Raximovna	
NEUROPROTECTIVE PROPERTIES OF PROPOFOL AND SEVOFLURAN: POSSIBILITIES OF PREVENTING THE DEVELOPMENT OF DYSFUNCTION IN COGNITIVE PROCESSES	553
Karimova G. Kh., Khodjimurodova M. Yu.	
YETUKLIK DAVRIDA INSULT TASHXISLI BEMORLAR BILAN PSIXOKORREKSION ISH OLIB BORISHNING DASTURIY ASOSLARI.....	556
L.U.Atajanova	
SHAXS RUHIY SALOMATLIGINING PSIXOLOGIK VA IJTIMOY DETERMINANTLARI.....	558
N.A.Saidakbarova, Karimova Gulnoza	
GIPERTONIYA KASALLIGIDA BEMORLARDA NARKOZDAN SO'NG XOTIRANI O'ZGARISHI.....	561
Karimova Gulchehra Xamidullayevna, Axmatova Diyora Donyor qizi, Ulug'babayeva Soliha G'ayratjon qizi	
ZO'RAVONLIKKA UCHRAGAN AYOLLAR BILAN PSIXOLOGIK MASLAHAT TASHKIL ETISH TAMOYILLARI.....	564
Nazarova Muharram Yunus qizi	
SHAXS RIVOJLANISHI VA SALOMATLIGINI ASRASHDA IJTIMOY TARMOQLARNING O'RNI.....	567
O.M. Zaripov	
BULLING VA ZO'RAVONLIK HOLATLARINING PSIXOLOGIK, IJTIMOY VA PEDAGOGIK OMILLARI	569
Qarshiyeva Dilafruz, Sattorova Mohinur Sherali qizi	
MAHALLIY NARKOZ PAYTIDA TAFAKKURNING YO'QOLMASLIGI.....	572
Karimova Gulchehra Xamidullayevna, Nizomova Munisa Amriddinova, Raximova Shaxnoza Ravshanovna	
SHAXSNING RUHIY SALOMATLIGI VA SALOMATLIK PSIXOLOGIYASINING DOLZARB MASALALARI	575
Pulatova Gulnoza Murodilovna, Umrzaqova Gulzoda Abdurahmon qizi	
NEVROTIK BEMORLARDA XISSIY O'ZGARISHLAR	578
Karimova Gulchehra Xamidullayevna, Ostonayeva Novbaxor Mamaraimovna, Inomova Odina Abdulvohid qizi	
COVID-19 PANDEMIYASINING INSON RUHIYATIGA TA'RISI.....	581
Qadirova Shahnoza Saidabdullayevna	
NARKOZDAN SO'NG BEMORLARDA XOTIRANI TIKLANISHI.....	584
Karimova Gulchehra Xamidullayevna, Shukurova Nigora Quدراتila qizi	
NUTQIDA KAMCHILIGI BO'LGAN BOLALAR BILAN OLIB BORILADIGAN PSIXOKORREKSION ISHLAR TIZIMI	587
S.A.Mamatisayeva	
OPERATSIYADAN SO'NG SEZGI JARAYONLARINING TIKLANISHI.....	590
Karimova Gulchehra Xamidullayevna, Tojiyeva Go'zal Karimjonovna, Ollamova Nargiza Hamdam qizi	
TA'LIM MUASSASALARIDA BOSHQARUV TIZIMINING SAMARADORLIGINI OSHIRISHDA “DIGITAL TWIN” (RAQAMLI EGIZAK) TEXNOLOGIYASI ASOSIDA MODELLASHTIRISHNING ILMIY-AMALIY ASOSLARI.....	593
Umarova Navbahor Shokirovna, Gaymnazarov Odiljon Kurbanovich	

BOLALIKDAGI PSIXOLOGIK JAROHATLARNING O'SMIR SHAXSIY IDENTIFIKATSIYASI SHAKLLANISHIGA TA'SIRI: RETROSPEKTIV TAHLIL ASOSIDAGI YONDASHUV.....	596
Xudayberganova Roziya Nurniyazovna	
BOLALARDA NARKOZDAN SO'NG SEZGINI YUQORI BO'LISHI	599
Karimova Gulchehra Xamidullayevna, Zakirova Sadoqat Kudaybergenovna, Yangiboyev Zokir Tohir o'g'li	
НЕВРОЗЫ У ДЕТЕЙ: ПРИЧИНЫ И СИМПТОМЫ.....	602
Абдурахимов Дониёр Абдусаидович	
INVESTIGATION OF THE RECOVERY OF COGNITIVE PROCESSES AND MEMORY FUNCTIONS AFTER GENERAL ANESTHESIA THROUGH NEUROPSYCHOLOGICAL AND PHYSIOLOGICAL MEASUREMENTS.....	605
Karimova Gulchexra Khamidullayevna	
ПСИХОЛОГИЧЕСКОЕ СОПРОВОЖДЕНИЕ И ПОВЫШЕНИЕ КАЧЕСТВА ЖИЗНИ СЕМЬИ В УСЛОВИЯХ БОЛЕЗНИ РЕБЁНКА.....	608
Асанова Гузаль Мухарамовна	
NARKOZDAN SO'NG UYQU BUZILISHLARI	612
Karimova Gulchexra Xamidullayevna, Kilichova Gulnoza Bobomurotova, Xalikova Shaxzoda Radjabovna	
ТЕОРЕТИЧЕСКИЕ ОСНОВЫ ДЕТСКОГО АУТИЗМА: ФАКТОРЫ, ПРОЯВЛЕНИЯ, ПРОБЛЕМЫ.....	616
Асрарханова Эътибор Абдувахаб қизи	
БЕССОННИЦА И ПСИХОЛОГИЯ: ВЫЗОВЫ И ЦИФРОВЫЕ РЕШЕНИЯ (с включением проекта «Веб-приложение для людей, страдающих бессонницей»).....	620
Туракулова И. Х., Делеверханов С. А.	
ILK O'SPIRINLARDA STRESSNI KELITIRIB CHIQRUVCHI OMILLAR HAQIDAGI TASAVVURLARNING O'ZIGA XOSLIGI	623
N.Z.Ismoilova	
STRESSGA BARDOSHLILIK – SHAXS RUHIY SALOMATLIGINING ASOSI SIFATIDA	626
Ruzmatova Nigina Shotilla qizi	
O'SMIRLIK DAVRIDA XULQIY OG'ISHLARNI KORREKSIYALASH USULLARI.....	629
To'raboyev Azamat Muxamadullayevich	
SCIENTIFIC APPROACHES TO THE FORMATION OF STRESS RESISTANCE	632
Tuychiyeva Shakhlo Shavkatovna	
TALABALARDA RUHIY SALOMATLIKNI MUSTAHKAMLASHDA STRESSGA BARDOSHLILIK VA EMOTSIONAL INTELLEKTNING ROLI.....	634
Xajiyeva Iroda Adambayevna	
MASS-MEDIANI TA'SIRI OSTIDAGI O'Z JONIGA QASD QILISH: VERTER SINDROMI PSIXOLOGIYASI TAHLILI.....	637
Xudoyberganova Sharofat G'ofurjon qizi	
NERV KASALLIKLARDA BEMORLARDA HISSIY O'ZGARISHLARI.....	641
Xujamova Ruhshona G'olib qizi	
СУИЦИДАЛЬНОЕ ПОВЕДЕНИЕ У ДЕВУШЕК-ПОДРОСТКОВ.....	643
Аскаррова Гулрух Оринбасаровна, Абдуллина Аделина Маратовна	
СОВРЕМЕННЫЕ МЕТОДЫ И ТЕХНОЛОГИИ В СУДЕБНО-ПСИХОЛОГИЧЕСКОЙ ЭКСПЕРТИЗЕ	647
Мухтарова Азиза Эркиновна	
INTROVERT VA EKSTROVERT SHAXSLARNING INGLIZ TILINI O'ZLASHTIRISHDAGI PSIXOLOGIK FARQLARI.....	650
Konratbaeva Ayjamal Bazarbaevna, Ochilova Xurshida Bahromovna	
BOSHLANG'ICH SINIF O'QUVCHILARINING TANQIDIY TAFAKKURINI RIVOJLANTIRISHNING PSIXOLOGIK MEKANIZMLARI	652
Konratbaeva Ayjamal Bazarbaevna, Yusupova Xursanoy Fazliddin qizi	
МЕНЕДЖМЕНТ ИММЕРСИВНОЙ ИНКЛЮЗИВНОЙ ОБРАЗОВАТЕЛЬНОЙ СРЕДЫ	655
Оманова Гулноза Абдиназаровна	

KO'P MILLATLI TA'LIM MUASSASALARIDA YETAKCHILIK USHLUBLARINING ETNOPSIXOLOGIK JIHATLARI	658
Umarova Navbahor Shokirovna, G'ayratova Malohat O'tkir qizi	
TA'LIM TASHKILOTLARIDA QAROR QABUL QILISH JARAYONIDA BIXEVIORIAL MENEJMENT NAZARIYASINING MOHIYATI.....	660
Umarova Navbahor Shokirovna, Sangirova Nargiza Yuldashevna	

FORMATION OF SOCIO-COMMUNICATIVE SKILLS IN STUDENTS THROUGH BILINGUISTICS BASED ON AN INTEGRATIVE APPROACH

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Abstract: This article discusses the role of community in improving social and communicative competence in preschool education through bilingualism, teaching children to communicate in a second language through daily activities and games, as well as the issue of language acquisition in a natural environment through poems, stories, and songs, and the development of children’s problem-solving, collaboration, and creative thinking skills for cognitive and social development.

Key words: integrative communication, education, bilingual, second language, educator, social, cognitive.

Annotatsiya: Ushbu maqolada ikki tillilik orqali maktabgacha ta’limda ijtimoiy va kommunikativ kompetensiyani oshirishda jamiyatning roli, bolalarni kundalik mashg’ulotlar va o’yinlar orqali ikkinchi tilda muloqot qilishga o’rgatish, shuningdek, she’rlar, hikoyalar va qo’shiqlar orqali tabiiy muhitda tilni o’zlashtirish masalasi hamda bolalarning kognitiv va ijtimoiy rivojlanish uchun muammolarni hal qilish, hamkorlik va ijodiy fikrlash ko’nikmalarini rivojlantirish masalalari muhokama qilinadi.

Kalit so’zlar: integrativ muloqot, ta’lim, ikki tilli, ikkinchi til, o’qituvchi, ijtimoiy, kognitiv.

Аннотация: В статье рассматривается роль сообщества в развитии социальной и коммуникативной компетентности в дошкольном образовании посредством двуязычия, обучения детей общению на втором языке посредством повседневных занятий и игр, а также вопрос освоения языка в естественной среде посредством стихов, рассказов и песен, а также развитие у детей навыков решения проблем, сотрудничества и творческого мышления для когнитивного и социального развития.

Ключевые слова: интегративная коммуникация, образование, двуязычие, второй язык, педагог, социальный, когнитивный.

In scientific research conducted worldwide, issues related to the role and influence of the linguistic environment in the development of socio-communicative competence in the preschool education system are being deeply analyzed. In particular, advanced foreign scientific centers, educational and psychological institutes are conducting research aimed at forming linguistic and communicative competences in children, supporting their social adaptation, and developing cultural cooperation through language. In the research, the effective organization of the linguistic environment is seen as an important factor in the development of children’s communicative competence, expression of ideas, cooperative action, understanding of different cultural codes, and social adaptation skills.

In our republic, large-scale reforms are being implemented to modernize the education system, organize all its stages on the basis of advanced foreign experiences and modern scientific approaches. In particular, methodological approaches to the formation of socio-communicative competence of students in the process of improving the preschool education system are recognized as one of the important directions of state policy. In this regard, the issue of developing children’s language competence, communication culture and social activity through bilingualism is of priority importance. In particular, the creation of conditions for the comprehensive intellectual, moral, aesthetic and physical development of preschool children, increasing the coverage of children with quality preschool education, introducing innovations, advanced pedagogical and information and communication technologies into the preschool education system were identified as priority tasks. This expands the possibilities of creating a bilingual educational environment in the process of developing socio-communicative skills in preschool children, through which they can scientifically improve the methodology for developing language culture, expressing one’s own thoughts, establishing effective communication with others, and developing cooperation skills.

Integration in the preschool education system, first of all, serves to harmonize the cognitive, emotional, social and physical development of the child's personality into a single whole. According to S. Nurbekova, “an integrative approach is the most effective means of developing the creative potential of children in preschool education, because it combines play, art, speech, musical and cognitive activities into a single pedagogical process. Through this, the child learns to establish a logical connection between different types of activity and generalize his experience” .

C. Dong explains integration in preschool education on the basis of the holistic system of the educational process and draws attention to the fact that the child's personality is at the center of pedagogical activity. That is, it is assumed that the types of play, communication, observation, experimentation and creative activities that are carried out are inextricably linked and can provide the development of the child not only in a certain area, but also in his entire thinking.

D.B. Elkonin closely connects socio-communicative development with game activity. According to him, “game is a space where a child tests social roles, through the game the child models the “adult world”, learns communication, empathy, and a culture of behavior” .

T.S. Komarova “emphasizes the need to link socio-communicative development with aesthetic, moral, and speech experiences through an integrative approach” . This means that communicative activity in preschool education should be carried out through multidisciplinary - art, speech, game, and labor activities.

M.A. Pravdov's research emphasizes that integration is achieved by combining the child's motor and cognitive activities, which harmonizes coordination, perception, thinking, and creative action in children .

Based on the above analysis, it can be said that an integrative approach activates the psychomotor mechanisms of the child's personality development. As a result, physical and mental activity appear as a complementary process.

Thus, integration in preschool education, as a systematic methodological direction that ensures the interdisciplinary, inter-activity and intercultural harmony of the educational process, allows for the comprehensive development of the thinking, speech, communication culture, aesthetic taste and physical potential of the individual student.

The development of socio-communicativeness in students through bilingualism on the basis of an integrative approach is conditioned, first of all, by the practical application of a clearly targeted methodological approach based on taking into account the characteristics of this process. D. Hymes calls communicativeness “a competence that includes not only grammatical knowledge, but also the knowledge of when, to whom and for what purpose to speak in a social context”. M. Canale and M. Swain divide communicative competence into four components: 1) grammatical, 2) sociolinguistic, 3) continuity and coherence of communication, and 4) strategic (problem solving). J.S. Bruner emphasizes the importance of the social environment, active support from parents and teachers in language learning, and suggests that children organize their thoughts through dialogue and storytelling. M. Tomasello's research emphasizes the need to develop socio-communicative skills through understanding intentions, imitation, and cooperation. In pedagogical practice, this is done through cooperative tasks, joint problem-solving, and goal-setting exercises.

Based on the above theoretical analysis, it can be concluded that socio-communicativeness should not be limited to vocabulary or grammatical correctness alone. That is, the child should be taught contextually “what to say to whom, when, and how.” It is also advisable for the educator to develop each component separately, but in an integrative manner, in the development of socio-communicativeness.

Scientific research aimed at developing socio-communicative skills in preschoolers through bilingualism is also being consistently conducted in leading scientific centers and higher education institutions around the world. In particular, modern theoretical and methodological research on issues of bilingual education, multilingualism, intercultural communication and early communicative development is being conducted in prestigious educational centers such as Harvard Graduate School of Education (USA), University College London – Institute of Education (UK), University of Toronto – Ontario Institute for Studies in Education (Canada), University of Jyväskylä (Finland), Universität Heidelberg (Germany), Université de Genève (Switzerland), Seoul National University (South Korea) and Moscow State Pedagogical University (Russia). Also, international research conducted by UNESCO and OECD (in particular, the “Education for Multilingualism and Intercultural Understanding” project) shows the global importance of developing social and communicative competence through bilingualism at the preschool stage.

As a result of research conducted in preschool educational organizations around the world on the formation of socio-communicativeness in children through bilingualism, a number of scientific, theoretical and practical achievements have been achieved: technologies for organizing a bilingual educational environment have been improved based on harmonization with international pedagogical cooperation mechanisms (Harvard Graduate School of Education, USA); processes for forming socio-communicative competence in children in the preschool education system have been developed based on pan-European psycholinguistic needs and an

active approach (University of Jyväskylä, Finland); a translanguaging model and intercultural communication technologies aimed at increasing the social activity of the child's personality in bilingualism have been developed (University College London, Great Britain); integrative linguodidactic modules have been created to support the speech development of children in a bilingual environment (University of Geneva, Switzerland); project-constructive methods suitable for a bilingual environment have been developed to improve the professional training of educators (Seoul National University, South Korea); Psychological and pedagogical mechanisms for developing a culture of communication, empathy, and tolerance in children have been improved based on cognitive and emotional integration (Miyagi Pedagogical University, Japan); principles of synchronizing the processes of socio-communicative development in a bilingual environment with an object-oriented approach have been developed (Moscow State Pedagogical University, Russia).

In leading higher educational institutions, research centers and preschool educational organizations around the world, scientific research is being conducted in the following main areas to improve the methodology for forming social communicative competence in students through bilingualism: measuring and optimizing the quality of a bilingual educational environment, identifying indicators of a bilingual environment, developing criteria for enriching the environment, studying the relationship between bilingualism and cognitive skills, improving the methodology of pedagogical interventions in the process of bilingual education and communication, forming social cooperation, intercultural dialogue and communicative competence, improving the bilingual communication environment through media and multimodal means.

In the national education system of Uzbekistan, socio-communicative development is considered one of the priority areas of comprehensive education of the individual. Because the formation of communicative competencies in children at all stages of education, in particular, starting from the preschool period, is a determining factor in their further intellectual and social development.

The Law of the Republic of Uzbekistan “On Education” also defines the continuity of the educational process and the comprehensive development of the individual as a priority task. This demonstrates the need to implement the socio-communicative development of students at the stage of preschool education and upbringing in a continuous and systematic manner, relying on modern methodological approaches.

At the same time, theoretical and practical observations show that the insufficient formation of socio-communicative development in preschool children is one of the most common problems today. The psychological aspect of this situation is observed in the difficulties of children in perceiving and adequately expressing their emotions, excessive shyness or, conversely, aggressive behavior, while the pedagogical aspect is explained by the insufficient consideration of individual psychological differences of children in educational programs, the limitations of educators in using modern communicative methods, and the lack of effective cooperation with parents. Below we will dwell on the content of these features.

In the literature on the subject, speech defects include incorrect pronunciation of sounds, limited vocabulary, incorrect construction of grammatical structures, or shyness in entering into communication among children.

The social and communicative formation of a child's personality during preschool education is directly dependent on a number of individual and external factors. In particular, the child's inability to freely express his thoughts, difficulties in speech development, aggressive behavioral reactions, and excessive passivity significantly complicate the development of social relationships.

Speech development defects are one of the central factors in the child's social activity, causing students with limited speech abilities to encounter more difficulties in communicating with their peers. That is, they are observed to be shy when starting a conversation, limited to short answers, or completely silent. Therefore, such children are often characterized by a passive social role.

There is also a possibility that aggressive behavior is associated with speech and social limitations. In the model of social information processing, expressed in the studies of K.A. Dodge, it is emphasized that the child's misinterpretation of signals during communication, especially when language capabilities are low, increases aggressive attitudes.

Passive behavior is also one of the important factors slowing down socio-communicative development, such children often refuse to start a conversation, are limited to short and simple answers, or communicate through non-verbal means. As a result, they are deprived of the opportunity to enrich social experience.

Based on these analyses, it can be concluded that difficulties in speech development, aggressiveness, passivity, and insufficient emotional expression significantly slow down the process of socio-communicative development in preschool children.

Psychological factors such as children's mental development, perception, thinking skills, and working with emotions and feelings can negatively or positively affect speech development.

In addition, emotional factors play a special role in determining the child's speech activity. J. Bruner's research proves that children who have emotional support are relatively active in the communication process, which leads to their faster development of socio-communicative skills. On the contrary, it is emphasized that

anxiety, fear or aggression in the person of the foster child negatively affects the child's free expression of his or her thoughts. Thus, speech development is not only a biological process, but also a process based on a complex set of psychological factors. The harmony of mental, perceptual, thinking and emotional processes ensures the effective formation of a child's speech. Therefore, we consider it necessary to comprehensively take into account these factors when developing socio-communicative skills in preschool educational organizations.

Also, the literature on the subject emphasizes that the development of perceptual features in a child is also of decisive importance in the acquisition of speech units. In particular, J. Piaget stated that the higher the level of perception and perception of the environment in a child, the more effectively he will master the speech system [88-b]. On the contrary, the slowness of perceptual development creates difficulties at the phonetic and semantic levels. Thus, the formation of speech in children is a multifaceted psychological process, the foundation of which is mental development, perception, thought processes, emotional state and control of emotions. These factors determine the speed of the child's language acquisition, the level of use of speech units, and his effectiveness in the communication process. Thus, speech development is not only a biological process, but also a process based on a complex set of psychological factors. The harmony of mental, perceptual, thought and emotional processes ensures the effective formation of a child's speech. Therefore, we believe that it is necessary to comprehensively consider these factors when developing socio-communicative skills in preschool educational organizations.

There are also cases when the cooperation between parents and teachers is insufficient, which negatively affects the development of social and communicative skills in children. Preschool age is a fundamental period in the socialization of a person and the formation of communicative competencies. In this process, the interaction between the closest social environment in a child's life - the family and the educational institution - plays an important role. Psychological and pedagogical research shows that if the cooperation between parents and teachers is insufficient, various difficulties arise in the child's socio-emotional development, in particular, in the formation of socio-communicative qualities: Firstly, the slowness of speech development is the result of the parents' lack of sufficient communication and emotional support for the child. This situation is based on U. Bronfenbrenner's view in the ecological systems theory that "the child's development is directly dependent on the interaction of subjects in the microenvironment close to him (parents, teachers)". That is, the development of the child's personality is directly dependent on the interaction of family members and educators, and their cooperation serves to accelerate the child's socio-communicative, speech and emotional development. On the contrary, the weakness or "breakdown" of cooperation can cause difficulties in the child's adaptation to the environment of the preschool educational organization, communicative weakness and emotional instability.

Secondly, if the educator and parents do not form a single educational direction for the child, the child will encounter contradictory behavior patterns in different situations. This situation can lead to the child's emotional instability and confusion in assuming social roles.

Thirdly, in conditions where the cooperation of parents and educators is insufficient, the child may have difficulties in managing his emotions and controlling aggression. In children who do not have sufficient emotional development, it is understood that the formation of communicative competencies is weak.

Fourth, the lack of formation of social competencies can lead to the child being passive in group activities, avoiding communication, and not being able to cooperate. This negatively affects not only communicative, but also cognitive development in preschoolers. Vygotsky's theory of the "zone of proximal development" shows that cooperation with adults and peers is of decisive importance in the development of a child.

In conclusion, the lack of integral cooperation between parents and teachers creates many limitations in the personal and socio-communicative development of a child. Therefore, in preschool educational organizations, the active involvement of parents in the pedagogical process, the systematic organization of mutual communication, and the formation of a unified approach to educational goals are considered important scientific, theoretical, and practical tasks.

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