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Milliy Pedagogika
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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

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Pedagogika, psixologiya fanlariga ixtisoslashgan ilmiy jurnal



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MUNDARIJA

Yangi O'zbekiston sharoitida ayollar ijtimoiy faolligini oshirishda psixologik motivatsiya va o'z-o'zini rivojlantirish strategiyalari	26
Xuseynova Abira Amanovna	
Pragmalinguodidactic Principles in Teaching English for Philologist Students and their Application in Intercultural Communication.....	31
Arzieva Bibi-Sanem Aynazarovna	
Metakognitiv ko'nikmalarni rivojlantirishga qaratilgan biologiya o'quv materiallarini loyihalash, joriy etish va samaradorligini baholash.....	35
Abdurasulova Gulrux Habibullayevna	
Oligofreniya holatida neyropsixologik tashxislar qo'llanilishining umumiy masalalari	40
Akramov Dostonbek Ikromjon o'g'li, Xojaliyeva Sarvinov Elyorjon qizi	
Oliy ta'lim muassasalari talabalarida kreativ kompetensiyani rivojlantirish pedagogik muammo sifatida ...	44
Asatova Dildora Aslamovna	
Ingliz tili o'qish ko'nikmalarini takomillashtirishda autentik manbalarning roli.....	49
Bekmuratova Nargiza Arislanbayevna	
Insuldan keyingi nutqni tiklashda logopedik rehabilitatsiya va nevrologik muolajalar integratsiyasi	52
Boltaboyeva Xurshida Sharofiddinovna	
The Concept of Symbols in Linguoculturology	56
Hamraqulova Gulandom Sodiq qizi	
Buyuk ipak yo'li xalqlari o'rtasidagi pedagogik va madaniy aloqalarning vujudga kelishi.....	59
Mirxalilova Nargiza Akbarovna	
Bo'lajak tarbiyachilarni bolalarni nutqini o'stirishga bo'lgan kasbiy-pedagogik tayyorgarligini o'stirish	63
Mitaliboyeva Dildora	
Koxlear implantli bolalarning eshituv-nutqiy faolligini oshirishda differensial yondashuv asosida korreksion-pedagogik ish	66
Nartayeva Shahnova Yulchibayevna	
Fasilitatsion yondashuv asosida kichik maktabgacha yoshdagi bolalarda adaptiv ko'nikmalarni rivojlantirishning psixologik-pedagogik mexanizmlari.....	71
Normatova Nilufar Komilovna	
Boshlang'ich sinflarda disgrafiyasi bo'lgan o'quvchilarda yozish kompetensiyalarini shakllantirishning ilmiy-nazariy asoslari (XIX–XXI asrlarda).....	76
Qaxxorova Saidaxon, Mamarajabova Zulfiya	
Raqamli texnologiyalar va onlayn platformalar orqali olimpiya ta'limini rivojlantirish: yoshlar orasida axloqiy va jismoniy madaniyatni oshirish	80
Qodirov Jurabek Mamatsimonovich	
Boshlang'ich sinf o'quvchilarida sun'iy intellekt bilim va savodxonligini rivojlantiradigan innovatsion jismoniy-interaktiv o'yinlar: pedagogik model	83
Quvonova Nodirabegim Shavkat qizi	
"Sab'ai sayyor" asarida qo'llangan onomastik birliklar haqida mulohazalar	87
Gadayev Oybek Yaxshiboyevich, Ravshanova Sharbatoy Rahmatilla qizi	
Ijtimoiy tarmoq shifokorlarining masofaviy konsultatsiyalari shaxs psixikasi va salomatligiga ta'siri	91
Askarova Nargiza Abdivaliyevna, Ravshanova Zarnigor Daminovna	
Talabalar ilmiy dunyoqarashini rivojlantirishda innovatsion ta'lim texnologiyalari va interfaol metodlardan foydalanish.....	95
Satvoldiyev Faxriddin Akbarali o'g'li	
Innovatsion ta'lim texnologiyalari orqali pedagoglarning kreativligini rivojlantirish	99
Saydullayeva Gulasal Umidjon qizi	
Maktabgacha yoshdagi bolalar motorikasini rivojlantirishning standart modeli	102
Sirojiddinova Xamidaxon Xasanboy qizi	
Bo'lajak o'qituvchilarning shaxslararo munosabat kompetensiyasini rivojlantirishning pedagogik shart-sharoitlari	106
Turg'unova Gulnoza Muhammadjonovna, Xodjiyeva Mahliyo	



Shaxsdagi mehnat motivatsiyasi samaradorligini ta'minlashga xizmat qiluvchi korrelyatsion bog'liqliklar tahlili	109
Xusanov Samariddin Maxmadaminovich	
Auditoriyadan tashqari musiqiy mashg'ulotlarni art-terapiya yordamida tashkil etish asoslari	112
Yarashev Jo'rabek To'rayevich	
Формирование творческого мышления школьников на уроках музыки	117
Габдулманова Ильнура Минисламовна	
Теоретико-методологические основы коллаборативного обучения, кооперативных подходов и интерактивных педагогических методов	119
Жураева Мафтуна Бахтиёр кизи	
Педагогическое колесо как инструмент формирования цифровой компетентности будущих педагогов дошкольного образования	124
Уразова М. Б., Усманова У. Б.	
Особенности гражданского воспитания обучающихся в системе "школа–махалля" в Узбекистане ..	130
Хайдаров Шавкат Шамсиддин угли	
Педагогические условия формирования языковой грамотности у учащихся с тяжелыми нарушениями речи	135
Юсупова Зулайхо Бахром кизи	
Valeologik tarbiyada o'yin texnologiyalarining ahamiyati	139
Berkinova Charos Islomovna	
O'quvchilarda faol fuqarolik kompetensiyasi tushunchasi, mazmuni va shakllanishi	142
Buvorayeva Gulruh Shoikrom qizi	
Boshlang'ich ta'limda STEAM yondashuvi asosida o'qitishning didaktik imkoniyatlari	145
Cho'tboyeva Munisxon Eshpo'lat qizi	
Tabiatga muhabbat: maktabgacha ta'limda milliy qadriyatlar va o'yinlar orqali ekologik tarbiya	150
Ergasheva Umriniso Komilovna	
Zamonaviy ta'lim – talabalar ijtimoiy intellektini shakllantirish omilidir	153
Ermatova Gulnoz Pirimovna	
O'zbekistonning eng yangi tarixi fanini o'qitishda pedagogik texnologiyaning o'rni	156
Gazibekova Feruza Hakimovna	
Boshlang'ich sinf o'quvchilarining raqamli texnologiyalar muhitida tanqidiy va mustaqil fikrlashini rivojlantirish metodikasi	159
Haydarova Feruza Haydar qizi	
Talabalarda ma'naviy-axloqiy fazilatlar va sifatlarni shakllantirish mexanizmi	162
Jumanazarova Dilnoza Umurzaqovna	
Maktabgacha yoshdagi bolalarning kasbga bo'lgan qiziqishlarini shakllantirishda interfaol metodlarni qo'llash texnologiyasi	165
Jumayeva Malika Aliyevna	
Bo'lajak boshlang'ich sinf o'qituvchilarda kasbiy-nutq madaniyatini rivojlantirish	168
Lutfetdinova Ra'no Xusnetdinovna	
Maktabgacha yoshdagi bolalarda matematik rivojlanishga zamonaviy yondashuvlar va jahon tajribalari ..	172
Masharipova Barno Erkin qizi, Adilbayeva Dilnoza Adilbay qizi	
Boshlang'ich sinf o'quvchilarida til o'yinlari texnologiyalarining nazariy asoslari	175
Masharipova Dilfuza Muxammadjon qizi	
Maktabgacha ta'lim tarbiyachisi pedagogik faoliyatining o'ziga xosligi	178
Muhammadiyeva Feruza Turakulovna	
Boshlang'ich sinf o'quvchilarini og'zaki va yozma nutqini rivojlantirishda aksiologik yondashuvdan foydalanish metodikasi	181
Muhiddinova Munira Xayrullayevna	
Boshlang'ich ta'lim jarayonida matematika fanini o'qitishda raqamli transformatsiya vositalaridan foydalanishning metodik paradigmasi	184
Narzullayeva Sevara Omonovna	
O'qituvchining muloqot madaniyatini shakllantirishning pedagogik-psixologik xususiyatlari	187
Nizamova Nodira Paxritdinovna	
Integrativ yondashuv asosida o'quvchilarning nutqiy kompetentligini rivojlantirishning mazmuniy izohlanishi	191
Oysha Qurbonova, Nodira Abduraimova	
Boshlang'ich ta'limda Finlandiya tajribasi	195
Nodira Sherboyeva	

Kutubxonachi kutubxona-axborot xizmati jarayonining yetakchi ishtirokchisi sifatida	198
O'ktam Nosirov	
Pedagogik ta'lim transformatsiyasida talabalarning tadqiqotchilik kompetensiyalarini rivojlantirish texnologiyasi.....	204
Rustamova Shoxista Omonjonovna	
Globallashuv sharoitida axborot-psixologik xavfsizlikni shakllantirish masalalari.....	208
Raxmatjonov Shoxjahon Dilshodbek o'g'li	
Talabalarga ingliz tilini o'qitishning zamonaviy innovatsion texnologiyalari	212
Sa'dullayeva Rushana	
Boshlang'ich sinf matematika darslarida o'quvchilarning mantiqiy fikrlash qobiliyatini rivojlantirish	215
Saidova Dilbar Erkinovna	
Pedagog xodimlarda tolerantlik namoyon bo'lishining determinantlari.....	218
Sattorova Maxliyo Dilmurod qizi	
Kreativ metodlar orqali maktabgacha yoshdagi bolalarda kreativ tafakkur va fikrlashni rivojlantirish	223
Sultonboyeva Baxriniso Ilhomjon qizi	
Artpedagogika texnologiyalaridan foydalanib maktabgacha yoshdagi bolalarda dialogik nutqni rivojlantirish metodikasi	226
Xolmatova Fotima Baxtiyor qizi	
Boshlang'ich ta'limda yashil kompetensiyalarni shakllantirish yo'nalishlari	229
Yaqubova Shoir Tog'aymuratovna	
Emotsional intellektni rivojlantirishning nazariy asoslari.....	233
Yarmatov Raxmboy Baxramovich	
Boshlang'ich ta'limda o'quv veb-saytlari orqali til kompetentligini rivojlantirish	239
Zokirova Sohila Muxtoraliyevna, Muxammadjonova Diyorabonu Muzaffarjon qizi	
Языковые изменения в русском языке XXI века: исследование новых слов, сленга, интернет-коммуникации, влияния англицизмов и глобализации на современный русский язык	242
Марупова Дилфуза Давроновна	
Oliy ta'limda talabalarning ilmiy-tadqiqot faoliyatining maqsad va vazifalari	247
F. R. Xosilova	
Boshlang'ich ta'lim texnologiya darslarida o'quvchilarni tabiiy materiallar bilan ishlashga o'rgatish	251
Kambarov Nodirjon Sattarovich, Nasirjanova Feruzaxon Alixon qizi	
Boshlang'ich ta'limda STEAM yondashuvining qo'llanilishi va uning samaradorligi.....	256
Abdulazizova Yulduz Abdujabbor qizi	
Tabiiy fanlarni o'qitishda STEAM yondashuvi asosida kreativlikni rivojlantirish metodikasi	259
Abdullayeva Dilrabo Fayzulla qizi	
Umumta'lim maktablarida o'quvchilarda shaxs ma'naviy qiyofasini shakllantirishning zamonaviy pedagogik texnologiyalari.....	262
Aliyeva Zuxra Tursunboyevna	
Yosh avlodni madaniy-tarixiy yondashuv asosida tarbiyalashda madaniy-ma'rifiy muassasalarning o'rni..	265
Aripov Shokirjon Olimovich	
Ta'limda yangi texnologiya: 4K modeli va uni amalga oshirish yo'llari.....	268
Avliyozqulova Nasiba Choriyevna	
Badiiy-tarixiy materiallarni ta'lim jarayoniga integratsiyalashning metodologik asoslari	272
Baratov Baxtiyorjon Qodirovich	
Bolaning maktabgacha ta'lim tashkilotiga moslashishida o'yinning roli.....	275
Barno Masharipova Erkin qizi, Zuhrobova Mahliyo Abdulatif qizi	
Boshlang'ich sinf o'qish savodxonligi darslarida integrativ yondoshuvdan foydalanish texnologiyasi	278
Ernazarova Laylo Abdusaitovna, Saidahmadova Gulrux Farrux qizi	
Bo'lajak tarbiyachilarda metarefleksiv fikrlashni rivojlantirishning psixologik-pedagogik asoslari	284
Ismailova Nilufar Isroildjanovna	
Semantic and Cross-Cultural Features of Food-Based Idioms in Karakalpak and English Languages.....	289
Jiemuratova Gulistan Koshkinbaevna	
Filolog talabalarida mustaqil fikrlash va qaror qabul qilishni rivojlantirishda metakognitiv yondashuvlarning didaktik mexanizmlari.....	292
Jo'rayeva Dilnoza Ro'zimat qizi	
Rivojlantiruvchi sohalar kompetensiyalariga integratsion yondashuv asosida maktabgacha yoshdagi bolalarni ma'naviy-axloqiy tarbiyalash texnologiyasini rivojlantirish	296
Jo'rayeva Zilola Sayfiddin qizi	



Psixologlar kasbiy komponentlarini rivojlantirishda matematik usullardan foydalanishning o'ziga xos xususiyatlari.....	302
Kuziyeva Dilnura Dilmurotovna	
O'zbekiston metodik maktabida sotsiolingvistik kompetensiyani shakllantirish bo'yicha olib borilgan ilmiy tadqiqotlar tahlili	306
Madaminova Gulzira Gulamkadirovna	
Maxsus pedagogika fanlarini o'qitishning nazariy-metodik asoslari	313
Maqsudova Nodira Alijonovna	
Maktabgacha yoshdagi bolalarda metakognitiv ko'nikmalarni rivojlantirishda ertakterapiya texnologiyalaridan foydalanish metodikasi	317
Muxiddinova Difuza Sherdor qizi	
Nutq madaniyatini shakllantirishda o'qituvchi nutqining roli.....	320
N. Q. Olimova	
Boshlang'ich ta'lim jarayonida matematika fanini o'qitishda raqamli transformatsiya vositalaridan foydalanishning metodik paradigmasi	323
Narzullayeva Sevara Omonovna	
O'quvchilarda ekologik madaniyatni shakllantirish metodikasi	326
Normirzayeva Maftunaxon Ilyosjon qizi	
Boshlang'ich sinf o'quvchilarida tadqiqot faoliyatini rivojlantirishda intensiv ta'lim texnologiyalarining metodik asoslari.....	329
Olloqulova Farzona Umedillayevna	
Maktabgacha ta'lim yoshidagi giperaktiv bolalar bilan ishlashda pedagogik kompetentligini oshirish metodikasi	332
Raimqulova Sojida Abdusaid qizi	
Talabalarning tadqiqotchilik kompetensiyalarini shakllantirishning nazariy asoslari	335
Rustamova Shoxista Omonjonovna	
Inklyuziv ta'limni tashkil etishning xorijiy pedagogik amaliyotdagi modellari	339
Sultonova Zarina Uchqun qizi	
Xalq pedagogikasida ertaklarning tarbiyaviy va ma'naviy-ma'rifiy ahamiyati: ma'naviy begonalashuvga qarshi tarbiyaviy omil sifatida	343
To'xtasinova Farida Davlatali qizi	
B1 darajadagi talabalar uchun xorijiy tilni o'qitishda audiovizual texnologiyalar yordamida ta'lim samaradorligini oshirishning metodik asoslari	347
Toshpulatova Shaxsanam Xolmurodovna	
Kontekstli ta'lim va uning boshlang'ich ta'lim matematikasidagi ahamiyati haqida	350
Umarova Nigora Alisherovna	
Oiladagi psixologik muhitning o'spirinlarda to'liqsizlik kompleksi shakllanishiga ta'siri	353
Xalmuratova Dilorom Abdikarimovna	
Ta'limda faktcheking: misinformatsiya va dizinformatsiyaga qarshi kurashishning pedagogik asoslari	356
Xidirova Maftuna Ilhom qizi	
Maktab o'quvchilarini falsafiy va dunyoqarashga tayyorlash omillari	362
Xo'shboqova Farida Komiljon qizi	
Boshlang'ich sinf o'quvchilarida nutq faoliyatini rivojlantirishning lingokognitiv asoslari	370
Xusanova Gulruxsor To'liqin qizi, Aliyeva Muhlis Baxodir qizi	
Boshlang'ich sinf o'quvchilarining nutqiy kompetensiyasini oshirish	374
Zokirova Sohobxon Muxtaraliyevna, Erkinova Nazokatxon Anvarjon qizi	
Эффективность занятий кроссфитом в повышении уровня общей физической подготовленности слушателей института повышения квалификации МВД Республики Узбекистан	377
Албеков Шокир Адилбекович	
Роль торговых и кочевых маршрутов в формировании лингвокультурных заимствований между Хорезмом и Южной Сибирью.....	381
Сатымова Светлана Сатымовна	
Использование искусственного интеллекта в обучении русскому языку как иностранному: проблемы и решения.....	385
Ташева Дилором Салимовна	
Проблемы использования коммуникативного метода в преподавании русского языка студентам	389
Тоджибоева Наргиза Джумабоевна	

Maktab—oila—mahalla hamkorligining qizlar ijtimoiy faolligini oshirishga ta'siri	393
<i>Abdurazoqova Marg'uba Muxammad qizi</i>	
Ta'lim tizimida musiqiy madaniyatni takomillashtirishning metodologik imkoniyatlari.....	397
<i>Asqarova Xurshida A'zamjon qizi</i>	
Maktab biologiya kursini o'qitishda dars va darsdan tashqari mashg'ulotlarning o'zaro bog'liqligi asosida metodologik savodxonlikni shakllantirish.....	404
<i>Azimov Bekjon Ibrohimjon o'g'li</i>	
Oliy ta'lim tizimida iqtidorli talabalar bilan ishlash samaradorligini ta'minlash usullari.....	407
<i>Delov To'liqin Erkinovich</i>	
Boshlang'ich sinf o'quvchilarni badiiy asarlarni janriy xususiyatlariga ko'ra izohli o'qishga o'rgatish	410
<i>Gulmira Abdullayeva</i>	
O'zbekiston bokschilarining dunyo reytingida yetakchi o'rinlarni egallashining asosiy omillari	413
<i>Insapov Ismoil Tuychaliyevich</i>	
Improving Learners' Engagement Through Game-Based Techniques in Language Education	416
<i>Ismailova Ma'rifat Bakhrambek kizi</i>	
STEAM yondashuvi boshlang'ich ta'limda ijodiy fikrlashni rivojlantirishning zamonaviy kaliti sifatida	421
<i>Jo'rayeva Nasiba Komil qizi</i>	
O'quvchilarni milliy qadriyatlar asosida tarbiyalashning ijtimoiylashuvi	426
<i>Jo'rayeva Sayyora Vahobjon qizi</i>	
O'smirlarda xarakter aksentuatsiyasining o'ziga bo'lgan ishonch rivojlanishiga ta'sirining psixologik xususiyatlari	429
<i>Jurayev Xaydarjon Odilboyevich</i>	
O'spirinlarda agressiv xulqqa ta'sir qiluvchi omillar	433
<i>Konratbayeva Ayjamal Bazarbayevna</i>	
Rus va o'zbek tillarida chorvachilik terminlarining qiyosiy tahlili	436
<i>Kurbanova Guzal Abduraximovna</i>	
Texnologiya darslarida murakkab mexanizmlarni o'qitishning zamonaviy usullari	441
<i>Mamadaliyev Furqat Xolmamatovich</i>	
Umumta'lim maktab o'qituvchilarining sun'iy intellekt texnologiyalaridan foydalanish madaniyatini shakllantirish usullari	446
<i>Mamatova Fazilat Ixtiyorovna, Xolmirzayeva Zebo Ravshan qizi</i>	
Nutqda badiiy tasviriy vositalardan foydalanish yo'llari.....	450
<i>Murodova Farangis G'anisherovna</i>	
Kichik yoshdagi o'quvchilarning yozma savodxonligini oshirish yo'llari.....	454
<i>N. Abduvaliyeva, M. Odinajonova</i>	
Kichik maktab yoshidagi nutqida nuqsoni bo'lgan bolalar shaxslararo munosabatini korreksiyalashda ertak terapiyasidan foydalanish	458
<i>Nig'matova Nodirabegim Lutfillo qizi</i>	
Boshlang'ich sinf matematika darslarida o'quvchilarning mantiqiy fikrlash qobiliyatini rivojlantirish	463
<i>O'rinova Ro'zigul Jumanazar qizi</i>	
Voleybol o'yinida blok qo'yish texnikasini o'rgatishda yangi pedagogik yondashuvlar	467
<i>Qambarov Kozimjon</i>	
Texnik yo'nalishda tahsil olayotgan talabalarga ingliz tilini o'qitishning yangi texnologiyalari	472
<i>Babayeve Gulnozaxon Latibjonovna</i>	
Maktabgacha ta'lim sifatini oshirishda pedagog malakasining roli	481
<i>Davlatova Dildora Nuriddinovna</i>	
Talabalarda sog'lom turmush tarzini rivojlantirishning pedagogik tamoyillari	485
<i>Davronov Nurzod Ismoilovich</i>	
Eshitishda nuqsoni bo'lgan bolalar: toifalari va tasniflash mezonlari	490
<i>Djurayeva Sohiba Barat qizi</i>	
Blum taksonomiyasiga asoslanib boshlang'ich sinf o'quvchilarining og'zaki va yozma nutqini rivojlantirish usullari.....	495
<i>Husenova Aziza Sharipovna</i>	
Tabiiy fan darslari jarayonida o'quvchilarda loyihaviy ishlarni tashkil etish ko'nikmasini shakllantirish	498
<i>Matniyazova Diyora Jumanazarovna</i>	
Boshlang'ich ta'limni modernizatsiya qilishning asosiy yo'nalishlari: innovatsion taraqqiyot, metodik yangiliklar va istiqbollari	501
<i>Nazarova Mohigul Akmalovna, Asatova Mashhura Asomiddin qizi</i>	



Kasbiy pedagogikani shakllantirish va rivojlantirish masalalari	506
Sanaqulov Xamroqul Rizaqulovich	
O'qituvchining shaxsiy fazilatlar va suggestiv kompetentligining o'zaro bog'liqligi	513
Shermatova Manzura Ikromjanovna	
Tez qalamchizgilarda innovatsion texnologiyalarni qo'llash tajribasi	518
Suyunov Navro'z Alisher o'g'li	
Kognitiv tilshunoslik asosida boshlang'ich sinf o'quvchilarining nutqini rivojlantirish	523
Teshabiyev Dilmurod Raxmadjonovich, Madazimova Muxlisa Abdurashid qizi	
Kombinatorik masalalar asosida ijodiy topshiriqlarni tuzish va ularning o'quvchilarga ta'siri	526
Toshboyeva Saida Rahmonberdiyevna, Yusupova Latofat Abduqodir qizi	
Linguodidactic Foundations for Enhancing Professional Competence in Practice-Oriented Language Education	530
Uktamova Navruza Botir qizi	
Audiovizual usul qo'llanilganda o'quvchilarning til ko'nikmalaridagi o'zgarishlarni baholash	535
Umarov Aziz Avazovich	
Ona tili – ART texnologiya va kreativlik fanida so'z san'atining omili sifatida	540
X. Sanaqulov, Sh. Nurmatova	
Etnopedagogik yondashuvning boshlang'ich sinf o'quvchilarida ijtimoiylashuv jarayoniga ta'siri	543
Xamroqulova Xilola Qosimjon qizi	
Ajdodlarimiz o'g'itlari asosida o'quvchi-yoshlarda axloqiy sifatlarni shakllantirish texnologiyasi	547
Xatamova Nilufar Xaydarovna	
Boshlang'ich sinf o'quvchilarida kreativ o'qish madaniyatini rivojlantirishda generativ sun'iy intellekt texnologiyalarining didaktik imkoniyatlari	550
Xayitova Firuza Abdullayevna	
Rivojlangan mamlakatlarda maktabgacha ta'limning mazmuni va tarixiy taraqqiyoti	554
Yoziyeva Umida Lutfullayevna	
O'quv vaziyatlarini loyihalash orqali talabalar o'quv faolligini oshirish	558
Zakirova Dilfuza Sayidolimovna	
O'quvchilar orasida jismoniy faollikni oshirish uchun yangi ilmiy yondashuvlar	561
Zaynobidinov Dilshodbek Qobilovich	
Активные методы обучения как коммуникационная основа современного урока	566
Ахмедова Мукаддас Ходиматовна	
Инклюзия как путь к равным возможностям: развитие системы образования Узбекистана	570
Баротова Шохсанам Бахтиёр кизи, Мауш Ребия Джамshedовна, Мурадова Дилфуза Махмудовна	
"Qurilish konstruksiyalari" fanini o'qitishda kasbiy-amaliy kompetentlikni rivojlantirish	576
No'manova Soxiba Ergashboyevna	
Креативный педагогический подход в музыкально-теоретических и практических занятиях по искусству макама	582
Нурматова Фируза Муминовна	
Система упражнений по методике обучения средствам речевой выразительности узбекского языка	587
Фаттахова Д. А.	
Oliy ta'limda kompetensiyaga asoslangan o'qitish modellari	592
Ernazarov Alisher Ergashevich, Chinqulova Gulmehra	
The Concept of Symbols in Linguoculturology	598
Hamraqulov Gulandom Sodiq qizi	
Raqamli o'yinlarga (mobile games) qaramlikning kognitiv samaradorlikka salbiy ta'siri	601
Turamov Muhammadzohid Rustamjon o'g'li	
OTM talabalarini vatanparvarlik ruhida tarbiyalash asosida ilmiy tadqiqot ishlariga yo'naltirishning zamonaviy metodlari	605
Sobirov Zahriddin Sadriddinovich	
Boshlang'ich sinflarda o'quvchilarda kiriyativlikni rivojlantirish	609
Qo'chqarov Mirzavali Qo'zibayevich	
Maktabgacha ta'lim muassasalari tarbiyalanuvchilarining axloqiy tarbiyasini shakllantirish	613
Yaqubova Dinora Bahodirovna	
Zamonaviy ta'lim tizimida AR (Augmented Reality) texnologiyalarining qo'llanilishi	617
Abdumo'minov Burxonjon Sunnatillo o'g'li	

The Role of Psychological Support in the Formation of Students' Socio-Emotional Competence in Preschool Education	622
Kamoliddinova Diyora Jaloliddin qizi	
Raqamli ta'lim muhitida o'quvchilarning mantiqiy tafakkurini rivojlantirish metodikasi	626
Xudoynazarova Moxira Xakimovna	
Zamonaviy ta'lim jarayonida talabalarda tanqidiy fikrlash qobiliyatini metodlar orqali rivojlantirish	629
Ro'zmetov Ravshan Sharipbayevich	
Bo'lajak tarbiyachilarda muloqot madaniyatini tarbiyalash	633
Uljayeva Sevara Abdirazzoqovna	
Kompetensiyaviy yondashuvga asoslangan zamonaviy darsliklar tuzilishi va mazmuni	638
Po'latova Marjona Inomjon qizi	
STEAM ta'lim texnologiyasini maktabgacha ta'limida qo'llash bo'yicha xorijiy tajribalar	643
Saidova Nigora Olimovna, Pirmatova Zaynabxon Elmurod qizi	
Raqamli texnologiyalar vositasida bo'lajak tarbiyachilarning pedagogik muloqot madaniyatini rivojlantirish	646
Ergasheva Sunbula Baxtiyor qizi	
O'quvchilarda ijtimoiy tarmoqlarga qaramlikning shakllanishi va uning dolzarb muammolari	650
Gaparova Mastona Safaraliyevna	
Adabiyot darslarini o'qitishda 5E modelidan foydalanish	654
Abdiraupova Zarnigor Abdinabi qizi	
Oliy ta'limda kompetensiyaga asoslangan o'qitish modellari	657
Ernazarov Alisher Ergashovich, Chinqulova Gulmevra	
Traditional Techniques and Modern Approaches in the Production of National Costumes	665
Jabborova Dilshoda Xolmamat qizi	
Pedagogik platformalar va kognitiv-didaktik yondashuvlar integratsiyasi yordamida talabalarning kasbiy tayyorgarlik tizimini yangi bosqichga olib chiqish	668
Raxmonov Omadjon Mamasidiq o'g'li	
Aqli zaif o'quvchilarda disgrafiyaning bartaraf etishda assistiv texnologiyalarning ahamiyati	672
Usmonov Umid Allayorovich	
Boshlang'ich sinf o'quvchilarida tayanch hayotiy kompetensiyalarni shakllantirish	676
Adizova Nigora Baxtiyorovna, Akbarova Sarvinovna Sadriiddinova	
Tadqiqotchilik kompetentligi pedagogik muammo sifatida	681
Ergashev Nozim Nabiyeovich	
Teaching Reading to Young Learners: Essential Principles for Primary School Teachers	684
Toshtanova Maftuna Xamidjon qizi	
Tarmoq qurilmalari va tizimlarini boshqarish modulini o'qitish orqali o'quvchilarni kasbiy faoliyatga tayyorlash	687
Karimova Charos Abduhalim qizi	
Maktabgacha yoshdagi bolalarda og'zaki nutq rivojlanishining psixolingvistik asoslari	691
Musayeva Nafisa Kudratovna, Muxammadova Saodat Muzaffar qizi	
"Kasbiy ma'naviyat" fani bo'lajak pedagoglarda ma'naviy-axloqiy kompetensiyalarni intensiv rivojlantirish omili	695
Ismoilov Yoqubjon Quchqarboyevich	
Yapon tilini o'rgatishda talabalarning gapirish ko'nikmasini rivojlantirish: tamoyillar, bosqichlar va innovatsion usullar	699
Baqoyev Navro'zjon Abdullo o'g'li	
Texnologik ta'lim jarayonida ixtirochilik va loyihalashtirish kompetensiyalarini rivojlantirishning pedagogik asoslari	705
Zokirova Nargiza Akbarjonovna	
Bo'lajak pedagoglarda kasbiy kompetentlikni shakllantirishning psixologik asoslari	710
Eshnazarova Farida Jo'raqulovna	
Ta'lim islohotlari sharoitida genderga yo'naltirilgan ta'limni tashkil etishning o'ziga xos xususiyatlari	714
Yaxyayeva Sojida Abduraximovna	
Ko'rsatish olmoshlarining vazifaviy uslublarda qo'llanilishi	718
Berdiyeva Malika	
Nazorat turlari orqali o'quvchilarning savodxonlik kompensatsiyasini shakllantirish	721
Xoldarova Irodaxon Valijonovna, Jo'rayeva Shodiya Kenjaali qizi	



Zamonaviy boshlang'ich ta'limni modernizatsiya qilish sharoitida o'quvchilarda lug'atlar bilan ishlash kompetensiyalarini rivojlantirish metodikasi	726
Buvajonova Mohiraxon Usmonali qizi	
Boshlang'ich ta'limni modernizatsiya qilishning asosiy yo'nalishlari: innovatsion taraqqiyot, metodik yangiliklar va istiqbollari	731
Nazarova Mohigul Akmalovna	
Maktab va pedagogika institutlari o'rtasida amaliyotga yo'naltirilgan dual ta'lim modelini takomillashtirish: muammolar va yechimlar	736
Arabova Muxiba Bazarovna	
Помощь советского государства в подготовке кадров для арабских государств	740
Хомидова Камола	
Место Узбекистана в развитии культурной сферы Советского союза во второй половине XX века ..	744
Бекназаров Собиржон	
Toshkent xalqaro kinofestivallarining Arab davlatlari va Afrika mamlakatlari kinosan'atida tutgan o'rni	748
Sharifov Shoxjaxon To'liqinjon o'g'li	
Ekonometrika fanini o'qitishda sun'iy intellekt texnologiyalaridan foydalanishning nazariy asoslari va istiqbollari	752
Bobonorova Qundizxan Quralbay qizi	
O'quvchi faolligini oshirishda jadid maktablari tajribasi va faol ta'lim metodlarining integrativ qo'llanilishi ..	759
Bobonazarov Orif Abrayqulovich	
Влияние гендерной лингвистики на развитие психолингвистических исследований в Узбекистане ..	764
Мусаева Елена Казимовна	
Psixik rivojlanishni tashxislashda psixofiziologik usullardan foydalanish samaradorligi	767
Sh. L. Rahmonova	
Boshlang'ich sinf matematika darslarida o'quvchilarning mantiqiy fikrlash qobiliyatini rivojlantirish	770
Saidova Dilbar Erkinovna	
Ingliz tili o'qitishda integrativ (CLIL) texnologiyasining boshlang'ich sinf o'quvchilari uchun mos modellarini ishlab chiqish	773
Xakimova Xosiyat Jurayevna	
Rivojlangan mamlakatlar ta'lim tizimida talabalarni kasbiy faoliyatga tayyorlashda sun'iy intellektdan foydalanish usullari	776
Mirzayeva Faroxat Odiljonovna, Odiljonova Shoxsanam Abdug'appon qizi	
Boshlang'ich sinf o'quvchilarida jismoniy sifatlarni rivojlantirishda innovatsion o'yin metodlarining ahamiyati	785
Ikromov Ilxom Muxamadrasimovich	
Tabiat tasvirining adabiy janrlarga ko'ra o'ziga xosliklari	790
Fozilova Mohigul Farxodovna	
Методические подходы к развитию прагматической компетентности старшеклассников на основе чтения аутентичных материалов	794
Исаматдинова Машхура Икромжон кизи	
O'zbek tilida "zahar" konseptining leksik-semantik va pragmatik xususiyatlari	799
Shokirov Sherati Ibrohimovich, Baxramov Xabibillo Sadikovich	
Integrativ modulli o'qitish tizimi samaradorligining miqdoriy va sifat tahlili	803
Nurmanova Nazira	
Sog'lom turmush tarzi ko'nikmalarini shakllantirishda STEAM ta'lim texnologiyalaridan foydalanishning ahamiyati	807
Toshova Shaxnoza Tojnorovna	
Bo'lajak boshlang'ich sinf o'qituvchilarining boshlang'ich sinf o'quvchilariga harakatga doir masalalarni klaster metodida o'rgatish	811
Badalov Dilmurod Abdixalilovich	
Ona tili darslarida o'quv lug'atlaridan foydalanishning o'quvchilarning og'zaki nutq kompetensiyasini rivojlantirishdagi didaktik asoslari	817
Ahmedova Adiba Ulug'bek qizi	
Philosophical Aspects and Analysis of the Regularities of the Formation of Geo-Economic Thinking	822
Ubaydullayev Islomjon Abdullayevich	
Bo'lajak boshlang'ich ta'lim o'qituvchilarini sun'iy intellekt texnologiyalaridan samarali foydalanishga tayyorlashning pedagogik asoslari	826
Xudayqulova Fazilat Bo'riyevna	

Boshlang'ich ta'lim va tarbiya jarayonida o'quvchilarning kommunikativ kompetensiyasini shakllantirishda ommaviy axborot vositalarining (Media/Mass Communication) roli.....	831
Bo'ronova Dilrabo Ne'matullayevna	
Inkluziv maktab sharoitida kichik maktab yoshidagi bolalarda ijtimoiy-perseptiv tajribani shakllantirish	835
Karimova Zulfiya Abduraxmanovna	
TEACCH konsepsiyasi – autizm va kommunikativ buzilishlari bo'lgan bolalarni davolash va o'qitish dasturi.....	839
Murodova Sarvigul Raxim qizi	
Модернизация кадровой политики дошкольных учреждений через инновационные мониторинговые механизмы	843
Ким Нигора Каримовна	
Bo'lajak tarbiya fani o'qituvchilarining metodik kompetentligini ergonomik yondashuv asosida rivojlantirish	847
Usmonova Xafiza	
Pedagogik improvizatsiya asosida talabalar o'quv faoliyatini rivojlantirishning pedagogik strategiyalari	852
Ergasheva Muhayyoxon G'anijonovna	
Talabalar orasida ilmiy-pedagogik tadqiqotlarni tashkil etish va o'tkazish	857
Nurmatova Madina Odiljon qizi, Qo'shoqova Farangiz Azizbek qizi	
O'quvchi-yoshlarni oilaga nisbatan ma'naviy-axloqiy va qadriyatli munosabatlarga tayyorlash – ijtimoiy-pedagogik zaruriyat sifatida	861
Xaydarov Oxunjon Murodjonovich	
Talabalarning ijodiy qobiliyatlarini rivojlantirishda mustaqil ta'limning ilmiy-metodik ahamiyati	866
B. Normamatova	
Talabalarda pedagogik e'tiqodni shakllantirishning variativ modeli va uning asosiy komponentlari	869
Bahranova Hulkar Bahran qizi	
Konvensial yondashuv asosida talabalarni mustaqil ta'lim olish samaradorligining didaktik imkoniyatlarini rivojlantirish.....	872
Berdiyev Bahodir Ravshanovich	
Kontekstli yondashuvga asoslangan o'quv-ijodiy faoliyatning turlari	875
Botirova Zilola Nodirovna	
Raqamli texnologiyalar vositasida bo'lajak tarbiyachilarning pedagogik muloqot madaniyatini rivojlantirish.....	878
Ergasheva Sunbula Baxtiyor qizi	
Boshlang'ich sinflarida ta'lim o'quvchilarga sonlar haqida ma'lumot berish	882
Hakimova Zulfizar Umrzoq qizi	
Biologiya ta'limida elektron ta'lim (E-Learning) va aralash ta'lim (Blended Learning) texnologiyalarining samaradorligini tahlil qilish.....	886
Kozimov Akbarjon A'zamjon o'g'li	
Alisher Navoiy asarlarida ma'naviy-axloqiy tarbiyaga oid fikrlari tahlili.....	891
M. Ibragimova	
Integratsiyalashgan dars ta'limiy faoliyat samaradorligini ta'minlovchi muhim omil sifatida	894
Mahmatqulova Xosiyat Bobomurod qizi	
Tarbiyalanuvchilarni xalq og'zaki ijodi namunalari asosida ma'naviy-axloqiy tarbiyalashning mazmunini ochib berish.....	897
Murodillayeva Durdona Dilmurodovna	
Sun'iy intellekt davrida bolalar adabiyoti: raqamli qahramonlar, interaktiv ertaklar va bolaning ijodiy tafakkuri rivoji	900
Normurodova Nigora Abdusattorovna, Sharipova Iroda Rashid qizi	
Qadimgi va o'rta asr mutafakkirlarining matematika fanining shakllanishi va rivojlanishidagi o'rni	903
Quvvatova Ozoda Gulbek qizi	
Shaxs xolistik rivojlanishi – psixologik-pedagogik muammo sifatida	906
Rashidova Xurriyat Sulaymonova	
Bolalarda elementar matematik tasavvurlarni shakllantirishning psixologik-pedagogik asoslari.....	908
Ravshanova Kamola Toxirovna	
Matematikaga rivojiga ulkan hissa qo'shgan olimlar	911
To'rayeva Kamola Vosidjon qizi	



Umumiy o'rta ta'limda mexanika masalalarini yechish metodikasi va o'qitish jarayonining didaktik asoslari	914
<i>Toxirova Maxfuzaxon Otaqo'ziyevna</i>	
Bo'lajak maktabgacha ta'lim tashkilotlari tarbiyachi-pedagogalarining kasbiy-axloqiy kompetentligini rivojlantirish	916
<i>Xabibullayeva Sayyoraxon Maxamadali qizi</i>	
TRIZ va kreativ pedagogika: boshlang'ich sinf o'quvchilarining ijodiy muammolarni hal qilish qobiliyatini rivojlantirish	919
<i>Ortiqova Zulfiya Nurmaxammatovna, Fayzullayeva Nazokat Uchqunovna</i>	
Maktab ta'limi uchun mobil ilova yaratishda MIT APP inventor platformasidan foydalanish	922
<i>Tangirov Xurram Ergashevich, Xo'jamqulova Dilso'z Bahodir qizi</i>	
Pedagogical Methods for Improving Students' Creative Thinking as they Learn	927
<i>Akhmedov Alisher Astanovich, Yarmuhamedov Nabijon</i>	
Implementation Outcomes and Development Prospects of the Social And Legal Club in the Secondary Vocational Education System as a Tool for Delivering Social Services	932
<i>Makhmudova Ugiloy Baxtiyarovna</i>	
Educational Physics Experiments: Methods and Didactic Strategies for Developing Critical Thinking in Students	935
<i>Chakkanov Fakhriddin Xusanovich</i>	
Current Research and Suggestions on The Impact of Physical Activity on Adolescents' Mental Health	938
<i>Irgashev Shokhruxh Khasanovich</i>	
Maktabgacha ta'lim tashkilotida tarbiyachi shaxsiga qo'yiladigan zamonaviy pedagogik talablar	941
<i>Gaziyeva Nigora shamsiddinovna, Abdiraxmonova Nilufar Muxiddinovna</i>	
Eshituv va fonematik idrokni rivojlantirishda neyropsixologik o'yin usullari	945
<i>Lutfullayeva Sadoqat Muzaffar qizi, Axmedova Zuxra Mirzabekovna</i>	
Metodlarning turlari va nazariy asoslari	948
<i>Murodova Durdona Rayimjon qizi, Ashurova Hulkaroy Ma'rufjon qizi</i>	
Bo'lajak biologiya o'qituvchilarining tizimli tafakkurini rivojlantirishda innovatsion pedagogik texnologiyalarni qo'llash samaradorligini aniqlash: pedagogik tajriba-sinov natijalari va matematik-statistik tahlil	952
<i>Mustafaqulova Dildora Ismatullayevna</i>	
Raqamli texnologiya ta'limga imkoniyatmi yoki xavf?	960
<i>Otanazarova Mehriniso Abdusharif qizi</i>	
Zamonaviy sharoitlarda ma'naviy-ma'rifiy ishlarni olib borish uslubiyoti va unga qo'yilayotgan talablar	963
<i>Ortiqova Nargiza Akramovna, Suvonqulova Muxabbat Otamurot qizi</i>	
Interactive Grammar Learning Methods and their Significance for Non-Philological Education Students .	969
<i>Almatova Umida Islomovna</i>	
Berilganlar bazasi konsepsiyalarining evolyutsiyasi va zamonaviy rivojlanish bosqichlari.....	975
<i>Nosirova Shohista Elmurodovna</i>	
Maktabgacha katta yoshdagi bolalarda milliy g'urur hissini shakllantirishda tarbiyachining pedagogik ahamiyati.....	980
<i>Kadirova Shaxnoza Xudoyberdiyevna</i>	
Autentik matnlar orqali o'quvchilarda o'qishga motivatsiya shakllantirish	987
<i>Usmonova Gulhumor Qo'ldashboy qizi</i>	
Zamonaviy ta'lim tizimida "Aralash ta'lim (Blended Learning)" texnologiyasining joriy etilishi.....	991
<i>Sh. D. Ablakulov</i>	
Ko'paytirish amalini o'rgatishga zamonaviy yondashuv (suv vositasida)	995
<i>Ismoilov Bobur Toxirovich</i>	
WEB dasturlash fanining ahamiyati va rivojlanish tendensiyalari.....	1000
<i>Ovxunov Iqboljon Abdunabiyeich, Abdullayev Javohirbek Zokirjon o'g'li</i>	
Bo'lajak ingliz tili o'qituvchilarida metakognitiv kompetentlikni rivojlantirishning nazariy-metodik xususiyatlari	1005
<i>Sattorova Go'zalxon Mamadaminovna</i>	
Reflective Technologies of Development of Sanogen Thinking in Students.....	1010
<i>Ismailov Murodulla Kahramonovich</i>	
Tinglab tushunish ko'nikmasini rivojlantiruvchi o'quv topshiriqlarini takomillashtirishning pedagogik-psixologik asoslari.....	1014
<i>Avazova Farangiz Ixtiyor qizi</i>	

Surxon adabiy maktabi: Usmon Azim va Shafolat Rahmatulla Termiziy ijodi.....	1022
<i>Xolboyeva Dilafruz Xayrulla qizi</i>	
Boshlang'ich sinf o'quvchilarida tanqidiy mazmundagi masalalar asosida ijodiy fikrlash kompetensiyasini rivojlantirish	1026
<i>Ahmadjonova Intizor Iqboljon qizi, Dehqonova Mahliyo Shuhrat qizi</i>	
Tarbiyalanuvchilarda miqdor va son tushunchalariga doir ta'limiy o'yin faoliyatlari jarayonida ixtiyoriy diqqatini shakllantirish.....	1030
<i>Quysinova Shahlo Nasim qizi</i>	
Alaliyali bolalar bilan logopedik ishning tizimli yondashuvi	1035
<i>Irkinova Irodaxon Temirovna</i>	
Raqamli texnologiyalar yordamida o'quvchilarni eshitish va talaffuzga paralel ravishda rivojlantirish: integratsiyalashgan yondashuv	1040
<i>Raximova Mahliyo Xasanboy qizi</i>	
Gender xususiyatlarning ijtimoiy shartlangan ko'rinishlari	1043
<i>Yulduzxon Mirzaaxmedova</i>	
Oliy ta'limda muhandislik fizikasi fanini o'qitishning didaktik imkoniyatlarini takomillashtirish	1047
<i>Butayeva Nargiza Buriboyovna</i>	
Bo'lajak o'qituvchilarning kreativ kompetentligini integrativ yondashuv asosida shakllantirish modeli.....	1051
<i>Askarova Zilolaxon Nurmuhomadovna</i>	
Sun'iy intellekt asosida ta'limni individuallashtirishning pedagogik asoslari.....	1055
<i>Abdullayev Alibek Qodiraliyevich, Toxirova Muattarxon Isroil qizi</i>	
Matematik fizika tenglamalari fanini o'qitishda yuqori tartibli differensial tenglamalar bo'limining o'rni va ahamiyati	1060
<i>Murzambetova Mexriban Begdullayevna</i>	
Boshlang'ich sinf o'quvchilari tarbiyasida ota-onalar bilan hamkorlikni tashkil etish metodikasi	1064
<i>Fayziyeva Madinabonu Sohibjon qizi</i>	
O'tkir Hoshimovning realistik xarakter yaratish mahorati.....	1070
<i>Nortoijiyev Muxammad</i>	
Bolalar adabiyoti asarlarini tahlil qilishda zamonaviy pedagogik texnologiyalarning imkoniyatlari.....	1073
<i>Xujamqulova Iroda Faxriddinovna</i>	
O'quv jarayoni ishtirokchilari o'rtasidagi o'zaro munosabatlarning bolalarda bilish faolligini rivojlantirishdagi ahamiyati	1078
<i>Achilov Obid Muzrobovich</i>	
Maktab o'quvchilarida mustaqil ta'limni tashkil etish, o'tkazish va baholash metodikasi.....	1083
<i>Musayeva Gulnoza Yo'ldosh qizi</i>	
Bo'lg'usi pedagoglarda estetik kompetensiyani rivojlantirish pedagogik muammo sifatida.....	1087
<i>Bozorova O'g'iloy Komilovna</i>	
"Tekstari teorema" innovatsion pedagogik texnologiyasi	1093
<i>Yandasheva Sevara Ne'matjonovna</i>	
Technologies for Forming Students' Communicative Competence Based on Interdisciplinary Integration.....	1096
<i>Umida Eshmirzayevna Mamatkulova</i>	
Boshlang'ich sinf o'quvchilarida mantiqiy va ijodiy fikrlashni rivojlantirishda elementar matematikaning o'rni	1101
<i>Djuraboyev Maqsudbek Karimbek o'g'li, Badridinov Nusratbek Xusniddin o'g'li</i>	
Zamonaviy muhandisni tayyorlash texnologiyasi – kasbiy kompetentlikni shakllantirish imperativi sifatida	1105
<i>Axmedova Aziza Shokir qizi</i>	
Yengil atletika sportchilarida yadro itqitish harakati biomexanik ko'rsatkichlarining texnik samaradorlikka ta'siri	1110
<i>Djabbarov Axror Islomovich</i>	
Bo'lajak boshlang'ich ta'lim o'qituvchilarining sun'iy intellektdan foydalanish kompetensiyasini shakllantirish	1114
<i>Artikova Nargiz Shuxratovna</i>	
O'quvchilarni tayanch hayotiy kompetensiyalar orqali iqtisodiy bilimlarini shakllantirish	1118
<i>Adizova Nigora Baxtiyorovna, Sayfullayeva Dilnoza Amrullayevna</i>	
Boshlang'ich sinf o'quvchilarining ijodkorlik qobiliyatini rivojlantirishda interfaol ta'lim metodlarining pedagogik samaradorligi.....	1123
<i>Ortiqova Zulfiya Nurmamaxamatovna, Oripova Shaxzodaxon Otamurod qizi</i>	



Integrativ yondashuv asosida bo'lajak pedagoglarni ma'naviy tarbiya faoliyatiga tayyorlashning pedagogik mexanizmlari.....	1127
Rahmatjonzoda Ahrorjon Ahmad o'g'li	
Ta'lim transformatsiyasi sharoitida bo'lajak boshlang'ich sinf o'qituvchilarining kasbiy kompetensiyalarini rivojlantirish metodikasini takomillashtirish pedagogik muammo sifatida	1130
Beknazarova Muxlisa O'tkir qizi	
Maktabgacha yoshdagi bolalarni maktab ta'limiga tayyorlashda oila va maktab hamkorligi	1135
Mamadaliyeva Gavxarxon Asiljonovna	
Pedagogik amaliyotda pedagogik mahoratni rivojlantirishning nazariy–amaliy asoslari	1139
Yunusova Feruza Maxamadolim qizi	
O'quvchilarda milliy xarakter xususiyatlarini rivojlantirishning pedagogik aspektlari	1143
Hasanova Gulmira Hoshimjanovna	
Maktab yoshidagi o'quvchilarga she'riy asarlarni o'qitishga doir ayrim metodlar (O. Matjonning "Orolga yordam" she'ri asosida).....	1147
Alxiyeva Sitara Raximqul qizi	
Sport travmalaridan keyingi reabilitatsiyada jismoniy tarbiya vositalaridan foydalanishning nazariy va amaliy asoslari	1150
Begimqulov Oltiboy Jo'rayevich	
Demografik vaziyatning mohiyati va tarkibi	1155
Bomurodov Sanjar Bkmurodovich	
Problems of Developing the Terminology System of the Uzbek Language.....	1159
Dilnoza Yuldasheva Bkmurodovna	
Tarbiya darslarida guruh va jamoaviy o'yinlar orqali muloqot madaniyatini shakllantirish	1163
Menlibayeva Azima Oralbayevna	
Raqamlashtirilgan ta'limda talabalarni tanqidiy fikrlash asosida kommunikativ kompetentligini rivojlantirish texnologiyalari.....	1166
Nuritdinova Xurshida Narpulatovna	
Raqamli ta'lim vositalarining boshlang'ich ta'limdagi afzalliklari	1169
Sattorova Mohira	
The Importance of Teaching Physics Through Modern Educational Trends	1172
Sharofutdinov Ikboljon Usmonjon ugli	
Maktabgacha ta'lim pedagoglarining kasbiy rivojlanishida gender rollar nazariyasining amaliy ahamiyati	1176
Tolipova Noilaxon Nodir qizi	
Interfaol metodlar orqali boshlang'ich sinf o'quvchilarida kitobxonlik madaniyatini shakllantirish	1183
Umida Bovanova Abdurahobovna, Bo'riboeva Navbahor Faxriddinov	
Zamonaviy ilg'or xorijiy tajribalar asosida qon aylanish tizimi mavzusini o'qitishning innovatsion pedagogik texnologiyalarni qo'llash imkoniyatlari	1186
Xaqberdiyeva Sh. T.	
Ingliz tili darslarida kreativlikni oshirishda kuzatiladigan muammolar va ularni yechishga doir pedagogik yondashuvlar.....	1190
Yusupov Lutfullo Sayitturayevich	
Informatika fanini o'qitishda qo'llaniladigan innovatsion ta'lim texnologiyalari ("Axborotlarni kodlash" mavzusi misolida).....	1194
Temirova Gulbahor G'ulomovna, Yusupova Nodira Nurdinova	
Boshlang'ich ta'limda o'quv veb-saytlari orqali til kompetentligini rivojlantirish	1201
Zokirova Sohila Muxtoraliyevna, Muxammadjonova Diyorabonu Muzaffarjon qizi	
Innovatsion ta'lim sharoitida "maktabgacha ta'limda menejment" fanini o'qitishning didaktik imkoniyatlari	1204
Astanakulova Manzura Buribayevna	
Milliy qadriyatlar vositasida o'quvchilarni chet tili o'rganish qobiliyatlarini rivojlantirish metodikasi.....	1209
Toshturdiyeva Xurshida Erkinovna, Elmurodova Dildora Erkinovna	
Talabalarda jismoniy sifatlarni rivojlantirishda individual yondashuvning nazariy asoslari	1212
Islomov Eldor Yusupovich	
Pedagogik jarayon subyektlarining intellektual imkoniyatlarini diagnostik o'rganish va korreksiyalash metodikasini takomillashtirish	1215
Sattorova Malikaxon Abdug'afur qizi	
Языковые изменения в русском языке XXI века: исследование новых слов, сленга, интернет-коммуникации, влияния англицизмов и глобализации на современный русский язык	1220
Марупова Дилфуза Давроновна	

Ta'lim jarayonida boshlang'ich sinf o'quvchilarni mantiqiy fikrlashga o'rgatish.....	1226
<i>Adizova Nigora Baxtiyorovna, Bahodirova Mohinur Azamat qizi</i>	
Buxoro xonlariga pir bo'lgan Dahbediylar.....	1231
<i>Kandaxarov Anvarjon Xasanovich</i>	
Formativ baholash natijalaridan ta'lim sifatini yaxshilashda foydalanish.....	1236
<i>Mamatova Fazilat Ixtiyorovna, Jabborova Dilshoda Xolmamat qizi</i>	
Современные тенденции развития в подготовке юных волейболистов с использованием инновационных технологий.....	1239
<i>Имомов Сирожиддин Илхомович</i>	
Современное развитие гандбола, основы технико-тактической подготовки и методика обучения в кружках.....	1244
<i>Оринов Облакул Жумаевич</i>	
Теоретико-методические основы баскетбола и современные тенденции его развития.....	1248
<i>Ачилов Ойбек Хакимович</i>	
O'zbekistonda ekoturizmni rivojlantirishda sun'iy intellekt texnologiyalarining qo'llanishi: holat, muammolar va rivojlanish istiqbollari.....	1252
<i>Berdiyev Baxtiyor Sodiqovich, Raximjonova Maxliyon Zokirjon qizi</i>	
Sun'iy intellekt asosida talabalarning dasturlash kompetensiyalarini rivojlantirish.....	1257
<i>Saidov Usmon Bahron o'g'li</i>	
Современные методы устранения заикания у подростков.....	1260
<i>Абдухалимова Муниса Абдурашид кизи</i>	
O'quvchilarda innovatsion yondashuv orqali ma'naviy-axloqiy tarbiya berishning o'ziga xos xususiyatlari.....	1264
<i>Xamidova Shaxnoza Nuraliyevna</i>	
Iqtidorli futbolchilarni tanlab olishning nazariy asoslari.....	1268
<i>Salayev Taxirbek Kamiljanovich, Atajanov Adilbek Yuldashevich</i>	
Sun'iy intellektning talabalarda analitik fikrlashga ta'siri.....	1274
<i>Abduhakimova Muslima Bahodir qizi</i>	
Raqamli interpretatsiya: vizual tahlil kompetensiyasini rivojlantirishda immersiv texnologiya va kognitiv yuklanishni optimallashtirish.....	1277
<i>Anvarxo'jayeva Dilinur Otabek qizi</i>	
Bo'lajak boshlang'ich ta'lim o'qituvchilarining sun'iy intellektdan foydalanish kompetensiyasini shakllantirish.....	1282
<i>Artikova Nargiz Shuxratovna</i>	
Ekologik turizmning tabiatga ma'naviy-estetik munosabatni rivojlantirish imkoniyatlari.....	1286
<i>Aymatov A. Q., Turayeva Dildora Shuhratovna</i>	
O'quvchilarda milliy tuyg'ularni shakllantirishning ilmiy-pedagogik asoslari.....	1289
<i>Begmatova Nasiba Safarbayevna</i>	
Katta maktabgacha yoshdagi bolalarda duduqlanishni korreksiyalashning pedagogik texnologiyasi.....	1293
<i>Boxodirova Gulasalxon Ibroximovna</i>	
Jismoniy tarbiya va sog'lomlashtirish mashg'ulotlarida lotin va yunon terminlarining o'rni.....	1296
<i>Burxonova Guyaxon Gulomovna</i>	
Ta'lim jarayonlarida sinergetik kompetensiyalash orqali integrativ yondashuvni amalga oshirish.....	1300
<i>Haqberdiyev Baxtiyor Rustamovich</i>	
Montessori metodikasining tarixi, tamoyillari va ingliz tilini ikkinchi til sifatida o'qitishdagi o'ziga xos usullari.....	1304
<i>Jo'raqulova Gulruh Murot qizi</i>	
Bo'lajak o'qituvchilarning ijtimoiy-pedagogik kompetentligini rivojlantirish holati va muammolari.....	1307
<i>Karimov Ravshanbek Rizomatovich</i>	
Methodology for the Integrative Development of Students' Educational and Creative Activities in Teaching Fine Arts.....	1312
<i>Kurbanova Shohsanam Bakhodirjon kizi</i>	
Kurash sport turining jismoniy tarbiya tizimida tutgan o'rni va uning rivojlanish omillari.....	1315
<i>Mamadova Feruzaxon Mirzaaxmad qizi, Akbarova Nasibaxon Abdumalik qizi</i>	
Kurash sport turining texnik-taktik rivojlanishi va uning jismoniy tarbiyadagi pedagogik ahamiyati.....	1319
<i>Mamadova Feruzaxon Mirzaaxmad qizi, Eminjonova Zahro Dilmurodjon qizi</i>	
Bo'lajak tarbiyachilarning intellektual qobiliyatini falsafiy bilimlar asosida rivojlantirish shakllari.....	1323
<i>Mamatqulova Shaxnoza O'ktam qizi</i>	



Using Debate, Role-Play, and Drama as Tools for Developing Oral Skills in English	1326
Menglibekov Reynazar Mukhammetkarim-uli	
Bo'lajak ingliz tili o'qituvchilarida supervayzerlik qobiliyatlarini rivojlantirishning psixologik determinantlari	1329
Mirzayeva Muhayyo Ruziyevna	
Methodology for Developing Patriotic Education in Students Through Ideas of National Heroism	1334
Nomanova Ma'rifat Abdillayevna	
Shaxsda kasbiy tafakkur namoyon bo'lishining psixologik mexanizmlari	1337
Olimova Fotima Botirovna	
Interaktiv ta'lim muhitida talabalarning badiiy-kompozitsion didini shakllantirish pedagogik mexanizmlari (rangtasvir fani misolida)	1341
Omonqulova Dildora Xusniddin qizi	
Triz va kreativ pedagogika: boshlang'ich sinf o'quvchilarining ijodiy muammolarni hal qilish qobiliyatini rivojlantirish	1348
Oltiqova Zulfiya Nurmaxamatovna, Fayzullayeva Nazokat Uchqunovna	
O'quvchilarni o'zbek xalq og'zaki ijodi namunalari vositasida vatanparvarlik ruhida tarbiyalash jarayonlarini takomillashtirish	1351
Qodirqulov Nodirbek Hamroqul o'g'li	
Bo'lajak muhandislarning loyihalash-konstruktorlik ko'nikmasini rivojlantirishning muhim yo'nalishlari (muhandislik ta'lim yo'nalishlari misolida)	1355
Salomov Ilhom Salimovich	
Bo'lajak boshlang'ich sinf o'qituvchilarini PIRLS tizimi asosida baholashga o'rgatish	1359
Samidjonova Muxabbat Xoliqjonovna	
"Nurli maskan" ixtisoslashtirilgan ta'lim muassasalarida aniq va tabiiy fanlarni integrativ o'qitishning ijtimoiy-pedagogik zaruriyat sifatida	1362
Sobirova Mashxura Ubaydullayevna	
Sun'iy intellekt va simulyatsion o'yinlardan foydalanib iqtisodiy tafakkurni shakllantirish metodikasi	1365
Sodiqova Nigora Turayevna	
Bo'lajak boshlang'ich sinf o'qituvchilarida virtual texnologiyalar vositasida axborot kompetentligini rivojlantirish tizimi	1368
Suvonqulova Aziza Abdurazzoq qizi	
Rahbarlarning psixologik farovonligi: oila-kasb muvozanati, oilaviy munosabat va kasbiy qoniqishning o'zaro ta'sir mexanizmlari	1371
Teshayev Sobit Sodik o'g'li	
Tibbiy ta'limda refleksiv ko'nikmalar: O'zbekiston va dunyo tajribasi	1374
Toshmatova Moxizatxon Inomidin qizi	
Boshlang'ich tayyorganlik bosqichidagi yosh voleybolchilarning mashg'ulot jarayonini texnik va taktik nazorat qilish metodikasi	1377
Xakimov Saydullo Tulanboyevich	
Kadrlarni boshqarishda strategik va tezkor qarorlar uyg'unligini ta'minlashning tashkiliy-boshqaruv asoslari	1380
D. A. Xodjimatrova	
Jismoniy imkoniyatlari cheklangan yoshlar uchun sport va jismoniy faollikning ahamiyati	1385
Zafar Xudaykulov	
Raqamli texnologiyalar va innovatsion metodlar asosida ta'lim samaradorligini oshirish	1388
Yusupova Munisa	
Texnologik ta'lim jarayonida ixtirochilik va loyihalashtirish kompetensiyalarini rivojlantirishning pedagogik asoslari	1391
Zokirova Nargiza Akbarjonovna	
Til kompetentligining kognitiv tilshunoslik bilan aloqasi boshlang'ich sinflar misolida	1395
Zokirova Sohiba Muhtoraliyevna, Madazimova Muxlisa Abdurashid qizi	
Структура и основные характеристики креативности личности студентов педагогических вузов	1398
Уразова Марина Батыровна, Соибова Толифа Дилмуродовна	
Emotsional intellektni rivojlantirishning nazariy asoslari	1403
Yarmatov Raxmboy Baxramovich	
Maktabgacha ta'limda STEAM texnologiyasini joriy qilish orqali samaradorlikka erishish	1409
Bolibekov Alisher Abdusalomovich	

Muloqot madaniyati asosida liderlik fazilatlarini shakllantirishning samarali usullari	1412
Djumayeva Dildora Isroilovna	
Kompetentlik tushunchasi: o'qituvchilarning kasbiy kompetentligiga qo'yiladigan zamonaviy talablar.	
O'qituvchining shaxsiy va kasbiy sifatlari.....	1416
Hayitboyeva Nilufar G'anijonovna	
Tilshunoslikda lingvopoetikaning o'rganilishi	1421
Maxammatova Feruza Olimovna	
O'zbekistonda virtual muzeylar va ularning tarbiyaviy imkoniyatlari.....	1424
Voxidova Norposhshaxon Xabibullayevna, Yusupova Mohinur Ulug'bekovna	
Xalqaro ta'lim tajribasi asosida o'quvchilarda tafakkur erkinligini shakllantirishning	
zamonaviy yondashuvlari	1434
Maxammatova Ma'muraxon Jalilovna	
Tarbiya fanini o'qitish jarayonida talabalarda pedagogik taksonomiya ko'nikmalarini	
shakllantirish metodikasi.....	1438
Turdiyeva Shoxidaxon Anvardjanovna	
Tibbiyot texnikumi talabalari klinik tafakkurini shakllantirishning nazariy asoslari:	
konseptual yondashuvlar va ilmiy talqinlar	1443
Axmedov Marifxon Mamatxanovich	
Valeologik tamoyillarning maktabgacha ta'lim tizimidagi ahamiyati.....	1448
Begmatova M. T.	
Boshlang'ich sinf o'quvchilarida jonli va jonsiz tabiat haqidagi bilimlarni shakllantirish.....	1452
Umbarova Nasiba Xolboy qizi	
Yoshlarni vatanparvarlik ruhida tarbiyalashda fuqarolik kompetensiyasi	
dolzarb pedagogik muammo sifatida.....	1456
Djumaqulov Shuxrat Baxodirovich	
Oilada ota-ona va bola munosabatlaridagi pedagogik-psixologik omillar.....	1460
Exsonova Feruza Turdixo'jayevna	
Педагогико-психологические аспекты формирования социокультурной компетентности	
будущих учителей средствами музейной педагогики	1464
Marayimova Kibriyoxon Islomjon qizi	
Serebral falaj(bsf)tashxisli bolalarda respirator-nutq mexanizmlarining buzilishi va	
korreksion yondashuvlar.....	1469
Mehmonova Nodiraxon Yusufxon qizi	
Milliy harakatli o'yinlar talaba yoshlar tarbiyasida rivojlanishining zamonaviy roli va ahamiyati	1473
Mirzayev Dilshod Khamidovich	
O'smir qizlarda deviant xulqni profilaktika qilish	1477
Mo'minova Dilrabo Murodillayevna	
Arab tilshunosligida ma'no, tuzilma va bayon nazariyasining shakllanishi	
Sakkokiy qarashlari asosida tahlil.....	1481
Abdullayev Olimjon	
Maktabgacha ta'lim tashkilotlari rahbar kadrlarining moliyaviy savodxonligini	
rivojlantirishning nazariy va amaliy jihatlar.....	1487
Yuldasheva Munisa Ibrohimovna	
Xorijiy tillarni o'qitishda ijtimoiy-madaniy kompetensiya	1492
Yormatova Gulnoz Qayumovna	
Developing Imagination and Narrative Thinking in Young Learners	
Through English Storytelling Activities.....	1497
Madjitova Oyshakhon Mukhammadganiyevna, Anvarova Muslima	
Effectiveness of Online Resources in Teaching Professional Vocabulary to Philology Students	1508
Yusupova Zarrina	
Modern Automotive Lexicon: Formation Processes, Semantic Fields, and Functional Usage	1511
Yuldasheva Mastona Muxubillayevna	
Maktabgacha ta'lim tashkilotlarida ta'lim-tarbiya jarayonini shaxsga yo'naltirilgan yondashuv	
asosida tashkil etishda "Atrof va men" metodikasidan foydalanish	1514
Uralova Nurxon Maxadovna	
Chet tili bo'yicha A1, A2, B1 daraja bitiruvchilari tayyorgarligi darajasiga qo'yiladigan talablar	
(lingvistik kompetensiya) tahlili	1519
Tojiyeva Anora Baxtiyorovna	



Гендерных различия прокрастинации.....	1526
Рахмонова Гузал Жамшидовна	
A System of Software that Develops the Intellectual Potential of Students in Teaching Mathematics	1529
Toxirova Malika Muzaffar qizi	
O'rta maxsus o'quv yurtlari talabalarida muomala madaniyatini tarbiyalash ijtimoiy-pedagogik muammo sifatida	1535
Maxkamova Muborak Yusupovna	
Maktabgacha ta'lim tashkiloti rahbar kadrlar zaxirasini shakllantirish mexanizmlarini takomillashtirish.....	1543
Raximova Zilola Alimbayevna	
Ona tili darsliklari ta'limi mazmunini lingvistik ekspertiza qilish metodikasi	1547
Majidova Aziza	
Maktabgacha ta'lim tashkilotlarida davlat va jamoat tashkilotlari bilan hamkorlikni rivojlantirish istiqbollari.....	1551
Sharipova Gulruxsor Nurkabilovna	
Oliy texnika ta'limida mehnat muhofazasi va texnika xavfsizligi qoidalarini o'qitishning innovatsion metodik asoslari	1554
Numonjonov Shoxzodbek Dilshodjon o'g'li	
STEAM tamoyillari asosida rivojlantiruvchi muhit yaratish	1558
Umarova Muqaddasxon	
Autistik spektr buzilishi: DSM-5 va ICD-11 tasniflari, tadqiqotlar va jamiyatdagi ahamiyati.....	1562
Tuxtayeva Maxfirat	
STEAM texnologiyasi asosida xorijiy til (ingliz tili) o'rgatish.....	1566
Teshaboyeva Zumradxon	
Cultivating Social-Emotional Learning (SEL) in Classrooms.....	1569
Choriyev Ilxom Kenjayevich	
Kutubxona-axborot muassasalarida kadrlar siyosatini amalga oshirishning huquqiy asoslari	1573
Mamatkabilov A. X.	
Sun'iy intellekt – speechace dasturi yordamida o'quvchilarning ingliz tilida talaffuz malakasini oshirish	1578
Nabiyeva Shahnoza Alijon qizi	
Tarixiy obidalar asosida tasviriy san'at talabalari ijodiy kompetensiyalarini rivojlantirish metodikasi	1583
Qurvanboyeva Diyora Muzaffar qizi	
STEAM ta'limining O'zbekistondagi rivojlanish istiqbollari.....	1588
Abdukarimova E'zoza Fazliddin qizi, Bayjigitova Dilorom Baxtiyarovna	
Oliy ta'lim tizimida jarayonlarning boshqarishning innovatsion texnologiyalari	1592
Uzaqov Nomozaali Hamdamovich	
Kimyoni o'qitish jarayonida virtual laboratoriyadan foydalanish	1596
Murodova Sitorabonu Bahodir qizi	
Raqamli platformalardan foydalanish asosida bo'lajak o'qituvchilarning media ko'nikmalarini shakllantirish	1599
Safarov Feruz Saminjon o'g'li	
Qoraqalpoq xalq an'analari vositasida maktab o'quvchilarini an'anaviy tarbiyalash (Bo'zatov tumani maktablari misolida).....	1603
Dosjonova Nilufar Rustam qizi	
Modern Requirements for a Teacher's Pedagogical Skills in the Context of Digital Transformation in Education.....	1607
Abira Bakhramova	
Kichik maktab yoshdagi nutqida nuqsoni bo'lgan bolalar shaxslararo munosabatini korreksiyalashda ertak terapiyasidan foydalanish	1613
Nig'matova Nodirabegim Lutfillo qizi	
Talabalarni tarbiyaviy faoliyatga tayyorlash jarayonlarida bir qator tarkibiy komponentlarning uyg'un rivoji.....	1617
Mirzaxojayeva Dilrabo To'liqin qizi	
O'quv mashg'ulot guruhida musoboqa oldi mashg'ulotlar tuzilishi (badminton misolida).....	1621
Ismoilova Fotima Ismoil qizi	
Alohida ajratilgan o'quvchilarga ta'lim-tarbiya berish davomida ularning ijtimoiy-emotsional kompetentligini rivojlantirish zaruriy omil ekanligi to'g'risida.....	1626
Qozoqboyeva Xanifaxon Shavkatjon qizi	



Methodological Foundations for Shaping the Creative Activity of Younger Pupils in Solving Mathematical Problems	1630
Dzhurakulova Adolat Khalmuratovna	
Jadidlar merosi asosida bo'lajak o'qituvchilarning ma'naviy dunyoqarashini faollashtirish metodini takomillashtirish	1638
Bekchanova Ozoda Otajon qizi	
Boshlang'ich sinf o'quvchilarida mustaqil ta'lim ko'nikmalarini shakllantirish orqali o'quv motivatsiyasini rivojlantirish.....	1641
Alibayeva Dildora Raxmatilla qizi	
Maktabgacha ta'limda steam texnologiyasini joriy qilish orqali samaradorlikka erishish.....	1644
Bolibekov Alisher Abdusalomovich	
Muloqot madaniyati asosida liderlik fazilatlarini shakllantirishning samarali usullari	1647
Djumayeva Dildora Isroilovna	
Kompetentlik tushunchasi: o'qituvchilarning kasbiy kompetentligiga qo'yiladigan zamonaviy talablar. O'qituvchining shaxsiy va kasbiy sifatleri.....	1650
Hayitboyeva Nilufar G'anijonovna	
Emotional Burnout of Teachers as a Factor Influencing Professional Activities	1655
Kamilova Nadira Gayratovna, Abdullaeva Nelufar Karimjanovna	
Методика развития профессионально-речевых компетенций будущих специалистов	1663
Комилова Мукаррам Кобилжоновна	
Boshlang'ich sinf o'quvchilarida kreativ fikrlashni shakllantirishning pedagogik asoslari va samarali metodlari	1666
Koziyeva Fazilat	
Tilshunoslikda lingvopoetikaning o'rganilishi	1671
Maxammatova Feruza Olimovna	
Deviant xulq-atvor shakllanishining nazariy va eksperimental tadqiqotlar tahlili	1674
Xolmurotova Shoxista Mirzaliyevna	
IJF yangi qoidalarining dzyudochilar texnik arsenaliga ta'siri: 2020 va 2024-yilgi olimpiadalar qiyosiy tahlili.....	1677
A. T. Saydullayev	
Системный подход к внедрению мультилингвальных методов: разработка структурно-функциональной модели в педагогическом вузе	1681
Жумамуратова Юлдуз Бахтияровна	

METHODOLOGICAL FOUNDATIONS FOR SHAPING THE CREATIVE ACTIVITY OF YOUNGER PUPILS IN SOLVING MATHEMATICAL PROBLEMS

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Abstract: If education and training are considered necessary for young students to achieve many achievements and high goals in society, then creative thinking is considered important for the development of today's youth. Especially, the current development of scientific knowledge, the impact of creativity on the development of the individual, society and the state requires a deep study of this issue from a scientific and pedagogical point of view.

So, a primary school teacher can find the most effective way in any situation, any process and at any time and effectively organize the lesson process by putting it into practice, convenient, easy and efficient delivery can also be said to be a form of creativity.

The article discusses the methodological basis for the formation of the creative activity of primary school pupils aimed at the formation of creative activity by solving tasks related to the search for mathematical laws in the process of teaching mathematics, the tasks of searching patterns with geometrical content, which are actively working on the development of speech as well as visually illustrating new concepts.

Key words: primary school, mathematics, learning process, mathematical laws, problem solving, creativity, education.

Annotatsiya: Agar ta'lim va tarbiya yosh o'quvchilarning jamiyatda ko'plab yutuqlarga erishishi va yuksak maqsadlarga intilishi uchun zarur omil sifatida qaraladigan bo'lsa, ijodiy tafakkur bugungi yosh avlod rivojlanishida alohida ahamiyat kasb etadi. Xususan, ilmiy bilimlarning jadal rivojlanishi, ijodkorlikning shaxs, jamiyat va davlat taraqqiyotiga ta'siri ushbu masalani ilmiy-pedagogik nuqtayi nazardan chuqur o'rganishni taqozo etadi.

Shu bois, boshlang'ich sinf o'qituvchisi har qanday vaziyatda, har qanday jarayon va istalgan vaqtda eng samarali usulni topa olishi hamda dars jarayonini amaliyotga tatbiq etgan holda samarali tashkil etishi lozim. O'quv materialini qulay, sodda va samarali yetkazish ham ijodkorlikning bir ko'rinishi sifatida qaraladi.

Maqolada matematika fanini o'qitish jarayonida matematik qonuniyatlarni aniqlashga doir masalalarni yechish orqali boshlang'ich sinf o'quvchilarining ijodiy faolligini shakllantirishning metodologik asoslari yoritilgan. Shuningdek, geometrik mazmundagi qonuniyat izlash topshiriqlari nutqni rivojlantirishda faol ishtirok etishi va yangi tushunchalarni ko'rgazmali tarzda ifodalashi ko'rsatib berilgan.

Kalit so'zlar: boshlang'ich ta'lim, matematika, o'quv jarayoni, matematik qonuniyatlarni, masala yechish, ijodkorlik, ta'lim.

Аннотация: Если образование и воспитание рассматриваются как необходимые условия для достижения молодыми учащимися значимых успехов и высоких целей в обществе, то творческое мышление приобретает особую значимость в развитии современной молодежи. В частности, стремительное развитие научных знаний, влияние креативности на развитие личности, общества и государства требуют глубокого изучения данной проблемы с научно-педагогической точки зрения.

В этой связи учитель начальных классов должен уметь находить наиболее эффективные способы организации учебного процесса в любой ситуации, в любое время и в любых условиях. Умение доступно, просто и результативно преподнести учебный материал также может рассматриваться как форма творческой деятельности.

В статье рассматриваются методологические основы формирования творческой активности младших школьников в процессе обучения математике через решение задач, связанных с поиском математических закономерностей. Особое внимание уделяется заданиям с геометрическим содержанием, которые способствуют развитию речи и наглядному усвоению новых понятий.

Ключевые слова: начальная школа, математика, учебный процесс, математические закономерности, решение задач, творчество, образование.



INTRODUCTION

The primary school teacher's first task is not to miss the sensitive period which is the most favorable for the formation of students' creative activity. Otherwise, what scientists-psychologists have termed as NUVERS will happen - irreversible fading of opportunities for effective development of abilities. At the same time, the improvement of reproductive thinking cannot be neglected either because it is "an important component of creative activity (especially at the initial and final stages of problem solving)". And yet the main value of education nowadays is the formation of creative personal qualities in a person, the need and opportunity to go beyond what is being studied, the ability to self-development, continuous self-education ^[1].

As a means of solving the problem of shaping the creative activity of younger pupils, we have chosen pattern finding tasks. This was done for the following reasons:

They are a logical continuation of the teaching of mathematics in kindergartens. The pre-school mathematics curriculum provides for work on tasks containing questions of the following kind: "What has changed in the second figure (picture) compared to the first one?", "How to continue the started row?", "Which figure out of three is superfluous?", etc:

- do not require a fundamental restructuring of the current programme;
- affect the development of patterns;
- have a significant impact on the development of analytical and synthetic activities, as confirmed by statistical processing of the experimental training data.

REVIEW OF LITERATURE ON THE SUBJECT

Until now, pattern finding tasks (whether general patterns or mathematical ones) have not been separately identified in the teaching and learning literature. For this reason, their definition has not been given either. These tasks are presented only as tests in some publications (first of all, by G.J. Eisenk). In our study we focus on the term "task", using a selection of definitions of this term which are presented in the work of G.I. Sarantsev ^[20].

"The most widespread is the definition of a task as a system (G.A. Ball, Y.M. Kolyagin, L.M. Friedman, A.F. Esaulov). Thus, Yu. M. Kolyagin suggests that by a task we understand a particular state of a "man - task situation" system, where the second component of the system is a set of elements interconnected through some properties of relations ^[5].

If the subject, who has come into contact with a situation, does not know at least one element, property or relation and has the need to establish the unknown elements, properties or relations of this situation, then the latter becomes a task for him. At the same time, the authors delineate in different ways the range of phenomena that belong to the scope of the concept of task. Some use the term "task" to denote objects belonging to the category of goals of actions of the subject, requirements imposed on the subject (A.N. Leontiev), others refer to the category of a situation including, along with the goal, the conditions in which it is to be achieved (L.L. Gurova, Y.M. Kolyagin ^[19], Y.N. Kulutkin, A.F. Esaulov, P.M. Erdniev, etc.), others refer to the category of a verbal formulation of this situation (L.M. Friedman). The most common is the use of the term "task" to refer to a situation that includes a goal and the conditions for achieving it ^[24].

RESEARCH METHODOLOGY

The study relies on data collected through classroom observations, diagnostic tests, and teacher questionnaires conducted among younger pupils during mathematics lessons. Empirical data were supplemented by the analysis of lesson plans and pupils' written work. The collected information was analyzed using comparative analysis, basic statistical methods, and qualitative interpretation to assess changes in creative problem-solving activity.

ANALYSIS AND RESULTS

We will use the latter definition of a task as a situation involving a goal and a condition to achieve it in our work.

Thus, in our research, we understand pattern finding problems to be those whose solution is logically conditioned by the regularity of changing features.

The mathematical pattern finding problems include both arithmetical and geometrical problems.

An analysis of many works which at least mention pattern-finding tasks (although they are not named as such), allowed us to typify these tasks for younger pupils. Typification was made on the basis of the mutual arrangement of objects in the task condition (Figure 1).

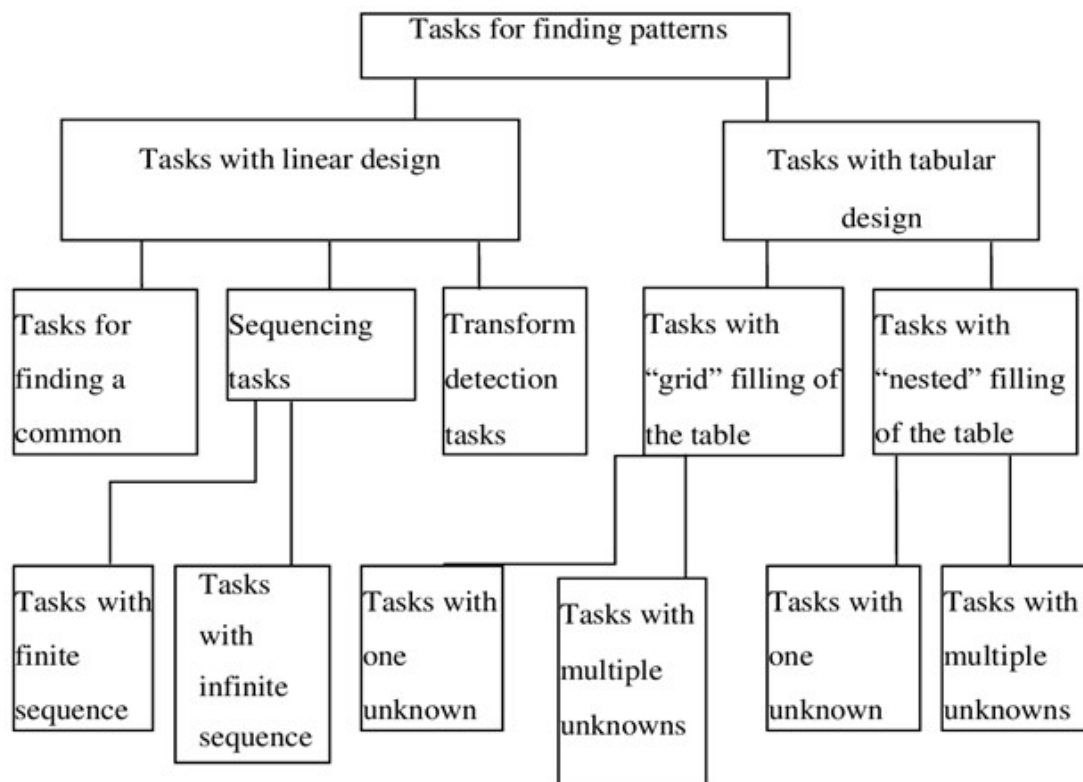


Figure 1: Classification of Pattern-Finding Tasks

As we see, all problems in search of regularities are divided into two large groups - problems with linear construction and with tabular construction. When elements of a problem are arranged in one or more unconnected lines, we speak of problems with linear construction; when elements of a problem are arranged in the form of a table, we speak of problems with tabular construction ^[14].

But before describing specific pattern seeking tasks, it is necessary to talk about a learning task. According to A.N. Leontiev, by a learning task we mean a goal set in certain conditions, which can be achieved by implementing certain actions on the part of the learner and the instructor. The learning task is the main component of learning activity. On the one hand, it clarifies general learning objectives, specifies cognitive motives, and on the other hand, helps to make the process of activity itself meaningful. In the process of solving learning tasks, changes in the cognitive processes and personal qualities of the pupil take place.

There are different types of learning tasks: private, local, general and prospective. All types of learning tasks are interrelated in the learning process: solving local and private tasks is usually accompanied by solving general and prospective ones ^[14].

The following learning objectives are set for primary school students in our study. The prospective learning task is to develop analysis, synthesis, generalisation, comparison, abstraction, concretization. The general learning task is related to each individual type of pattern finding task, etc. Here are examples of tasks with geometric content belonging to each of the typing groups.

To solve this type of problem, the following scheme is proposed, which the students should follow:

Compare the figures of the condition (find what they have in common and what they have in common).

Formulate the common feature(s) that unite the condition figures.

Based on the feature(s) formulated, find a figure from the range of suggested answers that corresponds to them.

The peculiarity of this kind of problem is that a row with a choice of answers is obligatory for them. Otherwise, it is not possible to solve the problem.

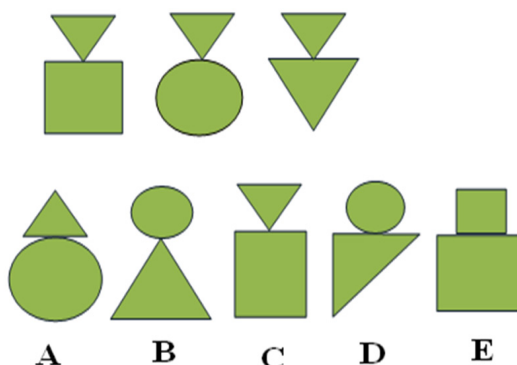
All other groups can be either with or without a choice of answers. In both cases the problems are solvable. That is, the images that are offered as suggested answers are used only to confirm the answer found on the basis of analysis of the figures. Therefore, they should not be shown to children while searching for a solution to the problem. Otherwise, the attention is focused not on the solution of the problem, but on the choice of the figure they like. Sometimes the child's eyes get lost and he/she "chooses" at random.

During the geometric problem solving process, speech development is actively pursued and new concepts are vividly illustrated.



For example:

Task No. 1



Teacher: Look carefully at the figures in the first row. What do they have in common? Which figure could continue the row?

Pupils: The shape under the letter C. There is a triangle there.

Teacher: The figure under B also has a triangle.

Pupils: The triangle must be on top.

Teacher: Under the letter A is a triangle on top.

Pupils: But the triangle is turned like this (represents an inverted triangle).

Teacher: So the top figure is a triangle with the base facing upwards.

All sequence problems can have finite and infinite series. A finite series can be continued with one or more figures, an infinite series lasts as long as you like ^[14].

An example of a sequence problem with a finite number would be the following:

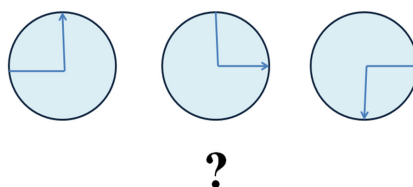
Task No. 2

Since in each subsequent figure one of the internal triangles is replaced by a circle, the next (and last) figure will be a figure consisting of four concentric circles. All triangles have been replaced by circles - so the row is complete.



Task No. 3

The second-grade pupils find it very interesting when they solve the problem: "Continue the series



Teacher: How do the figures change one by one?

Pupils: The hands are turning.

Teacher: How do they turn?

Pupils: That's it (show hands).

Teacher: Clockwise or anti-clockwise? Look carefully.

Pupils: Clockwise.

Teacher: By how much does it turn?

Pupils (thinking): For three hours.

The solution is given correctly. Et cetera.



The pattern problems are solved both orally and as a self-study exercise to reinforce the new material and to check what has been learned.

When comparing the instructions enclosed with the different types of tasks, it is clear that they are broadly similar. However, each of them has its own peculiarity. For example, when solving problems on finding common features, comparing figures in order to find common and different features, attention should be focused on common features, which are the basis for all tasks of the group. And when solving transformation problems first of all attention is paid to distinctions of figures, which is fundamental for this group of problems. And so on.

We have looked at the examples that make up the group of linear design problems. Let's move on to tabular construction ^[1].

As mentioned above, we will refer to tasks with tabular construction as those whose conditions are arranged in the form of a table.

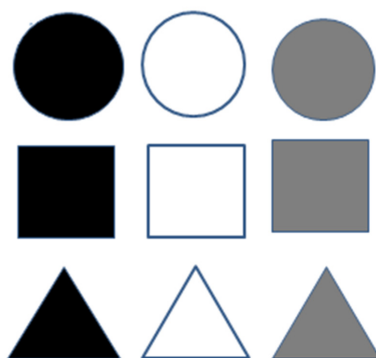
When comparing the instructions enclosed with the different types of tasks, it is clear that they are broadly similar. However, each of them has its own peculiarity. For example, when solving problems on finding common features, comparing figures in order to find common and different features, attention should be focused on common features, which are the basis for all tasks of the group. And when solving transformation problems first of all attention is paid to distinctions of figures, which is fundamental for this group of problems. And so on.

We have looked at the examples that make up the group of linear design problems. Let's move on to tabular construction.

As mentioned above, we will refer to tasks with tabular construction as those whose conditions are arranged in the form of a table.

Let's look at an example of what a "grid" table is like.

Task No. 4.



The proposed problem identifies two features by which changes occur: shape changes vertically, colour changes horizontally. Horizontally the shape remains unchanged, the colour does not change vertically. Consequently, the condition of a problem with a "grid" table can be represented as a valid (conventional) tables, titling the columns and rows:

The solution to the problem comes down to "seeing" this table and filling in the empty cell according to the row and column names.

It is recommended to solve the grid problems using the following plan:

Compare the figures in the columns (find what they have in common and what they have in common).

Compare the figures in the lines (find what they have in common and what they have in common).

Formulate the feature by which the figures in the columns change.

Formulate the feature by which the figures in the lines change.

Use the features of the changes in the figures to fill in the empty cells in the table.

As with linear construction problems, tabular construction problems (and with 'grid' filling as well) may be offered with answer options ^[14].

Each time an answer is given (right or wrong), the teacher should ask the pupil to argue their choice, to prove that they are right. Why did he choose this figure and not the other one?

In gridded problems, there may be more than one blank cell (one question mark). The most important thing to watch out for in a grid problem is that one column and one row should be filled in completely each time. The maximum possible number of empty cells in a nine-cell table is four. However, it is advisable to give problems with several unknowns to the second grade at the earliest.

The solution to the problem comes down to "seeing" this table and filling in the empty cell according to the row and column names.



It is recommended to solve the grid problems using the following plan:

Compare the figures in the columns (find what they have in common and what they have in common).

Compare the figures in the lines (find what they have in common and what they have in common).

Formulate the feature by which the figures in the columns change.

Formulate the feature by which the figures in the lines change.

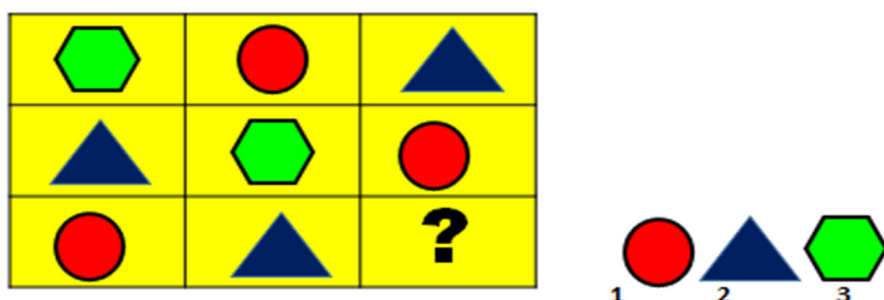
Use the features of the changes in the figures to fill in the empty cells in the table.

As with linear construction problems, tabular construction problems (and with 'grid' filling as well) may be offered with answer options.

Each time an answer is given (right or wrong), the teacher should ask the pupil to argue their choice, to prove that they are right. Why did he choose this figure and not the other one?

In gridded problems, there may be more than one blank cell (one question mark). The most important thing to watch out for in a grid problem is that one column and one row should be filled in completely each time. The maximum possible number of empty cells in a nine-cell table is four. However, it is advisable to give problems with several unknowns to the second grade at the earliest.

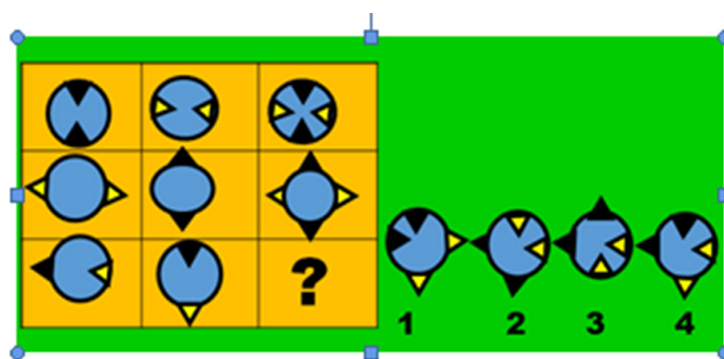
Task No. 5



Of course, this task offers more opportunities to develop thinking than the one where only one figure is unknown.

The last group of all the variety of pattern-finding tasks is the "nested" table tasks. Let us also consider these problems with the help of a concrete example:

Task No. 6



In contrast to the "grid" filling, in this problem all features (in our case three - the outer shape, the inner shape and the colour of the inner figure) change both horizontally and vertically. Each figure is, as it were, responsible for itself, forming a single "nest", but is of course in relationship to its neighbours both vertically and horizontally ^[10].

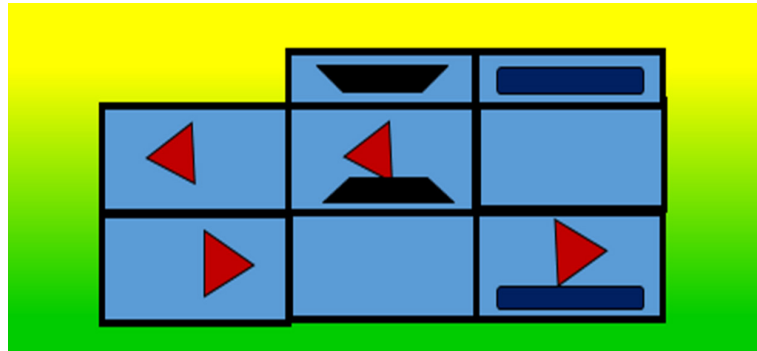
The following scheme is proposed to solve this type of problem:

1. Compare the figures in the table (find out what changes in the figures).
2. Formulate the characteristics by which the figures change.
3. Use the empty cells in the table to fill in the empty cells, one by one, according to the attributes.

For tasks with a "nested" table, answer options may also be provided. We will not dwell on this, as they are identical to those given above.

But problems of this type with several unknowns, unlike the “grid” ones, have their own peculiarity. It is necessary to add at least one more filled cell on one of the verticals and horizontals to the completely filled cells. Otherwise, it would be almost impossible for primary school pupils to solve the problem.

Task No. 7



We have considered all types of pattern finding tasks, which have been grouped together into appropriate groups.

CONCLUSIONS AND SUGGESTIONS

However, it is often not possible to link the pattern finding problems to the topic being studied. This is mainly due to the small amount of geometric material taught in primary school. For this reason we offer you to work orally on patternfinding problems with geometric content. This will help to diversify this arithmetic-loaded stage of the lesson and will have an impact on the development of imaginative thinking.

So, we propose pattern finding tasks as a means to solve the problem of shaping the creative activity of younger pupils. Our study also provides a definition of these tasks^[1].

The proposed typification of pattern finding tasks, made on the basis of the construction, allows one to navigate in the whole variety of these tasks and provides the possibility to use them in practical activities.

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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

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