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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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MUNDARIJA

Fizika ta'limida integratsiyalashgan yondashuv: mazmuni va ahamiyati.....	10
<i>Doniyorova Iroda Baxtiyor qizi</i>	
Zamonaviy boshlang'ich ta'lim: milliy dastur, kompetensiya va xorijiy tajriba integratsiyasi.....	14
<i>Omonova Nilufar Parda qizi</i>	
The Role of Environmental Project-Based Learning in Developing EFL Learners' Productive Skills.....	19
<i>Xujanova Shaxina Abdullayevna</i>	
Boshlang'ich sinflarda integratsiyalashgan ta'limning pedagogik aspektlari	24
<i>Eshpo'latova Elnora Yo'ldoshovna</i>	
Talabalarda stressga barqarorlikning nazariy va amaliy tahlili.....	29
<i>Nurmatov Nurhayot Nurziyot o'g'li, Maxmudova Shahzoda Maksudovna</i>	
Malakaviy o'quv amaliyoti jarayonida bo'lajak tarbiyachilarning kasbiy kompetensiyalarini rivojlantirishda didaktik ta'minotning ahamiyati.....	32
<i>Ramozonova Bahroy Sadriddinovna</i>	
Oliy ta'limda raqamli pedagogikaning institutsionlashuvi: boshqaruv, siyosat va raqamli transformatsiya strategiyalari.....	36
<i>Nuraliyeva Dilshoda Yo'lichiboy qizi</i>	
Aholini jismoniy sog'lomlashtirishda sog'lomlashtiruvchi mashg'ulotlarni tashkil etish metodikasi.....	41
<i>V. Sh. Raximov</i>	
O'spirinlik davrida motiv va motivatsion sohalarning kasb tanlashdagi o'rni	46
<i>Rayimqulova S., Pulatova R., Do'smatova S., Matyakubova Shohista Odambov qizi</i>	
Tarbiyachi shaxsining shakllanishida psixologik determinantlarning roli	51
<i>Vasila Yusupova</i>	
Kasbiy ta'lim o'quvchilarini ijodiy qobiliyatini oshirishda xorijiy tajribalardan foydalanish	55
<i>B. X. Sharopov</i>	
Raqamli axborot makonida gumanistik g'oyalarni integratsiyalashning nazariy konsepsiyasi	59
<i>Isanov Najotbek Ilmamat o'g'li</i>	
Fanlararo integratsiya asosida o'quvchilarda iqtisodiy bilimlarni rivojlantirish imkoniyatlari.....	63
<i>J. M. Fayzullayev, Ortiqova E'zoza Olimjon qizi</i>	
Millatlarning o'ziga xos dunyoqarashining psixologik xususiyatlari	67
<i>Murxashev Axmadxon Olimjon o'g'li</i>	
Xalqaro ta'lim dasturlari asosida kasbiy ta'lim muassasalarida metakognitiv kompetensiyalarni shakllantirish metodikasi.....	70
<i>S. A. Qarshiboyev</i>	
Ijtimoiy media kontentlari orqali talabalarda fuqarolik pozitsiyasini shakllantirishning nazariy asoslari.....	74
<i>Suyunov Rustam Sadriddinovich</i>	
Ko'p tilli muhitda ingliz tilini o'rganishning lingvistik xususiyatlari	78
<i>Teshaboyeva Mohichexra Sohibjon qizi</i>	
Axborotlashgan jamiyat sharoitida bo'lajak pedagoglarning mediakompetentligini rivojlantirish zarurati.....	81
<i>Umarov Azizbek Vaxobovich</i>	
O'quvchilarda badiiy matn leksikasini o'zlashtirishdagi qiyinchiliklar: muammo va yechim.....	85
<i>Xamroyeva Dilnoza Jahongir qizi</i>	
Bo'lajak boshlang'ich ta'lim o'qituvchilarini ma'naviy tarbiyalashda Ahmad al-Farg'oniy asarlarini kompyuter imitatsion modellari asosida o'qitish metodikasi.....	89
<i>S. S. Qulmurodova</i>	
Enhancement of Periodontal Disease Management Strategies in Individuals With Chronic Hepatitis C Following Attainment of a Sustained Virological Response.....	92
<i>Makhmudova Ugi'loy Bakhtiyorovna</i>	
Epithelial-Mesenchymal Transition's Possible Role in the Pathogenesis of Periodontitis (Literature Review)	95
<i>Burkxonova Zarafuz Kobilovna</i>	
Gamifikatsiya asosida bo'lajak oligofrenopedagoglarda kasbiy kompetensiyalarni rivojlantirish texnologiyalari mexanizmini tatbiq etish	102
<i>Bozorboyev Javlon</i>	
Bo'lajak chizmachilik o'qituvchilarining kasbiy kompetensiyalarini rivojlantirish omillari.....	106
<i>Jamilova Dilsuza To'iqin qizi</i>	



Elektir va magnit maydonida yorug'likning ikkilamchi sinishi.....	110
<i>Avulova Zamira Tursunmurodovna, Nomozova Dilnoza Mamarajab qizi, Alimardonov Husan Yorqin o'g'li, Ismatullayev Sayfiddin Panji o'g'li</i>	
Lazer texnologiyalarining zamonaviy qo'llanilishi	114
<i>Avulova Zamira Tursunmurodovna, Nomozova Dilnoza Mamarajab qizi, Muminova Sevinch Kamoliddin qizi, Begnayeve Dilbar Bobonazar qizi</i>	
Fotometrik kattaliklar	117
<i>Avulova Zamira Tursunmurodovna, Nomozova Dilnoza Mamarajab qizi, Mamatqulova Zebo Komiljon qizi, Xolmaxmatova Sevara Sirojiddin qizi</i>	
Qutublangan yorug'lik manbalari	121
<i>Avulova Zamira Tursunmurodovna, Nomozova Dilnoza Mamarajab qizi, Turdimurodova Kumushbib, Normuminova Madina</i>	
Tabiatdagi optik hodisalar	125
<i>Avulova Zamira Tursunmurodovna, Nomozova Dilnoza Mamarajab qizi, Qudratova Sevinch Otabek qizi, Ulasheva Ruxshona Rustam qizi</i>	
Rus tilini o'qitishda kompetensiyaga asoslangan innovatsion yondashuvlardan foydalanish	129
<i>Erkinova Nozima Utkir qizi</i>	
Rezervga bo'shatilgan harbiy xizmatchilarning ijtimoiy-psixologik reintegratsiyasini tadqiq etishning ilmiy-metodologik tahlili	133
<i>Ikmatullayev G'. Z.</i>	
Raqamli ta'lim platformalarida matematika o'qitishda sun'iy intellekt yordamida baholash tizimini takomillashtirish	136
<i>Mirzayeva Shahlo Abduraxmanovna, Akbarov Ulug'bek, Abdivaliyeva Umida</i>	
Linguistic and Pedagogical Foundations of Teaching English as a Foreign Language in The Uzbek Context.....	140
<i>Shokirova Mushtariy</i>	
Sun'iy intellektning ta'lim jarayonidagi transformatsion roli	144
<i>Uzoqboyev Xojiakbar Qobuljon o'g'li</i>	
Enhancing Collaborative Learning and Peer Feedback in EFL Classrooms Through Padlet: a Digital Approach to Group Work and Assessment.....	148
<i>Veronica Khatamova</i>	
Kar va zaif eshituvchi o'quvchilarning rasmlar asosida aqliy faoliyatini rivojlantirishning vizual-didaktik texnologiyalarini takomillashtirish.....	152
<i>Meliqo'ziyev Abduraxmonjon Qahramonjon o'g'li</i>	
Emotsional intellekt – hr menejrlarning qaror qabul qilish kompetensiyasining determinanti sifatida	157
<i>Abdukarimov Muhammadjon Muratovich</i>	
O'g'il bolalarni mustaqil oilaviy hayotga tayyorlashning tizimli-pedagogik modeli: nazariya, metodologiya va amaliyot	162
<i>Islamova Fotima Shamsiddinovna</i>	
Barkamol yosh avlod fazilatlarini shakllantirishda milliy innovatsion pedagogik texnologiyalarning o'rni.....	170
<i>Olimova Dono Shakirovna, Baxtiyorova Shahnoza Mansurbekovna</i>	
Development of Prevention of Professional-Pedagogical Deformation on the Basis of Health-Saving Technologies in Higher Educational Institutions.....	174
<i>Saidova Parvina Mirzo kizi</i>	
O'zbek xalq pedagogikasi mazmuni asosida talabalarni oilaviy hayotga tayyorlashning ilmiy nazariy asoslari	178
<i>Rahmonqulova Guliza Faxriddin qizi</i>	
Bolalarning maktabgacha yosh davrida emotsional rivojlanishiga oid nazariy qarashlar tavsifi.....	182
<i>Abduraxmonova Gulmira Arapjon qizi, Yuldasheva Umida Maxmudovna</i>	
Alohida ehtiyojli bolalar uy ta'limini tashkil etishning korreksion pedagogik tizimining tarkibiy komponentlari.....	186
<i>Jo'raxo'jayev Muhammadazizxo'ja Xalilxo'ja o'g'li</i>	
Maktabgacha ta'lim tashkilotlarida multimedia vositalarining ahamiyati.....	190
<i>Umida Marasulova</i>	
Boshlang'ich funksiya va aniqmas integral.....	193
<i>Mirzayeva Shahlo, Isroilova Zahro, Erkinova Shahrizoda, Javliyeva Dilnura</i>	
Maktabgacha ta'limda bolalar adabiyoti kerakmi?!.....	196
<i>Dilfuza Shadiyeva</i>	
Experimental Study on the Psycho-Pedagogical Effectiveness of Mall-Based Multimodal Learning in Developing Pluricultural Competence	200
<i>Azimova Sevara Muzaffar qizi</i>	

Simulyatsion o'quv muhitida fizika o'qituvchilarining o'z-o'zini boshqarish va refleksiv kompetentligini oshirish.....	205
Muradov Iloxomjon Abduxamid o'g'li	
Ta'lim menejmentida strategik boshqaruv tushunchasining evolyutsiyasi.....	209
Raximjonov Jamshid Rafiqjon o'g'li	
Raqamli kompetentlik tushunchasining ilmiy-nazariy talqini va xorijiy hamda mahalliy tadqiqotlar tahlili	214
Umirov Boboyor Baxtiyor o'g'li	
Maktabgacha ta'lim tashkilotlarida faoliyatlar samaradorligini oshirishda pedagogik multimedia vositalaridan foydalanish usullari.....	218
Abdreimova Maftuna O'ktam qizi	
Boshlang'ich sinf texnologiya darsliklarining tuzilishi hamda o'quvchilar yoshiga muvofiqligi.....	223
Bobolov Nuriddin Tojiyevich	
Oliy ta'limda pedagoglarning boshqaruv kompetensiyalarini rivojlantirish uchun zamonaviy texnologiyalar	228
Isabekov Bahodir Isabek o'g'li	
Maktabgacha yoshdagi bolalarda tolerantlik madaniyatini shakllantirishning ijtimoiy-psixologik masalalari .	233
Boydavletova Sohiba Abduganiyevna	
Aksiologik yondashuv asosida tarbiya fanini o'qitishda innovatsion pedagogik texnologiyalardan foydalanish.....	239
G'aybullayev Bobur Nomonjon o'g'li	
Maktabgacha yoshdagi bolalarda mantiqiy tafakkurni rivojlantirishda didaktik o'yinlarning ahamiyati.....	243
Toshpo'latova Muxlisa G'olib qizi	
Bo'lajak o'qituvchilarning refleksiv kompetentligini rivojlantirishning mazmuni va ilmiy-nazariy pedagogik asoslari.....	248
Mamatqulova Saboxat Abduraxmonovna	
Maktabgacha ta'limda monitoring va baholash tizimini takomillashtirish.....	253
Amanova Durdona Kaxramonovna	
O'zbekiston yoshlarining ma'naviy va estetik tarbiyasida tasviriy san'at va zamonaviy pedagogik texnologiyalar.....	257
Esanova Hulkar Abdurayim qizi	
Maktabgacha ta'lim tashkilotlarida eksperimental-tajriba faoliyatini tashkil etish	261
Gafurova Dilnoza Saloxiddinovna	
Ommaviy axborot vositalarining jamiytdagi xavfsizlik hissiga ta'sirining nazariy va amaliy tahlili	266
Nurmatov Nurhayot Nurziyot o'g'li, Qoldiboyeva Xayriniso Eldarovna	
Milliy o'yinlarni o'qitishda axborot-kommunikatsiya texnologiyalarining pedagogik imkoniyatlari.....	269
Ismatov Po'latjon Abdumannobovich	
Ta'lim sifatini boshqarish jarayonida kvalimetrik parametrlarini takomillashtirishda xorijiy tajribalarning ahamiyati	273
Karimova Maxbubaxon Mukimjonovna	
Innovatsion ta'lim sharoitida bolalar adabiyotini o'qitish metodikasini takomillashtirish modeli.....	278
Mirzayeva Nigora Bozorovna	
Matematika o'qitishda milliy qadriyatlarni aks ettirish.....	282
Mirzayeva Shahlo, Yuldoshova E'zoza Ravshan qizi, Muxtorova Sevinch Asad qizi, Xolboyeva Mushtariy Zayniddin qizi	
Ingliz tilida fe'l frazeoformalarining morfologik tuzilishiga xos umumiy xususiyatlar.....	285
Jo'rayeva Nargiza Shavkatovna	
Boshlang'ich sinf o'quvchilarining yozma nutqini o'stirishda interaktiv metodlarning ahamiyati.....	289
Ramazonova Munisa Hoshim qizi	
Maktabgacha ta'lim tashkilotlari tayyorlov guruhi tarbiyalanuvchilarining lug'at boyligini oshirishda intellektual o'yinlar va interfaol usullardan foydalanish.....	294
Raxmonova Gulrux Ubaydullayevna, Ibragimova Dildora Turabovna	
Maktabgacha ta'limda pedagoglar kasbiy kompetensiyasini rivojlantirishda uslubiy xizmat va hamkorlik mexanizmlarining samaradorligi.....	298
S. A. Rahmonberdiyev	
Yoshlarni destruktiv submadaniyatlar ta'siridan himoyalashning innovatsion pedagogik usullari	304
Xasanova Marxabo Turayevna	
Социально-психологические особенности домашнего насилия в условиях трансформации семьи и цифровизации общества	308
Абдукадирова Лаура Юльбарсовна, Абдуллаева Азиза Комилжон кизи	
Педагогические основы развития инновационной компетентности педагогов в системе дошкольного образования.....	315
Гульнара Ахтямовна	



Роль учебного процесса и творческой деятельности в сохранении психологического равновесия.....	320
<i>Коршубаева Рано Хазраткуловна</i>	
Maktabgacha yoshdagi bolalarda matematik tasavvurlar (son, shakl, o'lcham, fazoviy munosabatlar)ning psixologik-pedagogik xususiyatlari va rivojlanish bosqichlari	325
<i>Bibizaynab Otaxo'jayeva</i>	
Ertaklarni rollarga bo'lib o'qish orqali o'quvchilarda boshqaruvchanlik qobiliyatini shakllantirish	328
<i>Sobirova Fotimaxon Baxodir qizi, Narkabilova Gulnoza Po'latovna</i>	
Jadid ayollari fenomenining tarixiy va intellektual mohiyati	332
<i>Ergashova Mehriniso Husniddin qizi</i>	
The Importance of Pronunciation in Language Learning	335
<i>Nazarova Gulbaxor Azimjon Qizi</i>	
Ta'lim jarayonida test texnologiyalaridan foydalanishga qo'yiladigan pedagogik talablar	340
<i>Rasulov Ulug'bek Murodulloyevich</i>	
Tibbiyot ta'limida mentor va talaba munosabatlarining tahliliy tafakkurga ta'siri	345
<i>Osbayov Muhammadjon Imaraliyevich</i>	
Oila qadriyatlari va ta'lim tizimi orqali ijtimoiy mas'uliyatni shakllantirish.....	350
<i>Tuymurodova Donoxon Istam qizi, D. Sh. Yuldasheva</i>	
Будущее французского языка в XXI веке: глобальные тенденции, вызовы и перспективы.....	354
<i>Азамжонova Сарвиноз Шухратовна</i>	
Dars jarayonida o'yin folklori namunalaridan samarali foydalanish usullari.....	360
<i>Safarova Nigora Oxunjonovna, Durmatova Oygul Orifjonovna</i>	
Yosh basketbolchilarni zamonaviy sport mutaxassisligiga yo'naltirishning samaradorligi.....	364
<i>Rahimov Bobirjon Abdurasulovich</i>	
Matematikani o'qitishda vizual tafakkur psixologiyasi.....	370
<i>Inomova Ozodaxon Shavkatjon qizi</i>	
O'zbek oilalarida gender tenglikning etnopsixologik xususiyatlari.....	374
<i>Yusupova Mardona Matkubulovna</i>	
Raqamli ta'lim muhitida sun'iy intellekt yordamida aniq fanlarni o'qitish va talabalarning kasbiy-pedagogik kompetensiyalarini shakllantirish	378
<i>Mirzayeva Shahlo, Olmasov Elshod Elmurod o'g'li, Jabborov Muhammadali Abdumannof o'g'li</i>	
Maktabgacha yoshdagi bolalarda emotsional intellektni rivojlantirish usullari.....	382
<i>Marufova Munira Egamkulovna</i>	
Elektron ta'lim jarayonida "raqamli profilaktika"ni ommalashtirish va "axborot hurujlari"ni bartaraf etish usullari	385
<i>Qo'ng'irotboy Avezimbetovich Sharipov, Sirojiddinov Nuriddin Saxobiddinovich</i>	
Tibbiyot sohasida ayollar karyerasi rivojlanishining imkoniyatlari va to'siqlari.....	393
<i>Axmedova Maysara Baxromovna</i>	
Tog' echkilarida xonakilashtirish natijasida paydo bo'lgan o'zgarishlar	397
<i>Xaqberdiyeva Shoira Tursunaliyevna, Ashurova Dilorom Abdusamat qizi, Elmurodova Munisa Baxtiyor qizi</i>	
Kumush tovon balig'i (Carassius gibelio Bloch)ning oziqlanish xususiyatlari va suv ekotizimidagi ekologik roli	402
<i>Xaqberdiyeva Shoira Tursunaliyevna, Rahmonqulova Ruxshona Qudratovna, Xurramova O'g'ilshod Usmon qizi</i>	
Inklyuziv ta'limga jalb etilgan bolalarni psixologik qo'llab-quvvatlashning pedagogik ahamiyati	406
<i>Akbaraliyeva Mohlaroyim Abdujalil qizi</i>	
O'smirlardagi agressiyani korreksiyalashda art-terapiya metodlarini qo'llashning psixologik jihatlari	413
<i>Jalilova S. X., A'loyeva Fazilat Alijon qizi</i>	
Maktabgacha yoshdagi bolalarda agressiyani bartaraf etishning psixologik texnologiyalari.....	416
<i>G'aybullayeva Anora Tolib qizi</i>	
Sun'iy intellekt asosida o'quv jarayonini shaxsiylashtirish: nazariya va amaliyot.....	420
<i>Mirzayeva Shahlo, Ergashov Komilbek Muhiddin o'g'li, Rahmonov Og'abek</i>	
Sharq mutafakkirlarining tafakkur va aqliy taraqqiyot masalasidagi qarashlari	423
<i>Manzura Shodmonqulova</i>	
Umurtqalilarda regeneratsiya jarayonlarining molekulyar va fiziologik asoslari.....	427
<i>Xaqberdiyeva Shoira Tursunaliyevna, Mirzayeva Ruxsora Shukur qizi, Abdurahmonova Marjona Salim qizi</i>	
Qushlarning evolyutsiyasida uchishga moslashish jarayoni.....	432
<i>Xaqberdiyeva Shoira Tursunaliyevna, Nurillayeva Mavluda Abduvohid qizi, Muhammadiyeva Shaxrizoda Panji qizi</i>	
O'zbekistonning janubiy hududlarida O'rta Osiyo toshbaqasi (Testudo horsfieldii)ning bioekologik xususiyatlari va muhofazasi.....	437
<i>Xaqberdiyeva Shoira Tursunaliyevna, Xasanova Baxtigul Asqar qizi, Jo'rayeva Sojida Abray qizi</i>	



Maktabgacha ta'limda ekologik madaniyatni shakllantirish: "yashil pedagogika"ning global tendensiyalari va innovatsion modellari	441
Bo'riyeva Shahzoda Otaniyoz qizi	
Qushlarning ekologiyasi, biosferadagi o'rni va inson hayotiga ta'siri.....	444
Xaqberdiyeva Shoira Tursunaliyeva, Qalandarova Muxlisa Alimardonovna, Xamrayeva Feruza Oybekovna	
Pedagogik amaliyot modelining transformatsiyasi: passiv kuzatishdan kasbiy jarayonga chuqur kirib borish tendensiyasi	448
Abdrashitova E. V.	
Ta'lim jarayonida baholashning zamonaviy yondashuvlari va uning o'quvchilar rivojlanishidagi ahamiyati ..	454
Abduraxmonova Dilobar Shuhratbekovna	
Yirtqichlarning ov strategiyalari: evolyutsion moslashuv, neyrofiziologik asoslar va ekologik modellashtirish	458
Xaqberdiyeva Shoira Tursunaliyeva, Saidov Asadbek Qudratovich, Abdusattorov Abdulqosim Abdulxamidovich	
Yoshlar o'rtasida huquqbuzarliklarning oldini olish	464
Ahmadjonova Shahnozaxon Yarqinovna	
Zamonaviy ta'lim jarayonida funksional savodxonlikni rivojlantirishning nazariy-metodik asoslari hamda o'quvchilarning amaliy kompetensiyalarini shakllantirish yo'nalishlari.....	467
Alimova Farzona Abdukamalovna, Gubayeva Aziza Ismatillayevna	
Muhandislik ta'limida ijodkorlikni rivojlantirishning nazariy va metodologik yondashuvlar	474
Avazov Jo'rabek Donayevich	
Katta guruh tarbiyalanuvchilarida kasb haqidagi dastlabki tasavvurlarni shakllantirish metodikasini innovatsion ekotizim sharoitida takomillashtirish ijtimoiy-pedagogik muammo sifatida.....	478
D. D. Zuparova, Uralova Fotima Baxtiyor qizi	
Geometriya fanida isbotlashga doir masalalarning o'quvchilarda divergent tafakkurni rivojlantirishdagi didaktik imkoniyatlari.....	483
Davletov Davronbek Egamberganovich	
An'anaviy xonandalikni o'qitishda zamonaviy pedagogik texnologiyalarni qo'llash.....	488
Fazliddinov Zokir Xusniddin o'g'li	
Maktabgacha tarbiya yoshidagi bolalarda agressiv xulq-atvor namayon bo'lishi	493
G'ayibova Nargiza Anorbayevna	
Methodology for Organizing Tutoring Activities in the Credit-Module System	497
Isabekov Shavkat Isabekovich	
Ta'lim boshqaruvida rahbarlarning kasbiy kompetensiyasini rivojlantirishning zamonaviy yondashuvlari	500
Islamova Dilfuza Dilshodovna	
O'zbek yuridik terminologiyasining boyishining ichki va tashqi manbalari.....	504
Ismoilova Sug'diyona Ashurovna	
Tarbiyasi og'ir o'smirlar orasida jismoniy faoliyat darajasi bilan akademik yutuqlar orasidagi bog'liqlikni takomillashtirish	508
Isoqov Nuriddin Halim o'g'li	
Bo'lajak chizmachilik o'qituvchilarining kasbiy kompetensiyalarini rivojlantirish omillari.....	511
Jamilova Dilsuza To'lqin qizi	
Talaba qizlarning jismoniy faolligini oshirish yo'llari	515
Jumanova Iroda Shokirjon qizi	
Online marketingda emotsional manipulatsiya usullarining ta'siri	518
Nurmatov Nurhayot, Kimsanboyeva Komila Shermuxammadqizi	
O'yin faoliyati va integrativ mashg'ulotlar asosida tarbiyani tashkil etish metodikasi	522
Mamatova Farida Iminjanovna	
Oliy ta'lim tizimida inklyuziv ta'limning mazmuni va uning ijtimoiy-pedagogik zaruriyati	527
Mirsaidova Muborak	
Boshlang'ich sinf o'quvchilarining o'quv-bilish faoliyatini modellashtirishning didaktik imkoniyatlari va samaradorligi	532
Muxtarova Lobar Abdimannabovna, Shoymurodova Roziya Yusuf qizi	
Amfibialarning teri orqali nafas olishi: morfofiziologik asoslari va evolyutsion ahamiyati	536
Xaqberdiyeva Shoira Tursunaliyeva, Normurodova Farishta Begmurod qizi, Xolmurodova Dilrabo Panji qizi, Qo'ldoshova Ruxshona Navro'z qizi	
Maktabgacha ta'lim tashkilotlarida o'yin texnologiyalari asosida bolalarda bilish jarayonining rivojlanishi ...	541
Norqulova Ma'mura Husniddin qizi	
Kasbiy ta'lim tashkilotlarida xalqaro ta'lim dasturlarini joriy qilishning ilmiy-amaliy ahamiyati.....	546
Nosirov Bunyodjon G'offorali o'g'li	
Maktabgacha ta'lim tashkilotlarining oila va jamoat tashkilotlari bilan hamkorligi.....	550
Qambarova Naziraxon Barxonovna	



An'anaviy oila sharoitida kelinlarda noadaptiv psixologik himoya mexanizmlarini kamaytirish bo'yicha psixokorreksion yondashuv	554
Qobilova Nasiba Ismatjon qizi	
Ona tili ta'limida kreativ yondashuv asosida o'quv jarayonini modellashtirishning pedagogik shart-sharoitlari	557
Qulmuminov O'rolboy Safar o'g'li, Jumayeva Hulkar Panji qizi	
Maktabgacha yoshdagi bolalarning jismoniy rivojlanish dinamikasi	562
Ravshanova Gulnoza Burxonovna, Turdiboyeva Umida Ravshan qizi, Norjigitova Rohila Abduvoid qizi	
Ingliz, o'zbek va rus tillari foydalanuvchilari uchun lug'atlar yaratishning lingvistik va amaliy asoslari	565
Raxmonova Sardora Muminjonovna	
Jismoniy tarbiya darslarini yangicha pedagogik texnologiyalar asosida tashkil etishning nazariy va amaliy asoslari	569
Ro'zmetov Rasul Tangirberganovich	
Sutemizuvchilarning kelib chiqishi va xilma-xilligi	573
Xaqberdiyeva Shoira Tursunaliyevna, Sattorova Sanobar Boboqul qizi, Salimova Shahrizoda Ikromjon qizi	
Raqamli muhitda voyaga etayotgan o'spirinlarda empatiya va ijtimoiy-emotsional rivojlanishning neyropedagogik xususiyatlari	578
Shamsiddinov G'iyosjon Husniddin o'g'li	
Bo'lajak muhandislarning amaliy ko'nikmalarini rivojlantirishda dasturlashtirilgan ta'lim vositalarining o'rni	583
Sharipova Nodira Ilxom qizi	
Digital Educational Technologies in Improving the Quality of Teaching: Methods and Practical Implementation	588
Tashpulatova Nafisa Bakhtiyarovna	
Maktabgacha yoshdagi bolalarda ijtimoiy ishonchni rivojlantirishda inklyuziv usullardan foydalanish	591
To'laboyeva Irodaxon Maxammadali qizi	
SRDM modeli orqali boshlang'ich sinf o'quvchilarida STEAM kompetensiyalari va Computational Thinking ko'nikmalarini shakllantirish	595
Toshpulatova Niyoxon Shavkatjon qizi	
Umumta'lim maktablarida fan to'garaklari faoliyatini tashkil etishning pedagogik shartlari	600
Toshtemirova Dilnoza Abdug'ani qizi	
Development of an Integrated Learning Module Based on Digital Technologies in the Educational Process	604
Umirov Ilkhom Iskandar ugli	
Muskul-skelet tizimi nuqsonli o'quvchilarning nozologik guruhlariga differensial yondashuv asosida adaptiv sportga yo'naltirish	608
Uraimov Sanjar Ruzimatovich, Ubaydullayeva Dilnoza Muhammad qizi	
Boshlang'ich ta'limda alohida ehtiyojga ega bo'lgan o'quvchilarni o'qitishning bugungi holati va muammolari tahlili	612
Uroqova Yorqin qizi	
Inklyuziv ta'lim muhiti asosida boshlang'ich sinf o'quvchilarining texnologiya darslarida ijodiy qobiliyatlarini rivojlantirish metodikasi	615
Xamidova Zarina Iskandar qizi	
Qushlar migratsiyasi va uning ekologik sabablari	619
Xaqberdiyeva Shoira Tursunaliyevna, Raximova Dilfuza Ilyos qizi, Saburova Sarvinoz Erkabay qizi	
Imkoniyati cheklangan bolalarni jismoniy tarbiya va sportga jalb etishning nazariy va amaliy asoslari	623
Xasanova Nilufar Raxmatovna	
Raqamli avlod tarbiyasida milliy qadriyatlar va ota-onalarning virtual-pedagogik madaniyati uyg'unligi	628
Xaydarova Xilola Raximberdiyevna	
Разработка алгоритмов для визуализации и анализа решения задач линейного программирования	631
Буронова Муниса Баходировна, Хакимов Дониёр Бахтиёр Угли	
Ta'lim tizimida moliyaviy boshqaruv tushunchasi va iqtisodiy mazmuni	637
Mannanova Maftuna Fazliddin qizi	
Koreya ta'lim tizimida kompetensiyaviy yondashuvning nazariy asoslari va uning pedagogik mohiyati	641
Adamatov Anvar Ablaqulovich	
Bo'lajak pedagoglarning raqamli didaktik kompetensiyasini rivojlantirish: muammo va yechimlar	645
Uskanov Kaxramon Xalikulovich	
Matematika fanini o'qitishda onlayn platformalardan foydalanish	648
Mirzayeva Shahlo, Yorqulova Mashhura, Boboqulova Durdona	

DEVELOPMENT OF AN INTEGRATED LEARNING MODULE BASED ON DIGITAL TECHNOLOGIES IN THE EDUCATIONAL PROCESS

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Abstract: This paper presents the theoretical and practical aspects of developing an integrated learning module through the use of digital technologies in the educational process. The concept of the learning module is based on modern pedagogical technologies, the capabilities of the digital learning environment, and the principles of interdisciplinary integration. The results of the study show that the implementation of an integrated module on digital platforms enhances students' independent learning activity, develops technological thinking, and contributes to the formation of interdisciplinary competencies.

Key words: digital technologies, integration, learning module, digital learning environment, competence, technological thinking.

Annotatsiya: Ushbu maqolada ta'lim jarayonida raqamli texnologiyalardan foydalanish orqali integratsiyalashgan ta'lim modulini ishlab chiqishning nazariy va amaliy jihatlari keltirilgan. O'quv modulining konsepsiyasi zamonaviy pedagogik texnologiyalar, raqamli ta'lim muhitining imkoniyatlari va fanlararo integratsiya tamoyillariga asoslanadi. Tadqiqot natijalari shuni ko'rsatadiki, raqamli platformalarda integratsiyalashgan modulni joriy etish talabalarning mustaqil ta'lim olish faolligini oshiradi, texnologik tafakkurni rivojlantiradi va fanlararo kompetensiyalarni shakllantirishga yordam beradi.

Kalit so'zlar: raqamli texnologiyalar, integratsiya, o'quv moduli, raqamli o'quv muhiti, kompetensiya, texnologik fikrlash.

Аннотация: В данной работе представлены теоретические и практические аспекты разработки интегрированного модуля обучения с использованием цифровых технологий в образовательном процессе. Концепция учебного модуля основана на современных педагогических технологиях, возможностях цифровой образовательной среды и принципах межпредметной интеграции. Результаты исследования показывают, что внедрение интегрированного модуля на цифровых платформах повышает самостоятельную учебную активность студентов, развивает технологическое мышление и способствует формированию междисциплинарных компетенций.

Ключевые слова: цифровые технологии, интеграция, учебный модуль, цифровая учебная среда, компетентность, технологическое мышление.

INTRODUCTION

The development of the education system in modern society is closely related to the processes of digital transformation. As a result of globalization, the rapid development of information technologies, the widespread use of artificial intelligence and automated systems, a qualitatively new stage is emerging in the content, forms, and methods of education. Especially in higher educational institutions, the organization of the educational process based on digital technologies, the development and implementation of integrated teaching approaches is one of the pressing issues of today.

The application of digital technologies in education is not only the modernization of teaching aids, but also raising the educational activity of the student to a new qualitative level. The digital educational environment ensures interactivity, openness, personality orientation, and flexibility at all stages of the educational process. At the same time, the organization of the educational process in this environment based on interdisciplinary integration increases the effectiveness of teaching, develops the creative and analytical thinking abilities of the student's personality.

An integrated educational module is an educational model that combines several disciplines, technologies, and types of practical activities into a single digital system, which serves to form a complex of knowledge, skills, and competencies in students. In such a module, each topic or section is logically interconnected, and their content is presented in integration with real-life situations. As a result, the student not only acquires theoretical knowledge, but also has the opportunity to apply it in practice.



LITERATURE REVIEW

In recent years, such concepts as “digital competence,” “artificial intelligence-based learning,” “virtual laboratories,” “cloud environment learning” have been widely used in the education system. This process requires new approaches to the development and implementation of training modules. In particular, the creation of integrated educational modules on digital platforms provides opportunities for visualization of educational materials, consolidation through interactive tasks, and automatic analysis.

Also, training modules developed on the basis of digital technologies:

- allows for the individualization of the student’s learning activity;
- automates the teacher’s control function;
- ensures time and resource savings in the educational process;
- creates conditions for the effective organization of distance learning.

The scientific and methodological foundations for creating integrated educational modules are developed based on the principles of pedagogical design, a systematic approach to education, and didactic integration. Therefore, the development of an integrated educational module based on digital technologies is an effective way to improve the quality of the educational process, the formation of digital competencies, and the strengthening of students’ readiness for professional activity.

In this study, the main goal is to determine the effectiveness of their influence on the educational process by developing such integrated educational modules, testing them in the digital environment, and analyzing the results.

In recent years, the issue of integrating digital technologies into the educational process has become the central direction of educational innovations on a global scale. Therefore, the research works of many domestic and foreign scientists in this area deserve attention.

The theory of organizing the educational process based on digital technologies is widely covered in the scientific research of such scientists as V.P. Bepalko, A.A. Verbitskiy, E.S. Polat, B.T. Langer, and P. Mishra. In their opinion, digital educational technologies increase cognitive activity in students, ensure the flexibility of the learning process, and allow for the individual organization of the learning process [1, 2, 3, 6, 4].

A.A. Verbitskiy (2021) in his concept of “Context-based learning technology” emphasizes the need to connect the student’s learning activity with a real-life context using digital tools. In his opinion, educational modules should be considered as a means of strengthening interdisciplinary integration^[1].

In the concept of “System of Pedagogical Technologies,” put forward by V.P. Bepalko (2020), the principles of modulation, phasing, and feedback of the educational process occupy a central place. It is these principles that form the basis of the methodology for creating digital learning modules [2].

Among Western scientists, the TPACK model (Technological Pedagogical Content Knowledge), developed by P. Mishra and M. Koehler (2009), is recognized as one of the scientific and theoretical foundations of digital learning systems. According to their model, the teacher creates an effective learning environment by integrating technological, pedagogical, and content knowledge. This approach is an important theoretical basis for the development of an integrated learning module [4].

The document “Digital Learning and Competence Development Framework,” developed by UNESCO (2022), emphasizes the priority of modular and interactive approaches to the development of competencies in digital education. In it, the adaptation of education to the digital ecosystem, active participation of the teacher and student in cooperation are recognized as criteria determining the effectiveness of the digital educational module [5].

Among Uzbek scientists Sh. Kholmatov (2021) , I. Karimov (2023) , D. Khusanov (2024) and I. Umirov (2024) in scientific research, issues of the digital educational environment, the integrated learning process, and the development of students’ technological thinking competence are widely covered. In their opinion, the digital learning module complements traditional forms of learning, engages students as active participants, and increases the effectiveness of learning [10, 7, 8, 9].

For example, I. Karimov (2023) in his research found that as a result of the development of educational modules through digital platforms (Moodle, Google Classroom, Edmodo) and their testing based on interdisciplinary integration, the ability of students to learn independently increased by 20-25% [7].

D. Khusanov (2024) put forward the principle of “digital project activity” in the integration of educational modules. According to it, within the framework of the module, the student combines knowledge of several disciplines simultaneously through practical tasks, which develops the competence of technological thinking [8].

Also, A. Tukhtaev (2022) proved the possibility of forming an individual educational direction through the use of artificial intelligence technologies in digital educational modules. It shows that automatic feedback systems based on student activity results increase the effectiveness of digital learning by up to 30% [11].

ANALYSIS AND RESULTS

In foreign practice, in particular, the experience of Korea, Finland, Estonia, and Singapore shows that the introduction of digital integrated training modules into the educational process increases not only the quality of training, but also the digital potential of the national innovative economy.

Analysis of the above-mentioned scientific sources shows that the development of an integrated educational module based on digital technologies is one of the most promising areas of the modern education system. However, in existing studies, the issues of adaptation of training modules to the conditions of the local education system, determination of criteria for the effectiveness of interdisciplinary integration, as well as development of indicators for assessing digital competence have not been fully resolved. Therefore, these aspects will be the focus of this study.

The methodological basis of the research consists of advanced pedagogical theories on the digitalization of the educational process, the modular system of teaching, and the organization of interdisciplinary integration. The methodology in this area is based on the following scientific approaches:

A systematic approach considers the educational process as a system consisting of a single, interconnected component. In this case, the digital educational environment, teacher activity, student activity, and educational resources are analyzed in mutual integration.

The integrative approach involves the development of the content of the educational module based on interdisciplinary connections, combining theoretical knowledge and practical tasks into a single conceptual model.

The personality-oriented approach allows taking into account the individual characteristics of each student, the level of training, interest, and learning speed in the digital learning module.

The digital pedagogy approach is based on the principles of organizing the educational process through artificial intelligence, online platforms, virtual laboratories, and digital educational resources.

In the study, the stages of development of an integrated training module based on digital technologies were defined as follows:

1. **Analytical stage:** existing scientific sources, digital education systems, and modular learning experiences were studied; existing problems were identified, and a scientific basis for their solution was developed.
2. **Design stage:** the structure, content, learning objectives, interactive components, and evaluation criteria of the digital training module are developed.
3. **Experimental stage:** the created module is tested with the participation of students of technical universities.

Stage of analysis of the results: statistical analysis of the experimental data, assessment of the effectiveness of the training module, and formation of scientific conclusions.

Within the framework of the study, an integrated educational module based on digital technologies was developed and tested as an experiment in technical higher educational institutions. The experiment was conducted over a 6-month period, with a total of 120 students participating. The main goal of the study was to determine the effectiveness of the developed educational module's influence on the educational process.

During the experimental work, the level of formation of students' knowledge, skills, and competencies was compared before and after the introduction of the module. According to the analysis results, the level of mastery among students of the experimental group increased by an average of 22%, the accuracy of performing practical tasks increased by 18%, and independent learning skills increased by 1.6 times. It was noted that the indicator of digital competence increased from 0.68 to 0.87. In the control group, changes were in the range of 5-7%, which confirms the high effectiveness of the training module.

The results of a survey conducted to study students' attitudes towards the learning process showed that 87% of students noted that interactive classes in the digital module made the learning process more interesting, 79% of students noted that they mastered topics more deeply through digital tasks, and 82% of students noted that the feedback system based on artificial intelligence helped to analyze learning errors.

Teachers who used the digital module also achieved significant results. According to them, the time spent on managing and controlling the educational process has decreased by an average of 25%, the possibility of online analysis of learning outcomes has increased, and the possibility of involving students with low learning motivation in training as active participants has expanded.



Experimental data were analyzed using mathematical and statistical methods. As a result of the correlation analysis, the correlation coefficient between students' digital competence and the level of mastery was $R = 0.78$, which indicates a strong positive correlation. The results of the statistical analysis were considered reliable ($P < 0.05$).

After the introduction of the integrated training module, an increase in the education quality index from 0.72 to 0.89 was observed. Module usage efficiency (based on resource usage, task completion speed, and feedback activity) improved by 31%. These figures prove the practical effectiveness of the training module and its positive impact on the quality of education.

CONCLUSION AND RECOMMENDATIONS

The results of the analysis showed that the integrated educational module, developed on the basis of digital technologies, complements traditional methods in the learning process, activates students' independent learning activities, and contributes to the formation of technological thinking competencies.

The research results showed that the development of an integrated educational module based on digital technologies is an effective form of modernization of the educational process. Such a module increases the interactivity, flexibility, and activity of students in learning activities.

The digital integrated educational module strengthens interdisciplinary connections and forms a complex of knowledge and practical competencies in students. As a result, the effectiveness of student learning, independent work skills, and digital literacy increase significantly.

Statistical analysis of the experimental work proved the positive influence of the module on the quality of education and learning motivation. Also, the processes of managing, monitoring, and analyzing the educational process have been simplified for teachers.

Based on this, it can be said that the integrated educational module based on digital technologies is an effective means of improving the quality of education, developing technological thinking and digital competencies in students. Applying this approach to other disciplines and areas will allow for further expansion of the digital education ecosystem and raising education to an innovative level.

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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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