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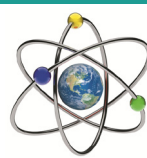
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- 13.00.00 Pedagogika fanlari
- 13.00.01 Pedagogika nazariyasi. Pedagogik ta'limotlar tarixi
- 13.00.02 Ta'lim va tarbiya nazariyasi va metodikasi (sohalar bo'yicha)
- 13.00.03 Maxsus pedagogika
- 13.00.04 Jismoniy tarbiya va sport mashg'ulotlari nazariyasi 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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# MAKTABGACHA VA MAKTAB TA'LIMI

Pedagogika, psixologiya fanlariga ixtisoslashgan ilmiy jurnal



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# MUNDARIJA

|                                                                                                                                                          |    |
|----------------------------------------------------------------------------------------------------------------------------------------------------------|----|
| Raqamli oliy ta'lim boshqaruvida kommunikativ kreativlikni rivojlantirishning tashkiliy pedagogik mexanizmi .....                                        | 10 |
| <b>Mamatova Xilola Muxiddinovna</b>                                                                                                                      |    |
| Ta'lim jarayonida sun'iy intellektdan foydalanishning ijobiy va salbiy jihatlari: tizimli tahlil va strategik yondashuvlar .....                         | 14 |
| <b>Zamira Nishanova</b>                                                                                                                                  |    |
| Maktabgacha yoshdagi bolalarda muloqot va ijodiy faoliyat orqali o'zini namoyon etish ko'nikmalarini shakllantirish .....                                | 17 |
| <b>Abdug'afforova Navbahoroy Botirjon qizi</b>                                                                                                           |    |
| Raqamli sivilizatsiya davrida oliy ta'limda axborot-analitik kompetensiyani shakllantirishning nazariy-pedagogik asoslari .....                          | 22 |
| <b>Oybek Davlatov</b>                                                                                                                                    |    |
| Maktabgacha yoshdagi bolalarning kommunikativ kompetensiyalarini rivojlantirishda o'yin texnologiyalarining ahamiyati .....                              | 27 |
| <b>Bekmuhammedova Muhlisa Abdusattarovna</b>                                                                                                             |    |
| Jaloliddin Rumiy asarlarida komil inson va shaxsiy kamolot masalalari .....                                                                              | 33 |
| <b>Qodirova Madina Odiljon qizi</b>                                                                                                                      |    |
| Interfaol ta'lim texnologiyalari asosida o'quvchilarning ijodiy va tanqidiy fikrlash kompetensiyalarini rivojlantirishning pedagogik imkoniyatlari ..... | 37 |
| <b>Ergasheva Shaxnoza Baxtiyor qizi</b>                                                                                                                  |    |
| Rhythmic Gymnastics: a Harmony of Art and Sport .....                                                                                                    | 42 |
| <b>Hurshida Murzoyeva</b>                                                                                                                                |    |
| Sport to'garaklari mashg'ulotlarining talaba-yoshlar jismoniy rivojlanishiga ta'siri .....                                                               | 46 |
| <b>Jabborova Sevara Asroqul qizi</b>                                                                                                                     |    |
| Inklyuziv ta'lim sub'yektlari hamkorligini boshqarishning innovatsion pedagogik mexanizmlari .....                                                       | 51 |
| <b>Kuranboyeva Ozoda Xakimovna</b>                                                                                                                       |    |
| Maktabdan tashqari ta'lim muhitining o'quvchilar ijtimoiy-emotsional rivojlanishiga ta'sir etuvchi pedagogik omillari .....                              | 57 |
| <b>Mexriniso Nosirova</b>                                                                                                                                |    |
| Yangi O'zbekistonda maktabgacha va maktab ta'limi tizimi uchun zamonaviy pedagog kadrlar tayyorlashning rivojlanish istiqbollari .....                   | 61 |
| <b>Sodiqova Yulduzxon Maxamat qizi</b>                                                                                                                   |    |
| Integrating Culture in Language Teaching and Developing Intercultural Tolerance: Pedagogical Approaches and Classroom Implications .....                 | 65 |
| <b>Tairova Ruzakhon Umidbek qizi</b>                                                                                                                     |    |
| Boshlang'ich sinf o'quvchilarida darsga ijobiy munosabatlarni shakllantirish va rivojlantirish texnologiyalari .....                                     | 71 |
| <b>Tursunbayeva Yulduz</b>                                                                                                                               |    |
| Sun'iy intellekt asosidagi adaptiv ta'lim muhitining pedagogik-psixologik nazariy asoslari .....                                                         | 75 |
| <b>Xakimov Utkirbek Ilhomjon o'g'li</b>                                                                                                                  |    |
| O'zbek xalq cholg'ulari orkestri ijrochiligi san'atining rivojlanish tarixi va uning pedagogik ta'limdagi o'rni ...                                      | 79 |
| <b>Miskinova Sabina Ziyadxon qizi</b>                                                                                                                    |    |
| Преодоление узбекско-русской лингвокультурной интерференции при текстоворждении студентов-филологов: методический аспект .....                           | 85 |
| <b>Тахирова Маъсуда Абдужаббор кизи</b>                                                                                                                  |    |
| Инновационные методы преподавания русского языка в вузах Узбекистана: развитие коммуникативной и речевой компетенции учащихся .....                      | 91 |
| <b>Шокаримова Камола Абдуллаевна</b>                                                                                                                     |    |



|                                                                                                                                                                     |     |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
| Boshlang'ich sinf o'quvchilarida yumshoq ko'nikmalarni shakllantirishning nazariy-metodologik asoslari....                                                          | 98  |
| <i>Yakubjonov Xasan Qahramonovich</i>                                                                                                                               |     |
| Bo'lajak boshlang'ich sinf o'qituvchilarining ilmiy-ijodiy kompetensiyalarini rivojlantirish texnologiyalari .....                                                  | 103 |
| <i>Umarov Xusniddin Egamboyevich</i>                                                                                                                                |     |
| Sport maktabi o'quvchilarida yengil atletika intervalli mashg'ulotlari yordamida chidamlilikni oshirish .....                                                       | 107 |
| <i>Shuxrat Xudoyberdiyev Mamayusupovich, Abduqahhorov Nuriddin Xabibulloyevich</i>                                                                                  |     |
| O'zbek va jahon adabiyoti matnlarini qiyosiy tahlil qilishda sun'iy intellekt va kompyuter lingvistikasining o'rni .....                                            | 112 |
| <i>Sodikova Makhliyo</i>                                                                                                                                            |     |
| Milliy va umuminsoniy qadriyatlarga asoslangan harbiy tarbiya metodlari .....                                                                                       | 117 |
| <i>A'zamov Inom Salimjonovich</i>                                                                                                                                   |     |
| Boshlang'ich ta'lim o'qituvchilarining inklyuziv ta'lim sharoitida o'quvchilar bilan ishlashda STEAM yondashuvidan foydalanish metodikasini takomillashtirish ..... | 121 |
| <i>Abidjanova Vasila To'likinovna</i>                                                                                                                               |     |
| Kommunikativ topshiriqlar asosida ingliz tilida gapirish ko'nikmasini rivojlantirishning metodik imkoniyatlari .....                                                | 129 |
| <i>Prenova Gulsara Barlikbayevna</i>                                                                                                                                |     |
| Bo'lajak boshlang'ich sinf o'qituvchilarining pedagogik nutqiy kompetentligini rivojlantirishning nazariy asoslari .....                                            | 134 |
| <i>Meyliqulova Manzura Abdullayevna</i>                                                                                                                             |     |
| Kasbiy ta'lim sifatini boshqarishda sun'iy intellekt texnologiyalaridan foydalanish .....                                                                           | 138 |
| <i>Ne'matova Zarina Furqat qizi</i>                                                                                                                                 |     |
| Kimyoning asosiy tushuncha va qonunlarini aksiomatik asosda talqin qilishning ilmiy-pedagogik ahamiyati .....                                                       | 141 |
| <i>Kamolova Nargiza Ibragimovna</i>                                                                                                                                 |     |
| Моделирование процесса формирования патриотизма у курсантов на основе культурного наследия казахской и узбекской интеллигенции .....                                | 147 |
| <i>Малдыбаев Куандик Бекбауович</i>                                                                                                                                 |     |
| Bo'lajak tarjimonlarda mumtoz asarlardagi leksik-frazeologik birliklarni tarjima qilish kompetensiyasini shakllantirish ("Firdavs ul-iqbol" asari misolida) .....   | 152 |
| <i>Borasulova Dilnoza Dilmurodjon qizi</i>                                                                                                                          |     |
| WHY I+1 is Not the ZPD: Reassessing Input-Based and Sociocultural Accounts of EFL Development .....                                                                 | 155 |
| <i>Sattarova Zulxumor Nodirbek kizi</i>                                                                                                                             |     |
| Лингвометодическая компетенция учителя русского языка: генезис понятия и структура в современной педагогической науке .....                                         | 159 |
| <i>Икрамова Мунира Маруфжановна</i>                                                                                                                                 |     |
| Kasbiy axloq va pedagogik madaniyat masalasini tadqiq etishda ilmiy tadqiqot metodlarining o'rni va vazifalari .....                                                | 163 |
| <i>Kazakov Shavkat Norqobilovich</i>                                                                                                                                |     |
| Kichik maktab yoshidagi bolalar nutq faoliyatida ijtimoiy muhitning psixologik roli .....                                                                           | 168 |
| <i>Shadiyev Feruz Djaxonovich</i>                                                                                                                                   |     |
| Intellektida nuqsoni bo'lgan kichik maktab yoshidagi o'quvchilarning so'z boyligini boyitishda o'yin texnologiyasidan foydalanish .....                             | 173 |
| <i>Xolmuxamedova Zilola Azimovna</i>                                                                                                                                |     |



# WHY I+1 IS NOT THE ZPD: REASSESSING INPUT-BASED AND SOCIOCULTURAL ACCOUNTS OF EFL DEVELOPMENT

Sattarova Zulxumor Nodirbek kizi

**Abstract:** Input-based theories of second language acquisition (SLA) and Vygotskian sociocultural theory (SCT) explain similar phenomena using different conceptual frameworks. While the former provides an account of the psycholinguistic dimensions of language learning, the latter emphasizes its social and developmental dimensions. An effective teacher should be able to draw on insights from both perspectives. Kinginger (2001) demonstrated that Krashen's  $i+1$  and Vygotsky's Zone of Proximal Development (ZPD) represent fundamentally different interpretations of language learning and cannot be treated as compatible concepts. This article takes this theoretical conflict seriously while exploring how insights from both traditions can be brought together to develop a more effective framework for ESL teachers. The observable mechanisms through which learners engage with language are described in terms of input, negotiated interaction, and pushed output. The two traditions differ fundamentally in their definitions of the mind and their explanations of how development occurs. This article revisits this theoretical conflict for an ESL audience by summarizing the key points of difference between the ZPD and the Input Hypothesis. It also examines why the narrative that the two theories are complementary has remained so influential in teacher-preparation programs despite their theoretical differences. The article argues that the solution lies in an integrated approach to classroom practice that draws on both traditions while preserving their fundamental theoretical distinctions.

**Key words:** SLA, SCT, ZPD, comprehensible input, mediation, EFL pedagogy.

**Annotatsiya:** Ikkinchi tilni o'zlashtirishning (SLA) inputga asoslangan nazariyalari va Vigotskiyning sotsiokultural nazariyasi (SCT) o'xshash hodisalarni turli konseptual yondashuvlar asosida izohlaydi. Birinchisi tilni o'zlashtirishning psixolingvistik jihatlarini tushuntirsa, ikkinchisi uning ijtimoiy va rivojlanish jihatlariga e'tibor qaratadi. Samarali o'qituvchi har ikki nazariy yondashuvning imkoniyatlaridan foydalana olishi kerak. Kinginger (2001) Krashenning  $i+1$  konsepsiyasi va Vigotskiyning Yaqin rivojlanish zonasi (ZPD) tilni o'zlashtirish jarayonini tubdan farqli tarzda talqin qilishini hamda ularni to'liq mos keluvchi tushunchalar sifatida qarash mumkin emasligini ko'rsatgan. Mazkur maqolada ushbu nazariy ziddiyat jiddiy ko'rib chiqilib, har ikki an'anadagi yondashuvlarni birlashtirish orqali ingliz tilini ikkinchi til sifatida o'qituvchi pedagoglar foydalanishi mumkin bo'lgan samaraliroq modelni ishlab chiqish imkoniyati tahlil qilinadi. O'quvchilarning til bilan o'zaro munosabatga kirishish jarayonida kuzatiladigan mexanizmlar input, kelishilgan o'zaro ta'sir va majburiy nutqiy ishlab chiqarish tushunchalari orqali tavsiflanadi. Ushbu ikki nazariy an'ana ongning tabiati va rivojlanish jarayonining qanday kechishi masalalarida tubdan farqlanadi. Maqolada ushbu nazariy ziddiyat ESL auditoriyasi uchun qayta ko'rib chiqilib, Yaqin rivojlanish zonasi va Input gipotezasi o'rtasidagi asosiy farqlar umimlashtiriladi. Shuningdek, nazariy tafovutlarga qaramay, ushbu ikki nazariyaning bir-birini to'ldirishi haqidagi qarash nima sababdan o'qituvchilarni tayyorlash dasturlarida keng qo'llanib kelayotganligi tahlil qilinadi. Maqolada yechim har ikki an'anadagi yondashuvlardan foydalangan, biroq ularning fundamental nazariy farqlarini saqlab qoladigan integratsiyalashgan pedagogik yondashuvni ishlab chiqishda ekanligi asoslanadi.

**Kalit so'zlar:** SLA, SCT, ZPD, tushunarli input, mediatsiya, EFL pedagogikasi.



**Аннотация:** Теории усвоения второго языка (SLA), основанные на входном воздействии, и социокультурная теория Выготского (SCT) объясняют сходные явления, используя различные концептуальные подходы. Если первая рассматривает психолингвистические аспекты усвоения языка, то вторая акцентирует внимание на его социальных и развивающих аспектах. Эффективный преподаватель должен уметь использовать положения обеих теоретических перспектив. Кингингер (2001) показала, что концепция  $i+1$  Крашена и зона ближайшего развития (ZPD) Выготского представляют принципиально различные интерпретации процесса усвоения языка и не могут рассматриваться как полностью совместимые понятия. В данной статье это теоретическое противоречие рассматривается непосредственно, а также анализируется возможность объединения отдельных положений обеих традиций для формирования более эффективной модели, применимой преподавателями английского языка как иностранного. Наблюдаемые механизмы, посредством которых учащиеся взаимодействуют с языком, рассматриваются через понятия входного воздействия, согласованного взаимодействия и вынужденной языковой продукции. Две теоретические традиции принципиально расходятся в понимании природы сознания и механизмов развития. В статье повторно рассматривается данное теоретическое противоречие с учетом потребностей аудитории, занимающейся преподаванием английского языка как второго языка, и обобщаются основные различия между зоной ближайшего развития и гипотезой входного воздействия. Кроме того, рассматривается вопрос о том, почему представление о взаимодополняемости этих двух теорий сохраняет устойчивое положение в программах подготовки преподавателей, несмотря на существующие теоретические различия. Обосновывается, что решение заключается в интегрированном подходе к организации учебного процесса, который использует положения обеих традиций, сохраняя при этом их фундаментальные теоретические различия.

**Ключевые слова:** SLA, SCT, ZPD, понятный языковой ввод, медиация, методика преподавания английского языка как иностранного.

## INTRODUCTION

There are two answers when someone asks a classroom full of language teachers what motivates someone to acquire a second language. “Exposure,” says one group. The other argues for increased production because speaking and writing require a type of grammatical processing that students can avoid through comprehension alone (Swain, 1995). This is the psycholinguistic tradition in SLA research, and it has shaped four decades of communicative methodology. But, according to others, learning a language is first about thinking with others and then thinking alone. This is Vygotsky’s (1978) SCT, in which higher mental processes begin as interpersonal, shared activities and eventually become private. The ZPD is the gap between what a learner can do without help and what they can accomplish with assistance from someone who is more experienced and skilled. In most teacher training programs I am aware of, these perspectives are presented as follows: one addresses the “how” of acquisition, while the other addresses the “who with.”

Kinginger (2001) provides much of the comparative backbone for the argument that follows and offers a useful corrective to this tidiness. She demonstrates, point by point, that the ZPD and the Input Hypothesis are not variations on a theme. They cannot agree on what constitutes a mind, what constitutes the fundamental unit of language, or even what it means to state that a student has “learnt” anything. She contends that using  $i+1$  as an approximate synonym for the ZPD subtly strips the ZPD of the very characteristics that initially made it worthwhile to acquire from Vygotsky. That argument is convincing, in my opinion. What happens next is the question this piece poses. Does an EFL instructor have to pick a side if there is a genuine theoretical disagreement between the two traditions? I don’t think so, but I also don’t think that using softer language to cover up the disagreement is the solution. However, I also don’t believe that more mixing and softer language would solve the problem. My suggestion is to assign distinct tasks to each tradition. Input, negotiation, output, and attention to form are all things that SLA advises us to seek in a classroom. Sociocultural theory explains the significance of such factors and what “working” entails when a student transitions from dependent to independent use. Kinginger presents the disagreement in Section 2. After developing the integration, I test it against a situation that neither tradition can adequately describe on its own.

## LITERATURE REVIEW

The psycholinguistic tradition focuses on input, interaction, and output. Its foundation is Krashen’s (1982) Input Hypothesis. Understanding communication that is just a little bit above one’s present level—the well-known  $i+1$ —is how language is learned. Most of the time, this happens without paying attention to grammar. The theory was developed into an approach through the Natural Approach (Krashen & Terrell, 1983). Long’s (1996) Interaction Hypothesis made an important addition. Understanding is insufficient on its own. Real-time comprehension of input is achieved through the negotiation of meaning by means of recasts, clarification requests, and confirmation checks. Additionally, negotiation draws a learner’s attention to the form that led to the breakdown. Swain (1995) went one step further. Working with French immersion classrooms, she observed that students



who were fluent in the language still had problems producing accurate output. The focused grammatical task of producing language under pressure was something that input alone was unable to provide.

One further piece is added by the literature on focus on form (Long, 1991; Sheen, 2002). Certain forms have communicative salience that is too low to be detected through meaning-focused exposure alone. They need a nudge. More important than the differences among these solutions is what they have in common. In this regard, Kinginger (2001) is cautious. They all find that learning occurs when a person's mind processes external information. Output and interaction are necessary, but only in a crucial, supporting way. They either make the input stream more comprehensible or compel its processing. Accordingly, they are not the actual process of learning.

## RESEARCH METHODOLOGY

Vygotsky (1978) takes a different approach. Higher mental functions, such as attention, memory, and reasoning, do not start out as private abilities that subsequently manifest socially among people. This is what Vygotsky (1978) refers to as the intermental plane. They only later become intrinsic, private, internal, and the learner's own. Language is not merely a code learned in the process; it is the instrument that facilitates the internalization process. For this reason, sociocultural theorists are reluctant to distinguish between acquiring a language and developing new ways of thinking. The ZPD refers to the distance between unassisted and assisted performance.

Kinginger (2001) focuses precisely on why this cannot be reduced to a planned strategy of "giving input a bit above the learner's level." A learner sitting and waiting to be matched against a level of motivation is not a reality of the ZPD. The learner engaged in interaction is a fact. It only arises when a specific type of assistance is removed or altered. For this reason, both dynamic assessment (Poehner, 2008, 2009) and research on scaffolding emphasize graded and fading support and focus on the contingency of assistance. How accurately does it respond to the learner's needs in real time? That is how the developmental process works—not through the raw amount of material or its difficulty level alone.

## ANALYSIS AND RESULTS

**Table 1: Kinginger's (2001) comparison lays this out**

| Feature                           | Input hypothesis/SLA             | Sociocultural theory                                  |
|-----------------------------------|----------------------------------|-------------------------------------------------------|
| <b>Focus</b>                      | Language competence in students  | Higher mental capacity in students, groups, societies |
| <b>Approach</b>                   | Experimental, hypothesis-testing | Historical                                            |
| <b>Basic unit of language</b>     | Sentence                         | Saying                                                |
| <b>Conception of learning</b>     | Acquisition                      | Internalization, change of social activity            |
| <b>Role of social interaction</b> | Instrumental                     | Fundamental                                           |
| <b>Developmental path</b>         | Fixed, universal natural order   | Creative, not predictable                             |

This is not an argument about terminology. When a student produces a form incorrectly, the teacher's approach changes. From the input perspective, the question concerns exposure: Has the student encountered the form frequently enough and in sufficiently comprehensible contexts? The question is different from a sociocultural perspective: What kind of assistance is this student now receiving for this task? When is it offered, and how do people respond? The focus of the diagnosis becomes responsiveness to mediation, rather than unaided output (Poehner, 2008). Blur these two questions together, and you lose what made the ZPD worth having in the first place (Kinginger, 2001). So why does the complementary story gain traction in teaching? The economy of explanation plays a role. It fits neatly on a slide that says, "Use input theory for grammar, sociocultural theory for classroom talk." However, the statement that "these two traditions disagree about the nature of mind" is not adequately accommodated in the majority of teacher-training courses. A good example is provided by Gifford and Mullaney (1999), who are singled out for discussion by Kinginger (2001). They reduce the ZPD to "a task a bit above the learner's level, with help from someone more skilled."

The real differentiation is eliminated by this definition. According to one theory, competence is located within the learner and is ready to be activated by input. However, from the sociocultural perspective, until the negotiating interaction takes place, the capacity does not yet exist independently. However, there is a better explanation for why the two traditions are combined, and it deserves more credit. There are many similarities between the two traditions in practice. Do not assign work that is far above or below what a student is capable of doing. Avoid teaching norms in isolation from their practical application. Both traditions would approve of these principles. They simply cannot agree on why these practices are effective. An integrated paradigm must fill the gap between shared pedagogical intuitions and divergent theoretical explanations.

## CONCLUSION

Our discussion of second language acquisition is dominated by two traditions that work much better in teacher-preparation programs than their underlying ideas do. According to the Input Hypothesis, each learner is treated as a separate processor that is progressively developed through comprehensible experience. According to sociocultural theory, the learner develops in real time through mediated interactions with others. These are not two different perspectives on the same mechanism. As Kinginger (2001) showed two decades ago, they are distinct systems based on separate assumptions about what a mind is and how development occurs. That said, there is more to the apparent convergence in classroom recommendations than meets the eye.

Both traditions encourage teachers to provide appropriately challenging tasks, seek assistance from more experienced individuals, and exercise caution when teaching norms that are not applied in practice. They cannot agree on why these actions are effective, and a teacher who assumes an easy agreement runs the risk of misusing tools from one tradition according to the rationale of the other. The most obvious example is reducing the ZPD to a synonym for  $i+1$ . The remaining task is not to claim a winner. It is to determine what each tradition is actually useful for and to build a pedagogical model that uses them accordingly, rather than blending them into a single vocabulary. That is the project taken up in the companion article, which proposes a three-stage model of EFL development involving other-regulation, shared regulation, and self-regulation, while treating input, interaction, and output as the observable mechanisms of development and mediation as the process that explains why they work.

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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



# AKTABGACHA VA AKTAB TA'LIMI

**Mas'ul muharrir:** Ramzidin Ashurov

**Ingliz tili muharriri:** Murod Xoliyorov

**Musahhih:** Alibek Zokirov

**Sahifalovchi va dizayner:** Iskandar Islomov

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