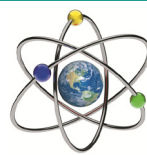




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# M AKTABGACHA VA AKTAB TA'LIMI

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ixtisoslashgan ilmiy jurnal

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# MUNDARIJA

|                                                                                                                                                         |     |
|---------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
| Iqim o'zgarishi muammolari va "yashil ko'nikmalar"ning rivojlanishi.....                                                                                | 14  |
| <i>Abdurashit Karimovich Avliyaqulov</i>                                                                                                                |     |
| TTJlardagi qizlarni qo'llab-quvvatlash, mavjud ijtimoiy-axloqiy muammolarni<br>hal etish bo'yicha ilg'or xorijiy mamlakatlar tajribasini o'rganish..... | 18  |
| <i>Xasanboy U. Abdusamatov</i>                                                                                                                          |     |
| Integrativ yondashuv bo'lajak o'qituvchilarda ijodiy va<br>tahliliy fikrlash ko'nikmalarini rivojlantirishning asosiy omili .....                       | 26  |
| <i>Jalilov Nodirjon Azamatovich</i>                                                                                                                     |     |
| Maktabgacha tarbiya yoshidagi bolalarning sibling munosabatlari diagnostikasi.....                                                                      | 30  |
| <i>G'ayibova Nargiza Anorbayevna</i>                                                                                                                    |     |
| Oliy ta'lim muassasalarida ta'lim sifati va samaradorligini oshirishning muhim omillari .....                                                           | 33  |
| <i>Hakimova Gulmira To'xtatosheva</i>                                                                                                                   |     |
| Bo'lajak o'qituvchilarda ijtimoiy-madaniy kompetentlikni<br>muzey pedagogikasi vositasida rivojlantirishning pedagogik-psixologik jihatlarini .....     | 37  |
| <i>Marayimova Kibriyoxon Islomjon qizi</i>                                                                                                              |     |
| Iqtisodiy savodxonlikni oshirishda o'zbek tilining ta'siri .....                                                                                        | 41  |
| <i>Yuldasheva Dilnoza Bekmurodovna</i>                                                                                                                  |     |
| Сторителлинг как инструмент формирования ценностных ориентаций старшеклассников .....                                                                   | 44  |
| <i>Умрихина Виктория Игоревна</i>                                                                                                                       |     |
| Формирование эстетических предпочтений учащихся музыкальных<br>школ в условиях инклюзивного образования на основе стилевого подхода .....               | 52  |
| <i>Ахунова Умида Ойбековна</i>                                                                                                                          |     |
| Sun'iy intellektning ta'limga integratsiyasi: o'qitish va boshqaruvdagi o'rni .....                                                                     | 55  |
| <i>Abduxamidova Muyassar Xalimjon qizi</i>                                                                                                              |     |
| Buxorodagi jadidchilik harakatining o'ziga xosligi va maktablardagi ta'lim tizimi.....                                                                  | 60  |
| <i>Axrоров Ixtiyor Doniyorovich</i>                                                                                                                     |     |
| Inklyuziv ta'lim sharoitida imkoniyati cheklangan bolalarning moslashuvida oila va maktabning roli .....                                                | 63  |
| <i>Dadaboyev Jahongir Sherdil o'g'li</i>                                                                                                                |     |
| Влияние длительной госпитализации на образовательную траекторию ребенка:<br>междисциплинарный подход .....                                              | 67  |
| <i>Сайфутдинова Насиба Нурматовна</i>                                                                                                                   |     |
| O'yinning bola faoliyati sifatidagi mohiyati va o'ziga xosligi.....                                                                                     | 75  |
| <i>Otasheva Lola Shoto'rayevna</i>                                                                                                                      |     |
| Psixologik tadqiqotning umummetodologik va xususiy metodologik tamoyillari .....                                                                        | 78  |
| <i>Xodjimatoва Nazira Toshmatovna, Mallayeva Gulshoda Maxmudjonovna</i>                                                                                 |     |
| Rivojlanishida nuqsoni bor bo'lgan bolalarni ijtimoiy hayotga tayyorlashda inklyuziv ta'limning o'rni .....                                             | 81  |
| <i>B. Xusniddinova</i>                                                                                                                                  |     |
| Bo'lajak boshlang'ich sinf o'qituvchilarida loyihaviy tadqiqotchilik ko'nikmalarini rivojlantirish .....                                                | 85  |
| <i>Zulaykho Samatovna Ro'ziyeva</i>                                                                                                                     |     |
| Boshlang'ich sinf o'quvchilarining og'zaki va yozma nutq ko'nikmalarini<br>dars jarayonida rivojlantirish texnologiyasi .....                           | 89  |
| <i>Xudaybergenova Nawrizbiyke Qanat qizi</i>                                                                                                            |     |
| Sonlarni obrazlar bilan bog'lash orqali mantiqiy va ijodiy fikrlashni rivojlantirish metodikasi.....                                                    | 92  |
| <i>Kalekeeva Sarbinaz Turkmenbaevna</i>                                                                                                                 |     |
| Methodology of Teaching English to Preschool Children .....                                                                                             | 96  |
| <i>Khurshida Tojimurodova</i>                                                                                                                           |     |
| Malaka oshirish jarayonida yo'riqchilarning kasbiy kompetentligini takomillashtirishning ijtimoiy zaruriyati..                                          | 100 |
| <i>Ch. B. Nalibayeva</i>                                                                                                                                |     |
| O'qituvchilarning o'quvchilar bilan hamkorlik munosabatlari .....                                                                                       | 103 |
| <i>G'aniyeva Sayyora Saidmurod qizi</i>                                                                                                                 |     |
| Falsafada haqiqatni izlash: empirizm va rasionallizmning o'rni.....                                                                                     | 106 |
| <i>Boymirzayeva Xurshida Sobirovna</i>                                                                                                                  |     |



|                                                                                                                                         |     |
|-----------------------------------------------------------------------------------------------------------------------------------------|-----|
| Raqamli ta'lim muhitida boshlang'ich sinf o'quvchilari uchun axborot bilan ishlashni o'rgatishning didaktik asoslari .....              | 110 |
| <i>Ismoilov Ravshan Yakubjon o'g'li</i>                                                                                                 |     |
| An Evaluation of the Impact of The Theme-Based Approach on Young Learners' Speaking Development..                                       | 113 |
| <i>Khamraeva Gulchekhra Ibrakhimovna</i>                                                                                                |     |
| O'smirlar o'rtasida o'zaro hamkorlikni rivojlantirishga ta'sir etuvchi omillar .....                                                    | 118 |
| <i>Majidov Jasur Baxtiyarovich, Xolmatova Dilorom Vahobjon qizi</i>                                                                     |     |
| Informatika fanini o'qitishda mobil dasturiy vositalaridan foydalanish imkoniyatlari .....                                              | 123 |
| <i>Jo'rayev Ilhom Isxoqovich</i>                                                                                                        |     |
| Muqimiy asarlari vositasida talabalarda kitobxonlik tizimini rivojlantirishda innovatsion texnologiyalardan samarali foydalanish .....  | 126 |
| <i>Muxlisa Satriiddinova Muhitdinova</i>                                                                                                |     |
| Korpus lingvistikasida lingvostatistik tahlil metodi .....                                                                              | 132 |
| <i>Nuriddinov Abrorbek Sayfiddin o'g'li</i>                                                                                             |     |
| Bo'lajak o'qituvchilarni ruhlantirish va o'ziga bo'lgan ishonchini oshirishda zamonaviy pedagogik texnologiyalardan foydalanish .....   | 136 |
| <i>Umarova Feruzabonu Bobir qizi, Samandarova Dildora Javlon qizi</i>                                                                   |     |
| Tizimli-faoliyatli yondashuv asosida umumpedagogik akt kompetentlikni shakllantirish muammosining nazariy-metodologik jihatlarini ..... | 139 |
| <i>Saloxiddinova Umidaxon Mansurjon qizi</i>                                                                                            |     |
| Nutqiy kamchiliklarni kamaytirishda o'yinlarning o'rni .....                                                                            | 143 |
| <i>Jabborova Oltinoy</i>                                                                                                                |     |
| Matn bilan ishlash bosqichlari va ularning ingliz tilini o'rgatishdagi didaktik ahamiyati .....                                         | 146 |
| <i>Soliyev Umidjon Yulchivoyevich</i>                                                                                                   |     |
| Ta'lim tizimini boshqarishda talabalar boshqaruvining qiyosiy tahlillari .....                                                          | 150 |
| <i>Uzaqov Nomozali Hamdamovich</i>                                                                                                      |     |
| Zamonaviy ta'lim muassasalarida pedagoglarning boshqaruv malakasini rivojlantirish yo'llari .....                                       | 153 |
| <i>Z. M. Zarifova</i>                                                                                                                   |     |
| Rossiya imperiyasining Surxon vohasi qishloq xo'jaligi va irrigatsiya tizimidagi siyosati tarixi .....                                  | 159 |
| <i>Abdurashidov Anvar Abdurashidovich</i>                                                                                               |     |
| Maktabgacha ta'lim tashkilotlari katta guruh tarbiyalanuvchilarini badiiy adabiyot bilan tanishtirish texnologiyalari .....             | 164 |
| <i>Axmadaliyev Sidiqjon Yigitalievich</i>                                                                                               |     |
| Ota-onalarning ta'lim sifatiga ta'siri .....                                                                                            | 167 |
| <i>Axmadqulova Ozodaxon Xamidullo qizi</i>                                                                                              |     |
| Surxon voxasi toponimlarining tarixshunosligi .....                                                                                     | 170 |
| <i>Boboyeva Sitora Ro'zimaxmatovna</i>                                                                                                  |     |
| O'zbek etnopedagogikasi rivojlanishining nazariy asoslari .....                                                                         | 174 |
| <i>Davlatova Shaxnozaxon Doniyor qizi</i>                                                                                               |     |
| Sihatgohlarda davolanuvchilar salomatligini saqlashda jismoniy tarbiya vositalaridan samarali foydalanish texnologiyalari .....         | 178 |
| <i>G'aniyev Suxrob Abduvali o'g'li, Ergashov Shoxrux Yusuf o'g'li</i>                                                                   |     |
| Ikkinchi jahon urushi davrida Surxon vohasi ayollarining maorif va madaniyat sohasiga qo'shgan munosib hissalari .....                  | 183 |
| <i>Hakimova Muyassar Rashidovna</i>                                                                                                     |     |
| Kitob mutolaasining pedagogik-psixologik asoslari .....                                                                                 | 188 |
| <i>Il'yasova Dilshoda Akmal qizi</i>                                                                                                    |     |
| O'zbekiston tarixini o'qitishda zamonaviy pedagogik texnologiyalar, Turkistondagi siyosiy jarayonlar, Turkiston muxtoriyati .....       | 191 |
| <i>Isaev Oybek Axmed o'g'li</i>                                                                                                         |     |
| Boshlang'ich ta'limda ona tili fanidan mustaqil ishlarni tashkil etishda matnlar ustida ishlash metodikasi ....                         | 195 |
| <i>Iskandarova Maftuna Quvondiq qizi</i>                                                                                                |     |
| Sinfdan tashqari tadbirlarda o'smir yoshdagi o'quvchilarning ijtimoiy tashabbuskorligini tarbiyalash metodi .....                       | 199 |
| <i>Latipova Nigoraxon Isakovna, Ibraimov Xolboy Ibragimovich</i>                                                                        |     |
| Tarixni o'rganishda yordamchi tarixiy fanlarning ahamiyati .....                                                                        | 202 |
| <i>Maxmatkulova Nozikoy Choriyevna</i>                                                                                                  |     |

|                                                                                                                                                   |     |
|---------------------------------------------------------------------------------------------------------------------------------------------------|-----|
| Increasing the Efficiency of Economic Education Through Project-Based Educational Technologies .....                                              | 210 |
| <a href="#">Nurmatova Maftuna Ilkxamovna</a>                                                                                                      |     |
| Rassom O'rol Tansiqboyev asarlari vositasida maktabga tayyorlov guruhi bolalarini tabiat manzarasini chizishga o'rgatish.....                     | 213 |
| <a href="#">Po'latov Foziljon Usibjonovich</a>                                                                                                    |     |
| Bo'lajak boshlang'ich sinf o'qituvchilarida lingvistik kompetensiyasini rivojlantirishda raqamli ta'lim vositalarining o'rni.....                 | 216 |
| <a href="#">Qayumova Odinoxon Buvarayim qizi</a>                                                                                                  |     |
| Milliy o'zlikni anglashni shakllantirishning pedagogik asoslari.....                                                                              | 219 |
| <a href="#">Sa'dullayeva Sarvinov Ubadullo qizi</a>                                                                                               |     |
| Neyrodinamik gimnastikalar yordamida o'quvchilarning matematik tafakkurini rivojlantirish.....                                                    | 223 |
| <a href="#">Sanobar Ibragimovna Kenjayeva</a>                                                                                                     |     |
| Talabalarni ma'naviy tarbiyalash diagnostikasi va korrektsiyasi .....                                                                             | 228 |
| <a href="#">Saotmuradova Zebo Yuldash qizi</a>                                                                                                    |     |
| Musiqiy-nazariy fanlarni o'qitishda axborot kommunikatsiya texnologiyalarini qo'llashning xususiyatlari .....                                     | 232 |
| <a href="#">Shukurova Nilufar Gayratovna</a>                                                                                                      |     |
| Maktabgacha ta'lim direktori shaxsiy kompetensiyasini rivojlantirish bo'yicha ilg'or xorijiy tajribalardan foydalanish.....                       | 237 |
| <a href="#">Ravshanova Nargiza Norboyevna, Suvonova Sohiba Eshquvvat qizi</a>                                                                     |     |
| Surxon vohasining ijtimoiy hayotida sog'lomlashtirish oromgohlarining o'rni .....                                                                 | 241 |
| <a href="#">Tilovov Qorjov Bekbayevich</a>                                                                                                        |     |
| O'quvchilarning ma'naviy immunologik tarbiyasini shakllantirishning ilmiy asoslari .....                                                          | 248 |
| <a href="#">Toshmamatova Shoxsanam Muzaffar qizi</a>                                                                                              |     |
| Theoretical Foundations, Essence, Content and Forms of Economic Education for Students of Grades 5-6 of Secondary Schools .....                   | 251 |
| <a href="#">Turakhanov Oybek Davlatievich</a>                                                                                                     |     |
| Tarbiyachining shaxsiy fazilatlari va pedagogik mahorati .....                                                                                    | 257 |
| <a href="#">Usarova Muborak Xabibulla qizi, Abduraxmanova Matluba Kamoliddin qizi</a>                                                             |     |
| Boshlang'ich ta'limda kommunikativ yondashuvga asoslangan o'qitish metodlarini takomillashtirish usullari.....                                    | 260 |
| <a href="#">Xoliqova Matluba Mardon qizi</a>                                                                                                      |     |
| Xorijiy tillarni o'qitishning zamonaviy pedagogik texnologiyalardan foydalanish jarayonini takomillashtirishning shakl, metod va vositalari ..... | 263 |
| <a href="#">Xudoyqulova Sevara Yorqul qizi</a>                                                                                                    |     |
| Boshlang'ich sinf o'quvchilarining ma'naviy tarbiyasida xalq pedagogikasi an'analaridan foydalanish .....                                         | 266 |
| <a href="#">Yunusova Dildoraxon Xikmat qizi</a>                                                                                                   |     |
| Boshlang'ich sinf o'qituvchilarining tanqidiy fikrlashini rivojlantirish.....                                                                     | 270 |
| <a href="#">Yusufaliyeva Gulnora Abdurahmonovna</a>                                                                                               |     |
| Способы и средства обучения ценности времени в младших классах (на уроках русского языка).....                                                    | 275 |
| <a href="#">Ниязова Хилола Хаят кизи</a>                                                                                                          |     |
| Психологические, лингвистические и педагогические компоненты в раннем обучении иностранным языкам в эпоху цифровизации образования .....          | 278 |
| <a href="#">Турдикулова Эъзозхон Эркинжон кизи</a>                                                                                                |     |
| 5–7-sinflar ingliz tili darsliklaridagi muloqot matnlarining tahlili.....                                                                         | 281 |
| <a href="#">Abdumurodova Dilnoza Azimjon qizi</a>                                                                                                 |     |
| Bo'lajak boshlang'ich sinf o'qituvchilarining intellektual ko'nikmalarini rivojlantirish metodikasini takomillashtirishning mazmuni.....          | 284 |
| <a href="#">Abduraxmonova Noila Nasim qizi</a>                                                                                                    |     |
| Boshlang'ich ta'lim yo'nalishida tabiiy fanlar nazariyasi va metodikasi fani rivojlanish tarixi .....                                             | 289 |
| <a href="#">Abduraxmonov Zaribjon Mansurovich, Umaraliyeva Baxtilaxon Raxmonali qizi, G'ofurova Zarnigorxon Shuxratovna</a>                       |     |
| Informatika darslarida o'quvchilarni ma'naviy-axloqiy tarbiyalashning nazariy asoslari .....                                                      | 293 |
| <a href="#">Ahmadova Kamola Ahmad qizi</a>                                                                                                        |     |
| Methodology for Increasing the Efficiency of Training 10–12-Year-Old Tennis Players .....                                                         | 297 |
| <a href="#">Akhmedova N. I.</a>                                                                                                                   |     |
| Musiqqa ta'limi yo'nalishi talabalarida ingliz tili fani doirasida kasbiy-muloqotni rivojlantirish tamoyillari .....                              | 301 |
| <a href="#">Ashurova Zulayxo Erkinovna</a>                                                                                                        |     |



|                                                                                                                                                                       |     |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
| Pedagogik oliy ta'limda "tasviriy faoliyatga o'rgatish metodikasi" modulini o'qitishning pedagogik va metodik xususiyatlari.....                                      | 306 |
| <b>Boliyeva Lola Shukurovna</b>                                                                                                                                       |     |
| O'zbek tilida rang bildiruvchi leksik birliklarning tarixiy-etimologik tahlili.....                                                                                   | 309 |
| <b>Rahmon Ernazarov</b>                                                                                                                                               |     |
| Maktabgacha ta'limda kompyuter texnologiyalari orqali bolalarning intellektual rivojlanishini ta'minlash .....                                                        | 313 |
| <b>G'ulomova Muxlisa Ulug'bek qizi</b>                                                                                                                                |     |
| Maktabgacha ta'lim muassasasida huquqiy tarbiyani amalga oshirish yo'llari .....                                                                                      | 317 |
| <b>Karimova Umida Sharopovna</b>                                                                                                                                      |     |
| Raqamli ta'lim muhitini shakllantirish asosi sifatida kichik maktab o'quvchilariga informatika va axborot texnologiyalarini o'qitishning o'quv-uslubiy ta'minoti..... | 322 |
| <b>Mamajanov Raxmatilla Yakubjanovich, Aliyev Mahmud Muso o'g'li</b>                                                                                                  |     |
| Использование личностно-ориентированных образовательных технологий в дошкольном образовании .....                                                                     | 327 |
| <b>Мирзатова Гулшода Худойбердиевна</b>                                                                                                                               |     |
| Bo'lajak o'qituvchilarning kasbiy tayyorgarligini innovatsion pedagogik texnologiyalar asosida rivojlantirish mohiyati.....                                           | 332 |
| <b>Najmiddinova Saodat Abduvohid qizi</b>                                                                                                                             |     |
| Ta'lim jarayonida mozaika texnologiyasi asosida bo'lajak o'qituvchilarning intellektual kompetentligini rivojlantirish.....                                           | 335 |
| <b>O'rinov Rustambek Yoqubjonovich</b>                                                                                                                                |     |
| Oilaviy munosabatlarga ijtimoiy-psixologik ta'sirlar va ularning ahamiyati .....                                                                                      | 340 |
| <b>Otanazarova Muhayyo Uktamova</b>                                                                                                                                   |     |
| Maktabgacha ta'lim tashkilotlari sharoitida bolalarning harakat faoliyatini maqsadli rivojlantirish texnologiyasi .....                                               | 344 |
| <b>Radjapova Gulbahor Mamatraimovna</b>                                                                                                                               |     |
| Maktabgacha ta'lim yoshidagi bolalarda refleksiv ko'nikmalarini shakllantirish metodik muammo sifatida...                                                             | 348 |
| <b>Raxmonova Iroda Samijonovna</b>                                                                                                                                    |     |
| Voleybol sport seksiya mashg'ulotlarini tashkil etishda ishlab chiqilgan ilmiy-metodik dastur va anketa so'rovi natijalari tahlili .....                              | 352 |
| <b>Sulaymonov Jahongir Solijonovich</b>                                                                                                                               |     |
| Boshlang'ich sinf o'quvchilarining adabiy va nutqiy kompetensiyalarni rivojlantirishda interfaol va kollaborativ metodlar qo'llanilishi .....                         | 361 |
| <b>Temirova Iqbol Sadriddinovna</b>                                                                                                                                   |     |
| Zamonaviy gumanitar bilimlarda "axborot kompetentligi" tushunchasining tarixiy-mantiqiy tahlili.....                                                                  | 365 |
| <b>Xoshimova Xulkaroy Xoshimjon qizi</b>                                                                                                                              |     |
| Maktabgacha yoshdagi bolalarning o'quv-bilish faolligini rivojlantirishda bolalar adabiyotidan foydalanish metodikasini takomillashtirish.....                        | 369 |
| <b>Yuldoshova Mehriniso Ochildiyeвна</b>                                                                                                                              |     |
| Gumanitar fanlarda milliy folklardan foydalanishning ahamiyati.....                                                                                                   | 372 |
| <b>Abduxakimova Maxfuza Abduraxmonova</b>                                                                                                                             |     |
| Методика усовершенствования коммуникативной толерантности детей в процессе изучения русского языка и литературы в начальных классах .....                             | 376 |
| <b>Тошматова Мукаррам Джумановна, Дадаева Фируза Акрамовна</b>                                                                                                        |     |
| Психологические, лингвистические и педагогические компоненты в раннем обучении иностранным языкам в эпоху цифровизации образования .....                              | 380 |
| <b>Турдикулова Эъзозхон Эркинжон кизи</b>                                                                                                                             |     |
| Формирование коммуникативных умений учащихся младших классов средствами филологических наук .....                                                                     | 383 |
| <b>Хожиева Малика Хусниддиновна</b>                                                                                                                                   |     |
| The Formation of Syntactic Paradigmatics .....                                                                                                                        | 388 |
| <b>Turdiyeva Nilufar Anvarovna</b>                                                                                                                                    |     |
| Oliy ta'limda zoologiya fanini innovatsion pedagogik texnologiyalar asosida o'qitish metodikasini takomillashtirish.....                                              | 391 |
| <b>Xonnazarova Mamlakat To'liqinova</b>                                                                                                                               |     |
| O'zbek kurashchilarining kurash usullari va taktik harakatlarini o'zlashtirish darajalari.....                                                                        | 395 |
| <b>Qon'irbaev Dastan</b>                                                                                                                                              |     |

|                                                                                                                              |     |
|------------------------------------------------------------------------------------------------------------------------------|-----|
| Boshlang'ich sinf o'quvchilarida atrof olamga nisbatan mas'uliyatliklikni takomillashtirish mexanizmi .....                  | 399 |
| <i>Abdulahkimova Fotima Turduqil qizi</i>                                                                                    |     |
| Maktabgacha yoshdagi bolalar kreativ fikrlashini rivojlantirishning pedagogik-psixologik qonuniyatlari .....                 | 403 |
| <i>Abdusattorova Umida Abdusamat qizi</i>                                                                                    |     |
| Raqamli dasturiy vositalari asosida organik kimyo fanini o'qitish jarayonini tashkil etish yo'nalishlari .....               | 406 |
| <i>Ametova Guljamila Elbrusovna</i>                                                                                          |     |
| Fanlararo aloqadorlik asosida tayanch kompetensiyalarini rivojlantirishning pedagogik shart-sharoitlari...                   | 410 |
| <i>Babayeva M. A.</i>                                                                                                        |     |
| Rahbarning kasbiy kompetensiyasini rivojlantirishni boshqarish chora-tadbirlari.....                                         | 413 |
| <i>Bagmatov Davlatjon</i>                                                                                                    |     |
| Rivojlanayotgan davlatlarda ota-ona va farzand munosabatlari.....                                                            | 418 |
| <i>Bobojonova Nazira Merganboy qizi</i>                                                                                      |     |
| Huquqiy fanlarni innovatsion o'qitish usullarining afzalliklari .....                                                        | 422 |
| <i>Dauletbaeva Jadiraxan Aliy qizi</i>                                                                                       |     |
| Ona tili o'qituvchilarining nutqi bilan bog'liq muammolar va unga doir yechimlar .....                                       | 426 |
| <i>G'. Do'stmurodov</i>                                                                                                      |     |
| Barqaror rivojlanish kontekstida maktabgacha ta'lim: bolalarda ekologik ongni shakllantirish.....                            | 430 |
| <i>Hoshimova Dilnoza Boymirzoyevna</i>                                                                                       |     |
| Duduqlanishni bartaraf etishda kompleks yondashuv .....                                                                      | 433 |
| <i>Ibroximova O'g'iloy Inomjon qizi</i>                                                                                      |     |
| Transformatsiya-lashayotgan jamiyatda yoshlarning shaxsiy resurslari va psixologik barqarorligi .....                        | 437 |
| <i>Irisbayeva Qunduzxon</i>                                                                                                  |     |
| Talabalarda kasbiy kreativlik ko'nikmalarini shakllantirish samaradorligi va uning natijalari .....                          | 440 |
| <i>Ismanova Ma'mura Abdumo'minovna</i>                                                                                       |     |
| Maktabgacha yoshdagi serebral falajli bolalarda nutq va motorikani rivojlantirish .....                                      | 444 |
| <i>Isodullayeva Iqboloy Sodiqjonovna</i>                                                                                     |     |
| Talabalarining intellektual-kognitiv salohiyatini rivojlantirishda kredit-modul tizimining pedagogik jihatlari ..            | 447 |
| <i>J. Otepbergenov</i>                                                                                                       |     |
| Yashil suvo'tlar (Chlorophyta) bo'limini o'qitish metodikasi .....                                                           | 451 |
| <i>M. N. Xayitova</i>                                                                                                        |     |
| Bo'lg'usi pedagoglarda empatik kompetensiyalarni rivojlantirish:<br>zamonaviy yondashuvlar va amaliy strategiyalar .....     | 457 |
| <i>Mambetkarimova Indira Polatbaevna</i>                                                                                     |     |
| An Analysis of the Present-Day use of English Folklore in Education.....                                                     | 460 |
| <i>Maxsudaliyeva Ranokhon Bakhodir qizi</i>                                                                                  |     |
| Yoshlarda kasbiy motivatsiyani shakllantirishning psixologik xususiyatlari .....                                             | 463 |
| <i>Mirzaxmatova Sayyora Saydaxmatovna</i>                                                                                    |     |
| Kasbiy kompetensiya tushunchasi va uning mohiyati .....                                                                      | 466 |
| <i>Mirzayeva Faroxat Odiljonovna</i>                                                                                         |     |
| Boshlang'ich sinfdan matematika o'qitishni tashkil qilish shakllari .....                                                    | 471 |
| <i>Norquvatova Diyora Davron qizi</i>                                                                                        |     |
| Zamonaviy ta'limda inklyuziv yondashuvlar: o'qituvchilarning kasbiy tayanchlarini takomillashtirish.....                     | 475 |
| <i>Olimova Nodirabegim Ibrohimjon qizi</i>                                                                                   |     |
| Jadidlar ta'lim orqali jamiyatni o'zgartirishga intilganlari, ularning maqsadlari va erishilgan natijalar.....               | 479 |
| <i>Omonov Asliddin Sunnatovich</i>                                                                                           |     |
| O'zbek tilida rang bildiruvchi leksik birliklarning tarixiy-etimologik tahlili.....                                          | 481 |
| <i>Rahmon Ernazarov</i>                                                                                                      |     |
| Boshlang'ich ta'lim – inson kamolotining ilk poydevori! .....                                                                | 485 |
| <i>Ravshanova Ra'no Raup qizi</i>                                                                                            |     |
| Bo'lajak tarbiyachilarning kasbiy kompetensiyasini shakllantirishda<br>zamonaviy raqamli texnologiyalardan foydalanish ..... | 489 |
| <i>Saidova Dilnoza Baxtiyor qizi</i>                                                                                         |     |
| Mental arifmetika orqali bolalar intellektini rivojlantirishning ijtimoiy-psixologik xususiyatlari .....                     | 493 |
| <i>Saydaliyeva Umidabonu Sharifjon qizi</i>                                                                                  |     |
| Innovatsion ta'lim sharoitida boshlang'ich sinf ona tili darslarining samaradorligini oshirish muammosi ....                 | 496 |
| <i>Sharipova Sevara Erkin qizi</i>                                                                                           |     |
| CEFR doirasida arab tilida yozma nutq kompetensiyasini baholash mezonlari va amaliy usullar .....                            | 499 |
| <i>Sindarova Malika Aziz qizi</i>                                                                                            |     |



|                                                                                                                                                                  |     |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
| VARK ta'lim modelining pedagogik oqibatlari .....                                                                                                                | 503 |
| <i>Temirova Mushtariybonu</i>                                                                                                                                    |     |
| Kasbiy rivojlanish soatlarida boshlang'ich sinf o'qituvchilarining metodik tayyorgarligini rivojlantirish .....                                                  | 507 |
| <i>Temirova Rushana Ravshan qizi, Nishonova Durdona Olimjon qizi</i>                                                                                             |     |
| Teaching on Empty: Burnout Challenges in Elt Classrooms .....                                                                                                    | 511 |
| <i>Usmanova Nilufar Xasan qizi</i>                                                                                                                               |     |
| Ona tili ta'limini tashkil etish jarayonining ilmiy-nazariy tendensiyalari .....                                                                                 | 514 |
| <i>Uzoqova Maftuna Abdirazzoqovna</i>                                                                                                                            |     |
| Критическое мышление в контексте эмоционального интеллекта .....                                                                                                 | 518 |
| <i>Нажмудинова Мадина Халимовна</i>                                                                                                                              |     |
| Реформа образовательной системы для повышения качества и доступности образования, как одна из целей устойчивого развития .....                                   | 521 |
| <i>Аскарова Ф. А.</i>                                                                                                                                            |     |
| Yengil atletika sport turida uzunlikka sakrovchilarni mashg'ulot jarayonida tezkor-kuch sifatlarini rivojlantirish uslubiyati .....                              | 528 |
| <i>Ro'zmetov Rasul Tangirberganovich</i>                                                                                                                         |     |
| Nutq – ijtimoiy taraqqiyot omili sifatida: maktabgacha yoshdagi bolalarda shakllanish bosqichlari va yondashuvlar .....                                          | 532 |
| <i>Sharipova Guzal Sodiqovna, Xabibullayeva Maftunaxon Vaxobjon qizi</i>                                                                                         |     |
| Maktabga tayyorlov guruhi tarbiyalanuvchilarida multimedia vositalari orqali nutq madaniyatini shakllantirish modeli .....                                       | 535 |
| <i>Abduvaliyeva Farida Salimjon qizi</i>                                                                                                                         |     |
| Yoshlarni ijtimoiy-pedagogik hamkorlikda tarbiyalash tendensiyalari .....                                                                                        | 539 |
| <i>Abirova Umida Nazarovna</i>                                                                                                                                   |     |
| Tanqidiy fikrlash: tushunchasini tahliliy idrok etish .....                                                                                                      | 543 |
| <i>Akabiroya Mexriniso Baxtiyorovna</i>                                                                                                                          |     |
| Nutq nuqsoniga ega bolalar diqqat xususiyatlari .....                                                                                                            | 547 |
| <i>Akbarova Ziyoda Qurbonjon qizi</i>                                                                                                                            |     |
| Milliy tarbiya asoslari fanini o'qitishning amaliyotdagi holati .....                                                                                            | 550 |
| <i>Alisher Tursunov</i>                                                                                                                                          |     |
| Oliy ta'lim muassasalarida ta'lim sifatiga ta'sir etuvchi asosiy omillar va ularni bartaraf etish yo'llari .....                                                 | 554 |
| <i>Beketov Nurseit Alijan o'g'li</i>                                                                                                                             |     |
| Boshlang'ich sinf o'quvchilarining atrof-muhitga ekologik munosabatini oshirishda ekskursiya mashg'ulotlarini o'tkazishda raqamli texnologiyalarning o'rni ..... | 558 |
| <i>Bovanova Umida Abduvahabovna, Meliqulova Oybahor Farhod qizi</i>                                                                                              |     |
| Neyropedagogika va zamonaviy ilmiy yondashuvlar .....                                                                                                            | 564 |
| <i>Duschanova Nilufar Sabirbayevna</i>                                                                                                                           |     |
| O'yin texnologiyasi asosida bolalarda muloqot madaniyatini rivojlantirish .....                                                                                  | 567 |
| <i>Eshmuratova Gauxar Maxsudovna</i>                                                                                                                             |     |
| Maktabga tayyorlov guruhi bolalarida konstruksiyalashga oid ko'nikmalarni shakllantirish .....                                                                   | 570 |
| <i>Eshonqulova Ma'suda Xabibovna</i>                                                                                                                             |     |
| Maktabgacha ta'lim tashkilotlarida rivojlantirish markazlaridagi ta'limiy faoliyatlarni kuzatish va tahlil qilish metodikasi .....                               | 573 |
| <i>Fayziyeva Mabudaxon Muxammadjonovna</i>                                                                                                                       |     |
| Duduqlanuvchi bolalar nutqini rivojlantirishda logopedik texnologiyalarning o'rni .....                                                                          | 576 |
| <i>Mahkamova Umida Abdusattorovna</i>                                                                                                                            |     |
| Kurash mashg'ulotlarining o'quvchilarni axloqiy tarbiyalashdagi roli: an'anaviy sportning pedagogik imkoniyatlari .....                                          | 579 |
| <i>Muratov Muzaffar Shermamatovich</i>                                                                                                                           |     |
| Autizm sindromli bolalarni maktab ta'limiga tayyorlashda muloqot ko'nikmalarini rivojlantirishda korreksion ishlar .....                                         | 582 |
| <i>Nabiyev Ravshanjon Shavkatjon o'g'li</i>                                                                                                                      |     |
| Sharq ma'rifatparvarlari va ularning gender tengligi haqidagi qarashlari .....                                                                                   | 586 |
| <i>Norimonova Gulmira Ulug'bek qizi</i>                                                                                                                          |     |
| Sport vositasi orqali yoshlar o'rtasida ekstremizmning oldini olish yo'llari va mexanizmlari .....                                                               | 589 |
| <i>Nosirova Dilnoza Sobirovna</i>                                                                                                                                |     |

|                                                                                                                                                                                          |     |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
| Sportchilarning individual funksional xususiyatlariga asoslangan mashg'ulot yuklamalarini optimallashtirish yo'llari .....                                                               | 593 |
| <b>Olimov Shahobiddin Maribboy o'g'li, Sulaymonova Maktuba Xusan qizi</b>                                                                                                                |     |
| Kasbiy sifatlarini takomillashtirishda raqamli texnologiyalar foydalanish .....                                                                                                          | 597 |
| <b>Otanazarova Mohira Xamidbekovna</b>                                                                                                                                                   |     |
| Biologiya fanining ta'limdagi o'rni va o'qitishdagi muammolar .....                                                                                                                      | 601 |
| <b>Pulatova Elnora Kadirovna</b>                                                                                                                                                         |     |
| Boshlang'ich sinf darsliklaridagi antroponimlarning funksional, leksik, semantik, morfologik tadqiqi .....                                                                               | 606 |
| <b>Qarshiyeva Gulbahor Shamil qizi</b>                                                                                                                                                   |     |
| Maktabgacha ta'lim yoshidagi bolalarda refleksiv ko'nikmalarni shakllantirish metodik muammo sifatida ..                                                                                 | 609 |
| <b>Raxmonova Iroda Samijonovna</b>                                                                                                                                                       |     |
| Professional Standards for Pre-Service Teachers .....                                                                                                                                    | 613 |
| <b>Sardor Rakhmanov</b>                                                                                                                                                                  |     |
| Ta'limni raqamlashtirish sharoitida bo'lajak texnologiya o'qituvchilarini kasbiy faoliyatga tayyorlashning pedagogik imkoniyatlari .....                                                 | 619 |
| <b>Sayidova Muxtaram Xamidullayevna</b>                                                                                                                                                  |     |
| Ingliz tilini o'rgatishda multimodal yondashuv asosida ta'limiy videolardan foydalanish strategiyasi .....                                                                               | 623 |
| <b>Solijonova Mohlaroyim Abdumalik qizi</b>                                                                                                                                              |     |
| Bo'lajak boshlang'ich sinf o'qituvchilarini matn ustida ishlash ko'nikmalarini shakllantirishda interfaol metodlardan foydalanish .....                                                  | 628 |
| <b>Sotiboldiyeva Shoxista Jaloliddin qizi, Shodmonqulova Sevara Rahmonqul qizi</b>                                                                                                       |     |
| O'quv-tarbiyaviy vaziyatlarni loyihalashtirish asoslarida talabani tarbiyaviy jihatlarini takomillashtirish ..                                                                           | 632 |
| <b>Temirov Ma'ruf Shuhrat o'g'li</b>                                                                                                                                                     |     |
| Tikuv buyumlarini konstruksiyalash va modellashtirishning avtomatlashtirilgan tizimlari fani orqali talabalarning kasbiy kompetentligini rivojlantirishning didaktik imkoniyatlari ..... | 638 |
| <b>Umarova Fotima Abduraximovna</b>                                                                                                                                                      |     |
| Bo'lajak o'qituvchilarda xalq pedagogikasi vositasida milliy xarakter xususiyatlarini shakllantirish omillari .....                                                                      | 641 |
| <b>Usmonova Muattar Bahadirjonovna, Hasanboyeva Kamola Dilmurod qizi</b>                                                                                                                 |     |
| Raqamli ta'lim texnologiyalarning bugungi kunda ta'lim sohasidagi qo'llanilishi .....                                                                                                    | 647 |
| <b>Xamroyeva Madina Dadajonovna, Umarov Husan Lazizi o'g'li</b>                                                                                                                          |     |
| Qurilish materiallari sanoatida innovatsion klasterlarni boshqarishni takomillashtirish .....                                                                                            | 650 |
| <b>Xaydarova E'zoza Shukurullayevna, Li Zin Bo</b>                                                                                                                                       |     |
| Geografiya ta'lim yo'nalishi talabalarini o'qitish metodikasi va kasbiy kompetensiyalarini rivojlantirishga oid tadqiqot ishlarining tahlili .....                                       | 655 |
| <b>Xodjaniyazova Shoxsanam Ergash qizi</b>                                                                                                                                               |     |
| O'tkir Hoshimovning "Tushda kechgan umurlar" romanida inson va uning ruhiyati .....                                                                                                      | 660 |
| <b>Xolmatova Ro'zixon Akmaljon qizi</b>                                                                                                                                                  |     |
| Talabalarda liderlikni shakllantiruvchi ijtimoiy-pedagogik omillar .....                                                                                                                 | 663 |
| <b>Xoshimova Muazzamxon Zaynalobidinovna</b>                                                                                                                                             |     |
| Creative Games and Project-Based Learning in Physics Lessons .....                                                                                                                       | 666 |
| <b>Yorqinbek Abduraimjanovich Mamatokhunov</b>                                                                                                                                           |     |
| Теоретические основы и практическое применение компетентного подхода в обучении физике .....                                                                                             | 670 |
| <b>Абдулхаким Хакимов</b>                                                                                                                                                                |     |
| Роль инклюзивной игровой деятельности в социальной адаптации детей с инвалидностью дошкольного возраста .....                                                                            | 673 |
| <b>Плиева Руслана Владимировна</b>                                                                                                                                                       |     |
| "Beruniy asri" yoxud Beruniyning xarizmatik qobiliyati va uning boqiy ilmiy merosi .....                                                                                                 | 676 |
| <b>Saifnazarov Ismoil, Sultonov Tursinboy</b>                                                                                                                                            |     |
| Значение наблюдения и педагогической диагностики в инклюзивном образовании .....                                                                                                         | 682 |
| <b>Тургунова Нилюфар Абдусаломовна</b>                                                                                                                                                   |     |
| Maktabgacha yoshdagi bolalarning ekologik dunyoqarashini shakllantirish texnologiyalari .....                                                                                            | 685 |
| <b>Xaydarova Shaxlo Narzullayevna, Azimova Gulmira Xayrullayevna</b>                                                                                                                     |     |
| Диалог культур в рассказе "Келинка" галины ширяевой: гендерная и этнокультурная перспектива ..                                                                                           | 689 |
| <b>Чернова Татьяна Алексеевна</b>                                                                                                                                                        |     |
| Ijtimoiy va gumanitar fanlarning pedagogik ahamiyati: Xo'ja Vali avlodlari misolida .....                                                                                                | 692 |
| <b>Umurov Sharif Rajabovich</b>                                                                                                                                                          |     |



|                                                                                                                                                                         |     |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
| Raqamli ta'lim sharoitida talabalar mustaqil tayyorgarligini rivojlantirishning ilmiy-metodik asoslari: didaktik yondashuvlar va ilg'or ilmiy modellarning tahlili..... | 695 |
| Umarova Zaxro Abduraxim qizi                                                                                                                                            |     |
| Boshlang'ich sinflarda tabiiy fanlarni o'qitishda innovatsion yondashuvga oid dolzarb masalalar .....                                                                   | 701 |
| Sharofat Juraqulova Baxtiyorovna                                                                                                                                        |     |
| Bo'lajak ingliz tili mutaxassislarining sun'iy intellekt kompetensiyasi.....                                                                                            | 704 |
| Ibragimova Hilola Bahodirjon qizi                                                                                                                                       |     |
| Oliy ta'lim muassasalari talabalari orasida kurash sport turini keng rivojlantirish .....                                                                               | 709 |
| Ochilov Elbek Olimovich                                                                                                                                                 |     |
| Muhandislik grafikasi ta'limida talabalarining grafik ishlarni bajarish ko'nikmalarini rivojlantirish.....                                                              | 712 |
| Ashirboyev A. O., Muxamedjanova G. J.                                                                                                                                   |     |
| Futbol mashg'ulotlarida o'quvchilarda jamoaviy ruhni pedagogik usullar bilan rivojlantirish .....                                                                       | 715 |
| Axmedjanov Shuhrat Boltayevich                                                                                                                                          |     |
| Boshlang'ich sinf ona tili ta'limida nutqiy va lingvistik kompetensiyalarini shakllantirish .....                                                                       | 718 |
| Bamullayeva Shodiyona Nasrullo qizi                                                                                                                                     |     |
| Umumiy o'rta ta'lim o'quv dasturlarining sifat va samaradorligini oshirishning nazariy hamda ilmiy asoslari .....                                                       | 721 |
| Esanov Muzaffar Xoshimovich                                                                                                                                             |     |
| Bo'lajak tarbiyachilarni innovatsion pedagogik faoliyatga tayyorlash texnologiyalari .....                                                                              | 726 |
| Eshmuminova Dilshoda Iskandarovna                                                                                                                                       |     |
| Jismoniy tarbiya mashg'ulotlarida pedagogik yondashuvlarning roli .....                                                                                                 | 730 |
| Jumanova Iroda Shokirjon qizi                                                                                                                                           |     |
| Arab xattotlik san'atining rivojlanishi.....                                                                                                                            | 733 |
| Mamarajabov Mirqosim Ramazon o'g'li                                                                                                                                     |     |
| Educational Effectiveness of the Question-and-Answer Technique in Working With English Texts .....                                                                      | 737 |
| Muradulloyeva Sevinch Soxibjon qizi                                                                                                                                     |     |
| Boshlang'ich sinf matematika va geometriya darsliklarida STEAM yondashuvi asosida o'qitishning imkoniyatlari.....                                                       | 740 |
| Nazarova Shahzoda                                                                                                                                                       |     |
| Boshlang'ich ta'lim o'quv jarayoniga sun'iy intellektni tatbiq etishning metodik asoslari (sinfidan tashqari ishlar misolida) .....                                     | 744 |
| Nigmatullayeva Matluba Izatullo qizi                                                                                                                                    |     |
| Jismoniy tarbiya mashg'ulotlarining o'quvchilarda ijtimoiy faollikni shakllantirishdagi pedagogik imkoniyatlari .....                                                   | 748 |
| Normaxmatov Ilhom Zayniddinovich                                                                                                                                        |     |
| Boshlang'ich ta'lim sifatini oshirishda sun'iy intellekt texnologiyalarining imkoniyatlari.....                                                                         | 751 |
| Qurbonov Sanjar Rajabboyevich                                                                                                                                           |     |
| Sportchi salomatligini baholashda zamonaviy texnologiyalar.....                                                                                                         | 754 |
| Samandarov A. X.                                                                                                                                                        |     |
| Sport tashkilotlari uchun marketing, e-marketingning foydalari .....                                                                                                    | 758 |
| Samatov Javlonbek Abdukayumovich                                                                                                                                        |     |
| Futbol o'yinlari orqali o'quvchilarda jismoniy tarbiya pedagogikasining ahamiyati .....                                                                                 | 762 |
| Sattarov Qarshiboy Norqulovich                                                                                                                                          |     |
| Kichik maktab yoshidagi bolalarda lingvistik kreativ intellektni shakllantirishning pedagogik shartlari .....                                                           | 765 |
| Shodiyev Rizamat Davronovich, Jabborova Maftuna Komil qizi                                                                                                              |     |
| Ota-onalar bilan samarali hamkorlikni tashkil etishda direktorning strategik yondashuvi.....                                                                            | 770 |
| Tog'ayeva Shahnoza Shavkatovna                                                                                                                                          |     |
| Maktabgacha ta'lim muassasalarida musiqa tinglash .....                                                                                                                 | 774 |
| Xodjayeva Nilufar Latipovna                                                                                                                                             |     |
| Talabalarda kitobxonlik madaniyatini targ'ib qilish orqali sog'lom fikrlarni shakllantirish masalasi.....                                                               | 778 |
| Xudayberganova Nargisa Qurbonbayevna                                                                                                                                    |     |
| Boshlang'ich sinf o'quvchilarining tafakkurini rivojlantirishda interfaol metodlarning ahamiyati .....                                                                  | 782 |
| Kursanova Marjona Baxtiyor qizi                                                                                                                                         |     |
| Sun'iy intellekt – bo'lajak tarbiya fani o'qituvchilari ta'limini modernizatsiya qilish vositasi sifatida .....                                                         | 785 |
| Yoqubaliyeva Dilafruz Payzidin qizi                                                                                                                                     |     |
| Tibbiy pedagogika: kasbiy ta'limda sog'lom turmush tarzi shakllantirishning psixopedagogik asoslari.....                                                                | 788 |
| Ziyatov Muhammad Namazovich                                                                                                                                             |     |
| Интерактивное обучение в развитии личности и критического мышления студентов .....                                                                                      | 792 |
| Рысова Галия Байбулатовна                                                                                                                                               |     |

|                                                                                                                                     |     |
|-------------------------------------------------------------------------------------------------------------------------------------|-----|
| Значение искусственного интеллекта в области педагогики на основе мультимедийных приложений .....                                   | 795 |
| <b>Begaliyev Fayzali Umaraliyevich</b>                                                                                              |     |
| Favqulodda vaziyatlarning oldini olishga qaratilgan tibbiy profilaktik ishlar .....                                                 | 798 |
| <b>Mahmudov Otamurod Hoshimovich</b>                                                                                                |     |
| Maktabgacha ta'lim tashkilotlarida haykaltaroshlik san'ati bilan korruptsiyaga qarshi boshqaruv mexanizmlarini shakllantirish ..... | 802 |
| <b>Toshpulatova Fotima Saydullayevna</b>                                                                                            |     |
| Tinglab tushunish kompetensiyasini rivojlantirishda yuzaga keladigan qiyinchiliklar va ularni bartaraf etish usullari .....         | 805 |
| <b>Abdulvohidov Turg'unali Abduqaxxor o'g'li</b>                                                                                    |     |
| Zamonaviy pedagogik jarayonlarda uzluksiz kasbiy rivojlanish va uning o'quvchilarning natijalariga ta'siri .....                    | 808 |
| <b>Ahadova Mushtariybonu Akmal qizi</b>                                                                                             |     |
| Tibbiyot ta'limida axborot-kommunikatsiya texnologiyalaridan foydalanishning o'ziga xos xususiyatlari ....                          | 811 |
| <b>Amonova Madina Furkatovna</b>                                                                                                    |     |
| Matematika fanini o'qitishda fanlararo integratsiya.....                                                                            | 814 |
| <b>Arabbayeva Zamiraxon Tadjibayevna</b>                                                                                            |     |
| PISA 2025 tadqiqotlariga doir tajriba sinov ishlari (O'zbekiston misolida).....                                                     | 817 |
| <b>Doniyorov Muxiddin Normamatovich</b>                                                                                             |     |
| Maktabgacha ta'limning rivojlanish markazlarida ta'lim-tarbiya jarayonida o'yinlardan foydalanish va tahlil qilish.....             | 820 |
| <b>Eshmuratova Gauxar Maxsudovna</b>                                                                                                |     |
| Ta'lim-tarbiya jarayonini tashkil etish .....                                                                                       | 824 |
| <b>Matjanova Gulzada Annabayevna</b>                                                                                                |     |
| Al-Xorazmiy asarlari vositasida talabalarda analitik fikrlashni rivojlantirishning pedagogik shart-sharoitlari .....                | 828 |
| <b>Qaxxorova Shaxnoza Abduvasit qizi</b>                                                                                            |     |
| Xalq og'zaki ijodi vositasida boshlang'ich sinf o'quvchilarida mehnat tarbiyasini shakllantirish .....                              | 832 |
| <b>Rahmonova Zamiraxon Yakubovna</b>                                                                                                |     |
| Jonli tabiat burchagini tashkil etish metodikasi.....                                                                               | 835 |
| <b>Yaylovboyeva Maftuna Lochinbek qizi</b>                                                                                          |     |
| Maktabga tayyorlov yoshidagi bolalarda raqamli intellekt (DQ) va divergent fikrlash ko'nikmalarini shakllantirish.....              | 838 |
| <b>Yusupova Xabiba Iriskulovna, Nazarmatova Dilshoda Umarali qizi, Xusanova Dilraboixon Botiraliyevna</b>                           |     |
| Integratsiyalashgan ta'lim jarayonida yaratiladigan metodikalar va loyiha ishlari.....                                              | 843 |
| <b>Ergasheva Mahbuba</b>                                                                                                            |     |
| Инновационные педагогические подходы в системе образования и их эффективность .....                                                 | 846 |
| <b>Уринбаев Исроилжон Кадиrhoнович</b>                                                                                              |     |
| Pedagogik faoliyatda kasbiy stress va uni keltirib chiqaruvchi omillar.....                                                         | 851 |
| <b>Boymirzayeva Nafisaxon Baxodir qizi</b>                                                                                          |     |
| Talabalarda milliy tarbiya va axloqiy immunitet tushunchalarini rivojlantirishning milliy-tarixiy kontekstual jihatlari .....       | 855 |
| <b>Rasulov Baxtiyor Maxmudjonovich, Abdullayeva Arofatxon Abduvaxobovna</b>                                                         |     |
| TRIZ texnologiyasi – uchinchi renessans poydevori .....                                                                             | 860 |
| <b>Yusupova Gulshiraxon Zinatdinovna</b>                                                                                            |     |
| Yoshlar mafkurasini shakllantirishda hozirgi zamon ijtimoiy tarmoq va raqamli platformalarning o'rni.....                           | 865 |
| <b>Xonimov Sharofiddin Bahodirovich</b>                                                                                             |     |
| O'zbek tilini o'qitishda raqamli ta'lim resurslarining o'rni va xususiyatlari.....                                                  | 870 |
| <b>Ashurbayeva Rukiya Kaxxarovna</b>                                                                                                |     |
| Xiva xonligining tashqi savdo aloqalari tarixidan .....                                                                             | 874 |
| <b>Abduraimova Charos Nodir qizi</b>                                                                                                |     |
| Maktabgacha ta'lim tashkiloti direktorlarini boshqaruv madaniyatini shakllantirish omillari.....                                    | 878 |
| <b>Abduraxmonova Xurshida G'ofurovna</b>                                                                                            |     |
| Gandbol sport turini umumiy o'rta ta'lim maktablarida rivojlantirish.....                                                           | 881 |
| <b>Ahmadjonov Dilmurod Davronjon o'g'li, Abduraxmonov Saydillo Xakimovich</b>                                                       |     |
| PIRLS xalqaro tadqiqotida matn, topshiriqlar va baholash mezonlari .....                                                            | 884 |
| <b>Amonova Aziza Saydulloyevna</b>                                                                                                  |     |



|                                                                                                                                        |     |
|----------------------------------------------------------------------------------------------------------------------------------------|-----|
| Tibbiyot ta'limida axborot-kommunikatsiya texnologiyalaridan foydalanishning o'ziga xos xususiyatlari ....                             | 888 |
| <b>Amonova Madina Furkatovna</b>                                                                                                       |     |
| Morfonologiya va uni umumiy ta'lim tizimida o'qitish .....                                                                             | 891 |
| <b>Asatullayeva Dilnavoz Jondullayevna</b>                                                                                             |     |
| Biologiya darslarida lokal darajadagi texnologiyalardan foydalanish metodikasi .....                                                   | 894 |
| <b>Azimov Ibragimjon Toshpo'latovich, Mirzaboev Timur Bisenboy o'g'li, Toshpo'latova Nigina Ibrohimjon qizi</b>                        |     |
| Jismoniy tarbiya mashg'ulotlarining shakllari va umumiy tuzilishi .....                                                                | 898 |
| <b>B. R. Xudoyberdiyev</b>                                                                                                             |     |
| Cognitive Justification of Humor in Modern Linguistics .....                                                                           | 901 |
| <b>Bektoshev Mubashirkhon Odilbek Ugli</b>                                                                                             |     |
| Maktabgacha yoshdagi bolalarning ijodiy qobiliyatlarini innovatsion yondashuv asosida rivojlantirish .....                             | 905 |
| <b>Botirova Lobar Kamolovna</b>                                                                                                        |     |
| Toshkent viloyatida rekreasion faoliyat rivojlanishining asosiy muammolari .....                                                       | 910 |
| <b>Djurayeva Lobar Vaxitovna</b>                                                                                                       |     |
| Didactic Features of Using E-Portfolios in Continuing Professional Development of Teachers .....                                       | 915 |
| <b>Erkaboyeva Saodathon</b>                                                                                                            |     |
| O'quvchilar xulqida yuzaga keladigan salbiy o'zgarishlarning korreksiyalashga xizmat qiladigan manbalar .....                          | 918 |
| <b>F. A. Choriyeva</b>                                                                                                                 |     |
| Boshlang'ich sinf o'quvchilarida chet tilida lug'at boyligini oshirishning samarali usullari .....                                     | 921 |
| <b>G'ulomjonova Mubdi'ma G'ayratjon qizi</b>                                                                                           |     |
| Kitobxon badiiy adabiyotni qanday anglaydi .....                                                                                       | 924 |
| <b>Hamdamova Dilshoda Rustamjon qizi</b>                                                                                               |     |
| Zamonaviy ta'limda talabalarda ma'naviy qadriyatlarni rivojlantirishning pedagogik asoslari .....                                      | 928 |
| <b>Ibragimova Dilnoza Rashid qizi</b>                                                                                                  |     |
| The Pedagogical Role of the Community in Promoting Abilities of Students .....                                                         | 931 |
| <b>Isabayeva Dilfuza Komiljonovna</b>                                                                                                  |     |
| Ta'lim sifatini oliy ta'lim tashkilotlarida yaxshilashda til bilishning o'rni .....                                                    | 934 |
| <b>Isaqulova Baxtigul Xo'jamovna</b>                                                                                                   |     |
| Madaniyatlararo muloqot kompetensiyasini rivojlantirishda ingliz tili darslarida interaktiv media vositalarining ta'siri .....         | 938 |
| <b>Ismoilova Zarifa Abduqaxxorovna</b>                                                                                                 |     |
| O'quvchilarda tadqiqotchilik ko'nikmalarini rivojlantirishda xalqaro baholash dasturlaridan foydalanish metodikasi .....               | 942 |
| <b>Jabborova Shahodat Ibrohim qizi</b>                                                                                                 |     |
| Boshlang'ich ta'lim o'qituvchilarida deontologik qadriyatlar va professional etikani rivojlantirish .....                              | 945 |
| <b>Kalandarova Fazilat Toxirovna</b>                                                                                                   |     |
| Voleybolda maxsus chidamlilikni rivojlantirishning umumiy tushunchalari .....                                                          | 948 |
| <b>Karimova Gulhayo Botirjon qizi</b>                                                                                                  |     |
| The Portrait of the Image of Manfred in the Translation of J.G. Byron's Poem "Manfred" .....                                           | 953 |
| <b>Kurbonov Parda Akhmedovich</b>                                                                                                      |     |
| Suv aralashmasi temperaturasi aniqlash .....                                                                                           | 958 |
| <b>Mamatova Go'zaloy Jo'ramirzayevna, Mashrabboyeva Mubina Bobomurod qizi, Abdurahmonova Gulasal Avazbek qizi</b>                      |     |
| Yosh bokschilarning texnik-taktik harakatlarini takomillashtirish yo'llari .....                                                       | 961 |
| <b>Mamatqulov Xusanboy Baxtiyor o'g'li</b>                                                                                             |     |
| Maktab direktorlarini qo'llab-quvvatlashda asosiy ustun amaliyotlar va O'zbekiston ta'lim tizimida ularni qo'llash imkoniyatlari ..... | 965 |
| <b>Mamura Tadjibayeva</b>                                                                                                              |     |
| Adabiy ta'limda scamper metodining qo'llanilishi .....                                                                                 | 969 |
| <b>Marjona Toshpulatova</b>                                                                                                            |     |
| Maktabgacha ta'limda tayanch kompetensiyalarni shakllantirishda matematika va savod asoslarining didaktik yechimlari .....             | 974 |
| <b>Mingboyeva Guldorxon Maxmudovna</b>                                                                                                 |     |
| Umumta'lim maktablarida inklyuziv ta'limni joriy etishning dolzarb muammolari va mavjud imkoniyatlari ..                               | 977 |
| <b>Mo'minova Qunduz Xolmamat qizi</b>                                                                                                  |     |
| "Jasper Jones" as New Life Given to The Novel "To Kill a Mockingbird" .....                                                            | 982 |
| <b>Nargiza Akhrorova</b>                                                                                                               |     |

|                                                                                                                                                |      |
|------------------------------------------------------------------------------------------------------------------------------------------------|------|
| Sun'iy intellekt asosida matematik masalalarni yechish algoritmlari .....                                                                      | 985  |
| <i>Oqnazarov To'liqin Jalilovich, Jo'rayev Mardon</i>                                                                                          |      |
| Matematika darslarida kombinatorika elementlari va mantiqiy masalalar yechishga o'rgatish metodikasi ..                                        | 990  |
| <i>Panjiyeva Shahlo Zulfikar qizi</i>                                                                                                          |      |
| Bo'lajak xorijiy til o'qituvchilari lisoniy-muloqot kompetentligini rivojlantirishga qo'yiladigan didaktik talablar.....                       | 993  |
| <i>Raximova Charosxon Baxromjon qizi</i>                                                                                                       |      |
| Kurash texnikasi va taktikasini bolalarga o'rgatish yo'llari .....                                                                             | 996  |
| <i>Raxmonov Dilmurod Nusratovich</i>                                                                                                           |      |
| Pedagogical Technologies in Modern Education: Trends and Applications.....                                                                     | 999  |
| <i>Salimova Bakhora Khurbanovna</i>                                                                                                            |      |
| Global ta'lim makonida milliy tarbiyani rivojlantirish istiqbollari.....                                                                       | 1003 |
| <i>Sanaqulov Sardor Istamqulovich</i>                                                                                                          |      |
| Boshlang'ich sinf ona tili darslarida so'z turkumlari mavzusini o'rgatishda qiziqarli o'yinlardan foydalanish.....                             | 1006 |
| <i>Shomurotova Sevinchoy San'at qizi</i>                                                                                                       |      |
| Kredit-modul tizimida texnologik fanlar o'qituvchilarini tayyorlashda raqamli avtomatlashtirilgan o'quv modullari yaratish imkoniyatlari ..... | 1009 |
| <i>Turdikulova Sevara Abdumominovna</i>                                                                                                        |      |
| Tyutorlik faoliyatining zamonaviy ta'lim tizimidagi ahamiyati va murabbiylik an'analarning uzviyligi .....                                     | 1012 |
| <i>Ubaydullayev Zuxriddin Botirovich</i>                                                                                                       |      |
| O'zbekistonda til ta'limida innovatsiyalar: sun'iy intellekt va raqamli texnologiyalar yondashuvi .....                                        | 1016 |
| <i>Umarova Iroda Shavkatjon qizi</i>                                                                                                           |      |
| Pedagogical Situation of Developing Students' Critical Thinking .....                                                                          | 1020 |
| <i>Usmonova Oydin Sherali kizi</i>                                                                                                             |      |
| Bo'lajak boshlang'ich sinf o'qituvchilarida pedagogik texnikani rivojlantirishning didaktik omillari .....                                     | 1024 |
| <i>Xolmo'minova Bahora Abduljalolovna</i>                                                                                                      |      |
| Bo'lajak chet tili o'qituvchilarining ijodiy kompetensiyasini rivojlantirishga qo'yiladigan didaktik tamoyillar ..                             | 1027 |
| <i>Xurshidjon Raximov Xursandjon o'g'li</i>                                                                                                    |      |
| O'zbekistonda steam ta'lim tizimini tatbiq etishning nazariy aspektlari .....                                                                  | 1031 |
| <i>Yaxshiboyeva Sitara Toshpulat qizi</i>                                                                                                      |      |
| Oliy ta'limda talabalar ijodiy salohiyatini shakllantirishda pedagogik innovatsiyalarning o'rni va imkoniyatlari .....                         | 1034 |
| <i>Yuldashev Abdurauf Ro'zmatjonovich</i>                                                                                                      |      |
| Talabalarda nutqiy faoliyatni rivojlantirishga doir olib borilayotgan ishlarning joriy holati .....                                            | 1037 |
| <i>Yusufova Gulhayo Nosirxon qizi</i>                                                                                                          |      |
| Ingliz tili fanini o'qitishda (PBL) loyiha va muammoga asoslangan metodika: O'zbekiston tajribasi va xalqaro amaliyot .....                    | 1040 |
| <i>Zarina Tasheva Djumayevna</i>                                                                                                               |      |
| Актуальные проблемы изучения русского языка .....                                                                                              | 1043 |
| <i>Абдуллаева Нигора Курбановна</i>                                                                                                            |      |
| Применение цифровых средств обучения в курсе "Окружающий мир" для изучения народной экологии в начальной школе .....                           | 1046 |
| <i>Бобаева Зиёдахон Махамаджон кизи</i>                                                                                                        |      |
| Tasviriy san'at darslarini o'qitishga innovatsion yondashuv.....                                                                               | 1049 |
| <i>N. P. Kaipov</i>                                                                                                                            |      |
| Важность разработки стратегических программ развития страны .....                                                                              | 1052 |
| <i>Каримова Нуржохон Олим кизи</i>                                                                                                             |      |
| Pedagog kadrlar kasbiy kompetentligi diagnostikasining kvalimetrik texnologiyalari .....                                                       | 1056 |
| <i>Mirsoliyeva Muhabbatxon To'xtasinovna</i>                                                                                                   |      |
| Анализ элективных курсов по информатике в зарубежных странах и их аналогов в системе образования Узбекистана .....                             | 1060 |
| <i>Урынбаева Азада Бахадировна</i>                                                                                                             |      |
| Multimedia texnologiyalarining ta'lim tizimiga integratsiyasi.....                                                                             | 1064 |
| <i>Raximova Dilfuza Abduraxmonovna</i>                                                                                                         |      |



# PEDAGOGICAL TECHNOLOGIES IN MODERN EDUCATION: TRENDS AND APPLICATIONS



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**Abstract:** The rapid development of educational technologies has significantly transformed teaching and learning processes. Pedagogical technologies – defined as scientifically grounded systems of teaching methods, tools, and strategies – serve as a foundation for modern education, promoting learner-centered, interactive, and efficient instruction. This article reviews key concepts, classifications, and the practical application of pedagogical technologies in contemporary education. It highlights the integration of digital tools, active learning strategies, and differentiated instruction models, emphasizing their impact on student engagement and academic outcomes. The study also discusses challenges in implementing pedagogical technologies and proposes recommendations for future practice.

**Key words:** pedagogical technologies; educational technology; active learning; digital tools; differentiated instruction; student engagement.

**Annotatsiya:** Ta'lim texnologiyalarining jadal rivojlanishi o'qitish va o'rganish jarayonlarini sezilarli darajada o'zgartirdi. Ilmiy asoslangan metodlar, vositalar va strategiyalar tizimi sifatida pedagogik texnologiyalar zamonaviy ta'limning asosini tashkil etib, o'quvchi markazli, interaktiv va samarali dars jarayonini ta'minlaydi. Ushbu maqolada pedagogik texnologiyalarning asosiy tushunchalari, tasniflari va amaliy qo'llanilishi tahlil qilinadi. Shuningdek, raqamli vositalarning integratsiyasi, faol o'qitish strategiyalari va farqlashtirilgan ta'lim modellarining talaba ishtiroki va o'zlashtirishiga ta'siri yoritiladi. Tadqiqot pedagogik texnologiyalarni joriy etishda yuzaga keladigan muammolarni ham ko'rib chiqadi va kelgusidagi amaliyot uchun tavsiyalar beradi.

**Kalit so'zlar:** pedagogik texnologiyalar; ta'lim texnologiyasi; faol o'qitish; raqamli vositalar; farqlashtirilgan ta'lim; talaba faolligi.

**Аннотация:** Стремительное развитие образовательных технологий значительно трансформировало процессы преподавания и обучения. Педагогические технологии, определяемые как научно обоснованные системы методов, средств и стратегий обучения, служат основой современного образования, способствуя обучению, ориентированному на учащегося, интерактивности и эффективности учебного процесса. В данной статье рассматриваются ключевые понятия, классификации и практическое применение педагогических технологий в современной образовательной среде. Особое внимание уделяется интеграции цифровых инструментов, стратегиям активного обучения и моделям дифференцированной инструкции, а также их влиянию на вовлечённость студентов и академические результаты. Также обсуждаются проблемы внедрения педагогических технологий и предлагаются рекомендации для будущей практики.

**Ключевые слова:** педагогические технологии; образовательные технологии; активное обучение; цифровые инструменты; дифференцированное обучение; вовлечённость студентов.

## INTRODUCTION

Pedagogical technologies have become integral to modern education, responding to the evolving needs of diverse learners in a digital age. As Selevko (1998) notes, pedagogical technology encompasses “a system of functioning of all components of the pedagogical process built on a scientific basis, programmed in time and space, and leading to the intended results” (p. 13). The shift towards competency-based learning, digitalization, and personalized instruction necessitates the adoption of innovative teaching technologies. This article aims to provide a comprehensive overview of pedagogical technologies, their classifications, and their role in enhancing educational outcomes.

## LITERATURE REVIEW

Concept and Classification of Pedagogical Technologies. Pedagogical technologies refer to structured and scientifically grounded systems of teaching that combine methods, organizational forms, and learning tools designed to achieve specific educational goals. These systems not only guide instructional practice but also ensure alignment between educational objectives and student outcomes. They offer a framework for planning, implementing, and evaluating learning processes (Selevko, 1998; Mishra & Koehler, 2006). In today's dynamic educational landscape, pedagogical technologies represent a bridge between traditional teaching methods and modern innovations that address the diverse needs of learners.

They may include traditional, active, and innovative models that cater to different teaching philosophies and classroom contexts. According to Selevko (1998), pedagogical technologies are “a system of functioning of all components of the pedagogical process built on a scientific basis, programmed in time and space, and leading to the intended results” (p. 13). Complementing this, Mishra and Koehler (2006) emphasize that the effective integration of technological knowledge with pedagogical and content knowledge – known as the TPACK model (Technological Pedagogical Content Knowledge) – is essential for 21st-century teaching, where digital tools are inseparable from the learning environment.

Selevko (1998) offers a comprehensive classification of pedagogical technologies, highlighting how different systems serve varied educational purposes:

**Traditional (reproductive) technologies:** These focus on the transmission of knowledge from teacher to student, typically through lectures, demonstrations, and memorization activities. This model emphasizes stability, discipline, and mastery of factual knowledge, and remains common in contexts where standardized knowledge acquisition is prioritized.

**Active learning technologies:** These technologies shift the focus from teacher-led instruction to student-centered learning. Examples include problem-based learning (PBL), project-based learning (PjBL), discussions, debates, and role-playing. These approaches promote critical thinking, collaboration, and real-world problem-solving (Bonwell & Eison, 1991; Freeman et al., 2014).

**Personality-oriented technologies:** These technologies prioritize individual learning trajectories, taking into account students' interests, abilities, and learning styles. Differentiated instruction and personalized learning paths are key features, aiming to foster intrinsic motivation and self-directed learning (Tomlinson, 2014).

**Information and communication technologies (ICT):** ICT-based pedagogical technologies harness digital tools – such as computers, interactive whiteboards, mobile apps, and internet-based platforms – to enhance teaching efficiency and learner engagement. The use of these technologies allows for greater flexibility, interactivity, and access to educational resources (Selwyn, 2016).

## RESEARCH METHODOLOGY

The study employed a qualitative literature-based research approach to collect and analyze data on pedagogical technologies in modern education. Relevant peer-reviewed journal articles, conference proceedings, and academic books published between 1990–2024 were systematically reviewed to identify prevailing concepts, classifications, and practical applications. Databases such as Scopus, Web of Science, and Google Scholar were utilized to ensure comprehensive coverage. The collected data were subjected to thematic analysis, allowing for the identification of key trends, benefits, and challenges associated with the implementation of pedagogical technologies. Special attention was given to studies presenting empirical findings on the effectiveness of digital tools, active learning strategies, and differentiated instruction models. The findings were synthesized to provide an evidence-based overview supporting the conclusions of this study.

## ANALYSIS AND RESULTS

In contemporary education, pedagogical technologies are increasingly intertwined with digital transformation efforts aimed at creating more inclusive, dynamic, and effective learning environments. Active learning technologies, in particular, have gained prominence as research consistently shows their positive impact on student learning. For instance, Freeman et al. (2014) found that active learning strategies – such as flipped classrooms, collaborative projects, and gamification – significantly improve student performance in STEM and other disciplines, increasing both engagement and retention.

Flipped classrooms – where students explore content independently before class and engage in higher-order thinking tasks during class time – exemplify the shift towards active learning. Similarly, project-based learning encourages learners to apply knowledge to authentic problems, developing critical thinking and collaboration skills (Thomas, 2000). Gamification – the use of game elements in non-game contexts – has been shown to enhance motivation, persistence, and enjoyment (Deterding et al., 2011).



At the same time, the integration of ICT-based technologies has transformed how teachers design and deliver instruction. Learning management systems (LMS) – like Moodle, Canvas, and Google Classroom – facilitate resource sharing, assessment, and communication between students and instructors. Technologies such as virtual reality (VR) and augmented reality (AR) create immersive learning experiences, allowing students to explore complex environments (e.g., historical sites, human anatomy) that would otherwise be inaccessible (Merchant et al., 2014). Furthermore, AI-powered tutoring systems and chatbots provide instant feedback and support, adapting to students' pace and level of understanding (Luckin et al., 2016).

Another significant application is differentiated instruction, which ensures that educational tasks align with students' prior knowledge, abilities, and learning preferences. According to Tomlinson (2014), differentiated instruction creates equitable learning environments by offering varied pathways to achieve learning goals. This is increasingly facilitated by adaptive learning platforms – such as Smart Sparrow, Knewton, and DreamBox – which personalize content delivery based on real-time analytics (Pane et al., 2015). Such platforms enable teachers to identify learning gaps and customize interventions, supporting diverse learners, including those with special educational needs.

Moreover, modern pedagogical technologies often emphasize collaborative learning environments that extend beyond the physical classroom. Social learning platforms and online discussion forums foster peer-to-peer interaction, promoting deeper understanding through dialogue and shared knowledge construction (Greenhow & Lewin, 2016).

However, while pedagogical technologies offer immense promise, their effective implementation depends on overcoming barriers such as teacher preparedness, infrastructure limitations, and institutional support (Ertmer & Ottenbreit-Leftwich, 2010). Ongoing professional development is vital to empower educators to design, implement, and assess technology-enhanced learning effectively.

**Challenges in Implementation.** Despite their numerous benefits, pedagogical technologies present several challenges that can hinder their widespread and effective adoption across educational settings. Addressing these challenges is crucial for ensuring that technological innovations truly enhance teaching and learning processes rather than simply adding complexity.

One of the most significant barriers is the digital divide – the gap between those who have ready access to technology and the internet and those who do not. As Selwyn (2016) observes, unequal access to digital resources exacerbates educational inequalities, particularly in low-income and rural communities where infrastructure may be lacking. Students without reliable internet connections or modern devices are at a disadvantage in technology-rich learning environments, limiting their participation in online and blended learning opportunities.

A further challenge lies in resistance to change among educators. Many teachers – particularly those trained in more traditional methods – may feel unprepared or reluctant to integrate new technologies into their practice. According to Ertmer and Ottenbreit-Leftwich (2010), this resistance often stems from deeply held beliefs about teaching and learning, low confidence in using technology, and uncertainty about its value for student achievement. Without addressing these psychological and cultural barriers, even well-designed technologies may go underused or misapplied.

Professional development is essential but often insufficient or poorly aligned with teachers' real needs. As Darling-Hammond et al. (2017) argue, one-off training sessions are unlikely to lead to meaningful changes in practice. Instead, educators need ongoing, context-specific support that helps them integrate pedagogical technologies into their curricula in ways that enhance learning outcomes. Unfortunately, such sustained professional development requires time, funding, and institutional commitment that may not always be available.

Another major factor is institutional readiness. Schools and universities vary greatly in their capacity to adopt and sustain technological innovations. Successful integration of pedagogical technologies depends on adequate infrastructure (e.g., reliable broadband, sufficient hardware, IT support), clear policies, and leadership that prioritizes technology as part of a broader vision for educational quality (Harris et al., 2009). Where infrastructure is weak or administrative support is lacking, implementation efforts are likely to falter.

Additionally, educators and policymakers must grapple with ethical and data privacy concerns associated with some educational technologies. The use of learning analytics, artificial intelligence, and online platforms raises questions about how student data are collected, stored, and used (Williamson, 2017). Ensuring that technologies align with ethical standards and data protection regulations is essential to maintaining trust among stakeholders.

Finally, even when technologies are in place, pedagogical alignment can be a challenge. It is not enough to simply introduce digital tools into classrooms; their use must be thoughtfully integrated into lesson design, aligned with learning objectives, and adapted to the specific needs of learners (Mishra & Koehler, 2006). Otherwise, there is a risk that technology becomes an add-on rather than an enabler of deeper learning.



## CONCLUSION AND RECOMMENDATIONS

Pedagogical technologies are indispensable in modern education, offering diverse methods and approaches to meet the evolving needs of contemporary learners. From traditional models to innovative ICT-based systems, these technologies provide the tools and frameworks necessary for creating inclusive, engaging, and effective learning environments (Selevko, 1998; Mishra & Koehler, 2006). However, their successful implementation depends not only on access to digital tools but also on a rethinking of instructional design, comprehensive professional training, and robust institutional support (Ertmer & Ottenbreit-Leftwich, 2010; Selwyn, 2016).

Future research should focus on evidence-based evaluations of emerging technologies – such as artificial intelligence, adaptive learning platforms, and immersive environments – and their long-term impact on educational equity and quality (Luckin et al., 2016; Williamson, 2017). A critical priority will be ensuring that pedagogical technologies serve as instruments of inclusion rather than sources of further educational disparity.

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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

**Ingliz tili muharriri:** Feruz Hakimov

**Musahhih:** Alibek Zokirov

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