



ISSN: 3060-4613



MAKTABGACHA
VA MAKTAB
TA'LIMI VAZIRLIGI



O'zbekiston
Milliy Pedagogika
Universiteti



№2(1)
2026

- 13.00.00 Pedagogika fanlari
- 13.00.01 Pedagogika nazariyasi. Pedagogik ta'limotlar tarixi
- 13.00.02 Ta'lim va tarbiya nazariyasi va metodikasi (sohalar bo'yicha)
- 13.00.03 Maxsus pedagogika
- 13.00.04 Jismoniy tarbiya va sport mashg'ulotlari nazariyasi va metodikasi
- 13.00.05 Kasb-hunar ta'limi nazariyasi va metodikasi
- 13.00.06 Elektron ta'lim nazariyasi va metodikasi (ta'lim sohaları va bosqichlari bo'yicha)
- 13.00.07 Ta'limda menejment
- 13.00.08 Maktabgacha ta'lim va tarbiya nazariyasi va metodikasi
- 13.00.09 Ijtimoiy pedagogika
- 07.00.00 Tarix fanlari
- 19.00.00 Psixologiya fanlari
- 01.00.00 Fizika-matematika fanlari
- 02.00.00 Kimyo fanlari
- 03.00.00 Biologiya fanlari
- 09.00.00 Falsafa fanlari
- 10.00.00 Filologiya fanlari
- 11.00.00 Geografiya fanlari

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Pedagogika, psixologiya fanlariga ixtisoslashgan ilmiy jurnal



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*Elektron nashr. 234 sahifa,
2-fevral, 2026-yil.*

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Pedagogika fanlari bo'yicha: OAK Kengashi tavsiyasi (26.08.2024-y., №11-05-4381/01) asosida:

- Ekspert kengashi (29.10.2024-y., №10)
- Rayosat qarori (31.10.2024-y., №363/5)

Psixologiya fanlari bo'yicha: Toshkent davlat pedagogika universiteti murojaatiga asosan OAK tavsiyasi (24.04.2025-y., №11-05-2566/01):

- Ekspert kengashi (25.05.2025-y., №10)
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"Maktabgacha va maktab ta'limi" jurnali

26.09.2023-yildan

O'zbekiston Respublikasi Prezidenti Administratsiyasi huzuridagi Axborot va ommaviy kommunikatsiyalar agentligi tomonidan **№C-5669363** reyestr raqami tartibi bo'yicha ro'yxatdan o'tkazilgan.

Litsenziya raqami: **№136361**

MUNDARIJA

O'quvchilarni intellektual rivojlantirishning psixologik omillari	22
<i>Ashurov Ramzidin Ramazonovich</i>	
Maktabgacha ta'limda bolaning kitobxonlik madaniyatini shakllantirishda oila bilan ishlashning nazariy asoslari	27
<i>Jumanova Fatima Uralovna, Allaberganova Munisa Begimboy qizi</i>	
Maktabgacha ta'lim tizimida axborot-kommunikatsiya texnologiyalaridan samarali foydalanishning metodologik asoslari	32
<i>Jo'rayeva Nargiza Tairovna, Bekbergenova Yulduz Tanirbergen qizi</i>	
Faoliyatli yondashuv asosida maktabgacha 6-7 yoshli bolalarda nutqiy ko'nikmalarini rivojlantirish metodikasi	35
<i>Ziyodullayeva Mohirabonu Ikromjon qizi</i>	
Davlat ta'lim muassasalarida manfaatlar to'qnashuvini boshqarishning tashkiliy-huquqiy mexanizmlari ...	39
<i>Xaybatullaeva Sojidxon Ziyatullayevna</i>	
Umumta'lim maktablarida jismoniy tarbiya darslarining samaradorligini oshirishda integratsion yondashuv	42
<i>Kamoliddinov Mirzohid</i>	
Boshlang'ich sinf o'quvchilarining mantiqiy tafakkurini rivojlantirishda interfaol metodlarning samaradorligi	45
<i>Kamoliddinova Dilnoza Axmadilaxanovna</i>	
Bo'lajak tarbiyachilarda kreativ faollikni rivojlantirish mexanizmlari	48
<i>Nurjanova Rayxan Urazbaevna</i>	
Sinf biologiya fanini o'qitishda TIMSS topshiriqlardan foydalanish metodikasi va baholash mezonlari	52
<i>Xaitboyeva Dilorom Rustam qizi</i>	
Qandli diabet tashxisli bemorlarda shaxs tuzilmasining emotsional komponentlari	56
<i>Sadikova Umida Botirovna</i>	
Maktabgacha yoshdagi bolalar nutqini rivojlantirishda pedagogik diagnostikani amalga oshirishning natijaviyligi	60
<i>Maxmutazimova Yulduz Raxmatovna, Qodirova Shaxnoza Saidazim qizi</i>	
Kasbiy imij shakllanishida psixologik jihatlarning tafovutlari	64
<i>Aminova Dilnoza Orifjonovna</i>	
Maktabgacha ta'lim tashkilotlari direktorlarining jamoa bilan ishlash jarayonida yetakchilik kompetensiyalarini rivojlantirish	69
<i>Abdiyeva Fazilat Fayzulla qizi</i>	
Kichik maktab yoshidagi bolalar shaxsi rivojlanishida psixologik moslashuvning tipik xususiyatlari	73
<i>Mirsaitova Guzal Baxodirovna</i>	
Oliy ta'lim tizimida variativ modellashirish asosida talabalarning kreativ faoliyatini rivojlantirishda zamonaviy pedagogik texnologiyalarining qo'llanilishi	76
<i>Quvvatova Mohira Hikmatillayevna</i>	
Interfaol treninglar orqali o'qituvchilarning innovatsion fikrlashini rivojlantirish tajribasi	79
<i>Abdiyeva Shodiyona Yodgor qizi</i>	
Maktabgacha yoshdagi bolalarda milliy qadriyatlar asosida axloqiy tarbiyani shakllantirishning ahamiyati	82
<i>Zulayxo Nazarova, Qarshiboyeva Muxlisa Ismatullo qizi</i>	
Ijodiy qobiliyatni o'stirishda pedagogik mahorat va innovatsion metodlar	85
<i>Mutallibova Odinaxon Mirzaolimjon qizi</i>	
Umumiy o'rta ta'lim maktablarida olimpiadalarga tayyorlashda masalalar yechish texnologiyasi 11-sinf misolida	89
<i>Aslonov Xayrullo Shukrullo o'g'li</i>	



Bokschi qizlarni texnika taktikasini takomillashtirish.....	94
<i>Axmedov Latifjon G'ayrat o'g'li</i>	
Ixtisoslashtirilgan terminologiyaning asosiy lingvistik xususiyatlari	99
<i>Axmedova Dilnoza Anvarovna</i>	
Interfaol metodlar orqali zamonaviy darslarni tashkil etishning o'ziga xos tendensiyalari	102
<i>Bakirov Otabek Bo'ranovich</i>	
Boshqaruv psixologiyasi terminlarini tarjima qilishning metodologik muammolari	106
<i>D. J. Norboyeva</i>	
Raqamli transformatsiya sharoitida oliy ta'lim muassasalari talabalari ruhiyatiga virtual muhitning salbiy ta'siri	110
<i>Giyosov Ulug'bek Eshpulatovich, Turayeva Nigora Husniddin qizi</i>	
Hamshiralik ishida raqamli texnologiyalardan foydalanishning samaradorligi.....	113
<i>Rasulova Gulmira, Amonova Dildora, Abdurahmonov Aziz, Hakimova X. X.</i>	
Boshlang'ich sinf o'quvchilarida kognitiv qobiliyatlarni shakllantirishda zamonaviy pedagogik yondashuvlar	117
<i>Jumayev Xushboq Soatmumin o'g'li</i>	
Principles of Organising Autonomous Learning.....	121
<i>Khazratova Zukhra Mamaraimovna</i>	
Najot – ta'limda, najot-tarbiyada	124
<i>Mo'minova Manzura Mamasodiqjonovna</i>	
Educational Potential of Museum Pedagogy and Criteria for its Application in Developing Historical Thinking of Pre-Service History Teachers.....	127
<i>Niyozov Javlonbek</i>	
Landshaft dizayni vastasida bo'lajak maktabgacha ta'lim tashkilotlari tarbiyachilarining estetik va kreativ ko'nikmalarini rivojlantirish	131
<i>Radjapova Zuxra Tirkashevna</i>	
Abdulla Avloniy pedagogik merosida shaxs psixologiyasi masalalari.....	134
<i>S. O. Mamarasulov, D. A. Egamberdiyeva</i>	
TBL metodini qo'llash orqali o'quvchilarning madaniyati va ijtimoiy muloqot ko'nikmalarini rivojlantirish....	138
<i>Sodikova Oyshakhon Muxammadsodik</i>	
Pedagogik innovatsiyalarni boshqarishning nazariy-metodologik asoslari.....	142
<i>Soliqova Barno Sodiq qizi</i>	
Boshlang'ich ta'lim magistratura talabalarining ijodiy faolligini rivojlantirish shart-sharoitlari	146
<i>Yarmatov Shermo'min Rahmatovich</i>	
Формирование готовности родителей детей старшего дошкольного возраста к выполнению воспитательной функции в семье.....	149
<i>Атаджанова Сохиба Талиповна</i>	
Redjio pedagogik yondashuv asosida maktabgacha katta yoshdagi bolalarda mantiqiy fikrlash ko'nikmalarini shakllantirish pedagogik muammo sifatida	152
<i>Djamilova Nargiza Nuritdinovna, Otahonova Marjona</i>	
Talabalarda algoritmik kompetentlikni rivojlantirishning sun'iy intellekt va Big Data Analytics asosida o'quv faoliyatini real vaqt rejimida kuzatuvchi va boshqaruvchi konseptual modelni takomillashtirish.....	155
<i>Kayumova Nazokat Rashitovna</i>	
Raqamli ta'lim muhitida chet tili o'qituvchilari va talabalar o'rtasidagi interaktsiyaning pedagogik samaradorligi va innovatsion mexanizmlari	163
<i>Eshonqulova Umida Xolmirzayevna</i>	
MTTlarda nutqni rivojlantirishga doir mashg'ulotlarda interfaol usullardan foydalanish texnologiyasi	168
<i>To'laboyeva Iqbolaxon Olimjonovna</i>	
Ta'lim jarayonidagi konfliktlar.....	173
<i>Abulova Mohigul Komiljonzoda</i>	
Talabalarining bolalarda ijtimoiy moslashuvni shakllantirishga kasbiy tayyorgarligini takomillashtirish	176
<i>Inomova Mahliyo Yusuf qizi</i>	



Shaxs tuzilmasida ma'naviy intellekt: nazariy-metodologik tahlil va psixologik interpretatsiya	179
Mirxoligova Charos Xabibullaevna	
18-20 yoshli belbog'li kurashchilarning musobaqa oldi jismoniy tayyorgarliklari	183
Muzafarov Muxammadali Maxsudovich	
Talabalarda mustaqil ta'lim topshiriqlaridan foydalanib kasbiy madaniyatini rivojlantirishga zamonaviy yondashuvlar (boshlang'ich ta'limda tarbiya fani misolida)	187
Yadgarova Surayyo	
Maktab o'quvchilariga pedagogik ta'sir ko'rsatishda o'quvchilarning individual xususiyatlarini hisobga olish	190
Yo'ldoshova Shahlo Shukurullo qizi	
Bo'lajak boshlang'ich sinf o'qituvchilarini ma'naviy-ma'rifiy faoliyatga tayyorgarligini rivojlantirishning nazariy tahlili	194
Yusupova Sanobar Odil qizi	
Типология научного текста: от жанровой классификации к дискурсивной модели	197
Бахтияр Катибжанович Саттаров	
Взаимодействие педагога и семьи в профилактике и преодолении стресса у детей дошкольного возраста	201
Г. С. Алиходжаева, Х. Рахимова	
Условия эффективности инклюзивного образования	206
Г. С. Алиходжаева, Л. О. Бекмуродова	
Педагогическая готовность к обучению в школе детей билингов	211
Г. С. Алиходжаева, Н. А. Ганиева	
Педагогические условия формирования эмоционального интеллекта у дошкольников	216
Джалилова Феруза Намазовна	
Milliy meros va musiqiy madaniyatning yosh avlod tarbiyasidagi o'rni	219
Zuhriddin Azizov	
Госпитальная школа как пространство поддержки и развития ребёнка (на примере госпитальной школы при детской клиники Синсиннати, США)	222
Муминов Р. Р., Хакимова Н. Х., Набиева Г. Г.	
Интерактивные формы работы в процессе профориентации детей дошкольного возраста	227
Н. Т. Жураева, С. М. Ахмеджанова	
Samarali hamkorlikdagi faoliyatga tayyorlashga oid yondashuvlar	231
Hojiyeva Zulfiya O'ktamovna	



EDUCATIONAL POTENTIAL OF MUSEUM PEDAGOGY AND CRITERIA FOR ITS APPLICATION IN DEVELOPING HISTORICAL THINKING OF PRE-SERVICE HISTORY TEACHERS

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Abstract: This article examines the educational potential of museum pedagogy in developing historical thinking among pre-service history teachers, with particular emphasis on the criteria for its effective pedagogical application. The study is grounded in contemporary educational theories, including constructivism, inquiry-based learning, activity-oriented pedagogy, and experiential learning. Historical thinking is conceptualized as a complex cognitive, reflective, and axiological competence that enables future teachers to interpret historical reality critically, contextually, and ethically (Ortiqov, 2023). Museums are interpreted as authentic and multidimensional learning environments that provide direct engagement with primary historical sources, material culture, and visual-narrative representations of the past (Museumsbund e.V., 2010; Nigmatov, 2021). The article systematically analyzes the educational opportunities of museum pedagogy and substantiates a structured system of application criteria—scientific, didactic, interpretative, organizational, and assessment-related—that ensure its effectiveness in history teacher education. The findings demonstrate that museum pedagogy functions as a powerful pedagogical mechanism for transforming theoretical historical knowledge into professional historical thinking competencies, thereby enhancing the quality of pre-service history teacher preparation in higher education.

Key words: museum pedagogy; historical thinking; pre-service history teachers; history education; educational potential; application criteria; primary historical sources; historical empathy; reflective thinking.

Annotatsiya: Mazkur maqolada bo'lajak tarix o'qituvchilarida tarixiy tafakkurni shakllantirishda muzey pedagogikasining ta'limiy salohiyati hamda uni samarali pedagogik qo'llash mezonlari tahlil qilinadi. Tadqiqot konstruktivizm, izlanishga asoslangan ta'lim, faoliyatga yo'naltirilgan pedagogika va tajribaviy ta'lim kabi zamonaviy ta'lim nazariyalariga tayangan holda olib borilgan. Tarixiy tafakkur bo'lajak pedagoglarga tarixiy voqelikni tanqidiy, kontekstual va axloqiy jihatdan talqin etish imkonini beruvchi murakkab kognitiv, refleksiv va aksiologik kompetensiya sifatida talqin etiladi (Ortiqov, 2023). Muzeylar birlamchi tarixiy manbalar, moddiy madaniyat va o'tmishning vizual-narrativ tasvirlari bilan bevosita ishlash imkonini beruvchi autentik va ko'p o'lchamli ta'lim muhitlari sifatida qaraladi (Museumsbund e.V., 2010; Nigmatov, 2021). Maqolada muzey pedagogikasining ta'limiy imkoniyatlari tizimli ravishda tahlil qilinib, uni tarix o'qituvchilarini tayyorlash jarayonida samarali qo'llashni ta'minlovchi ilmiy, didaktik, interpretativ, tashkiliy va baholashga oid mezonlardan iborat tuzilmaviy tizim asoslab beriladi. Tadqiqot natijalari muzey pedagogikasi nazariy tarixiy bilimlarni professional tarixiy tafakkur kompetensiyalariga aylantirishga xizmat qiluvchi samarali pedagogik mexanizm ekanini ko'rsatib, oliy ta'lim tizimida bo'lajak tarix o'qituvchilarini tayyorlash sifatini oshirishga xizmat qilishini tasdiqlaydi.

Kalit so'zlar: muzey pedagogikasi; tarixiy tafakkur; bo'lajak tarix o'qituvchilari; tarix ta'limi; ta'limiy salohiyat; qo'llash mezonlari; birlamchi tarixiy manbalar; tarixiy empatiya; refleksiv tafakkur.

Аннотация: В статье рассматривается образовательный потенциал музейной педагогики в формировании исторического мышления у будущих учителей истории с особым акцентом на критерии её эффективного педагогического применения. Исследование основано на современных образовательных теориях, включая конструктивизм, исследовательское обучение, деятельностно-ориентированную педагогику и опытное обучение. Историческое мышление интерпретируется как сложная когнитивная, рефлексивная и аксиологическая компетенция, позволяющая будущим педагогам критически, контекстуально и этически осмысливать историческую реальность (Ortiqov, 2023). Музеи рассматриваются как аутентичные и многомерные образовательные среды, обеспечивающие непосредственное взаимодействие с первичными историческими источниками, материальной культурой и визуально-нарративными репрезентациями прошлого (Museumsbund e.V., 2010; Nigmatov, 2021). В статье системно анализируются образовательные возможности музейной педагогики и обосновывается структурированная система критериев её применения – научных, дидактических, интерпретационных, организационных и оценочных, обеспечивающих её результативность в подготовке учителей истории. Полученные результаты свидетельствуют о том, что музейная педагогика выступает эффективным педагогическим механизмом трансформации теоретических исторических знаний в профессиональные компетенции исторического мышления, тем самым повышая качество подготовки будущих учителей истории в системе высшего образования.

Ключевые слова: музейная педагогика; историческое мышление; будущие учителя истории; историческое образование; образовательный потенциал; критерии применения; первичные исторические источники; историческая эмпатия; рефлексивное мышление.

INTRODUCTION

In contemporary educational discourse, the teaching of history is no longer confined to the transmission of factual knowledge, chronological sequences, or the memorization of historical figures. Instead, the primary objective of history education has shifted toward the development of historical thinking—an intellectual capacity that enables learners to understand the past through critical engagement with evidence, contextual reasoning, and interpretative judgment (Brown, 2007). For higher education institutions responsible for preparing future history teachers, the development of historical thinking represents a strategic and professional imperative.

LITERATURE REVIEW

Historical thinking encompasses the ability to analyze primary sources, evaluate their reliability, identify cause-and-effect relationships, understand historical continuity and change, recognize multiple perspectives, and construct evidence-based interpretations (Ortiqov, 2023). Without these competencies, future teachers risk reproducing a transmissive and superficial approach to history instruction. Consequently, teacher education programs must seek pedagogical environments that actively stimulate analytical, reflective, and value-oriented historical reasoning. Museum pedagogy emerges as a particularly effective pedagogical resource in this context. Unlike traditional classroom settings, which rely predominantly on textual representations of the past, museums offer direct encounters with authentic historical objects, material culture, and curated narratives (Nagra, 2017). These encounters enable pre-service teachers to experience history as a process of inquiry rather than as a fixed body of information. Through museum-based learning, historical knowledge is constructed through interaction with tangible evidence, encouraging deeper cognitive engagement and reflective interpretation (Rappoport, 2021).

RESEARCH METHODOLOGY

Theoretical and Methodological Foundations of the Study. This study is based on a qualitative, theoretical–pedagogical analysis aimed at identifying the educational potential of museum pedagogy and establishing criteria for its effective application in history teacher education. The research design integrates conceptual analysis and a comparative review of pedagogical literature.

The following methods were employed: theoretical analysis of pedagogical, historical, and museum studies literature addressing historical thinking, experiential learning, and museum-based education (Brown, 2007); comparative analysis of international and national approaches to museum pedagogy in teacher education (Museumsbund e.V., 2010); conceptual modeling of historical thinking as a professional competence within a competency-based education framework (Ortiqov, 2023); systematization and generalization of theoretical conclusions derived from dissertation-based research on museum pedagogy (Nigmatov, 2021).

These methods allowed for a comprehensive examination of museum pedagogy not merely as an instructional supplement, but as a structured pedagogical system aligned with the goals of historical thinking development.



ANALYSIS AND RESULTS

The findings of the study indicate that the educational potential of museum pedagogy manifests across several interrelated dimensions that directly contribute to the development of historical thinking among pre-service history teachers. One of the most significant educational advantages of museum pedagogy lies in its capacity to facilitate direct engagement with primary historical sources. Artifacts, archival documents, maps, photographs, archaeological materials, and everyday objects serve as concrete evidence of past human activity (Museumsbund e.V., 2010).

Interaction with such sources enables students to practice essential historical thinking skills, including source analysis, contextualization, corroboration, and evaluation of authenticity. Through guided museum-based activities, pre-service teachers learn to distinguish between evidence and interpretation, to question the provenance and purpose of historical objects, and to assess the reliability of museum narratives (Nigmatov, 2021).

This process strengthens the cognitive dimension of historical thinking and fosters a critical approach to the construction of historical knowledge. Museum pedagogy also plays a crucial role in fostering historical empathy—the ability to understand historical actors within the social, cultural, and moral frameworks of their own time. Museum objects often embody the lived experiences of individuals and communities, allowing learners to move beyond abstract generalizations toward a more nuanced understanding of the past (Nagra, 2017).

By analyzing material culture within its historical context, pre-service teachers develop the capacity to interpret historical actions without imposing present-day values anachronistically. This reflective engagement enhances interpretative sensitivity and contributes to a deeper comprehension of historical complexity (Ortiqov, 2023).

Museums possess a strong emotional and axiological dimension. Encounters with objects related to war, repression, cultural heritage, or everyday life often evoke emotional responses that influence learners' historical consciousness (Rappoport, 2021).

When appropriately guided, these emotional experiences can deepen engagement and reinforce ethical reflection. However, emotional impact alone does not guarantee educational value; therefore, museum pedagogy must integrate emotional responses with critical reflection and evidence-based reasoning. When effectively balanced, emotional engagement supports the development of responsible historical judgment and civic awareness (Brown, 2007).

Museum exhibitions typically combine visual, spatial, and narrative elements to present historical content, creating a multimodal learning environment that supports diverse cognitive pathways and enhances learners' ability to construct coherent historical narratives (Museumsbund e.V., 2010).

For pre-service teachers, exposure to such narrative structures provides valuable insights into alternative ways of presenting historical content beyond traditional textbook formats. The effectiveness of museum pedagogy in developing historical thinking is contingent upon the application of a structured system of pedagogical criteria, including scientific, didactic, interpretative, organizational, and assessment dimensions. Scientific criteria refer to the historical accuracy, authenticity, and scholarly reliability of museum content, requiring alignment with contemporary historical research and avoidance of ideological distortion or oversimplification (Museumsbund e.V., 2010).

Didactic criteria ensure coherence between museum resources and educational objectives, emphasizing the purposeful design of activities that support specific historical thinking skills, such as causal reasoning or perspective analysis (Brown, 2007).

Interpretative criteria stress openness to multiple perspectives and critical dialogue, encouraging learners to question dominant narratives, identify silences or exclusions, and explore alternative interpretations (Ortiqov, 2023).

Organizational criteria address practical considerations, including institutional collaboration between universities and museums, logistical feasibility, and the structured planning of museum-based learning activities (Nigmatov, 2021).

Assessment criteria focus on evaluating historical thinking through qualitative outcomes rather than standardized testing, with reflective essays, analytical reports, project-based tasks, and teaching scenarios serving as meaningful indicators of students' historical reasoning processes (Rappoport, 2021).

CONCLUSION

The study concludes that museum pedagogy possesses substantial educational potential for developing historical thinking among pre-service history teachers. This potential is realized not through isolated museum visits but through systematic pedagogical integration guided by scientifically grounded application criteria.

Museum pedagogy transforms historical learning from passive reception into active inquiry, enabling future teachers to engage critically with evidence, context, and interpretation.

By aligning museum-based learning with clear scientific, didactic, interpretative, organizational, and assessment criteria, higher education institutions can leverage museums as dynamic educational environments that bridge theoretical knowledge and professional competence. Ultimately, museum pedagogy contributes to the preparation of reflective, analytically skilled, and ethically responsible history teachers capable of implementing inquiry-based and culturally informed history education.

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- 13.00.00 Pedagogika fanlari
 - 13.00.01 Pedagogika nazariyasi. Pedagogik ta'limotlar tarixi
 - 13.00.02 Ta'lim va tarbiya nazariyasi va metodikasi (sohalar bo'yicha)
 - 13.00.03 Maxsus pedagogika
 - 13.00.04 Jismoniy tarbiya va sport mashg'ulotlari nazariyasi va metodikasi
 - 13.00.05 Kasb-hunar ta'limi nazariyasi va metodikasi
 - 13.00.06 Elektron ta'lim nazariyasi va metodikasi (ta'lim sohaları va bosqichlari bo'yicha)
 - 13.00.07 Ta'limda menejment
 - 13.00.08 Maktabgacha ta'lim va tarbiya nazariyasi va metodikasi
 - 13.00.09 Ijtimoiy pedagogika
 - 07.00.00 Tarix fanlari
 - 19.00.00 Psixologiya fanlari
 - 01.00.00 Fizika-matematika fanlari
 - 02.00.00 Kimyo fanlari
 - 03.00.00 Biologiya fanlari
 - 09.00.00 Falsafa fanlari
 - 10.00.00 Filologiya fanlari
 - 11.00.00 Geografiya fanlari



MAKTABGACHA VA MAKTAB TA'LIMI

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2026. №2(1)

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"Maktabgacha va maktab ta'limi" jurnali 26.09.2023-yildan O'zbekiston Respublikasi Prezidenti Adminstratsiyasi huzuridagi Axborot va ommaviy kommunikatsiyalar agentligi tomonidan №C-5669363 reyestr raqami tartibi bo'yicha ro'yxatdan o'tkazilgan.
Litsenziya raqami: № 136361.

Manzilimiz: Toshkent shahar, Yunusobod tumani
19-mavze, 17-uy.