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VA MAKTAB  
TA'LIMI VAZIRLIGI



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Milliy Pedagogika  
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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

# M

# AKTABGACHA VA AKTAB TA'LIMI

Pedagogika, psixologiya fanlariga ixtisoslashgan ilmiy jurnal



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# MUNDARIJA

Kasbiy mahorat va tajribalarni rivojlantirishning mazmuni, shakl va usullari .....	22
<i>Yo'ldasheva Feruzaxon Shavkatbekovna</i>	
O'zbek tili darslarida 5E modelini qo'llash orqali ta'lim sifatini oshirish: Chimboy tumani 36-sonli ixtisoslashtirilgan maktab misolida .....	26
<i>Kojamuratova Ulbosin Punkitbaevna</i>	
Shaxs ijtimoiy faolligi: tushuncha va tahlil.....	29
<i>Baxriyeva Nargiza Axmadovna</i>	
Fiziognomika va psixologik yondashuvlar asosida portret qalamtasviri ta'limini takomillashtirish.....	33
<i>Babadjanov Axmadjan Xudayberdiyevich</i>	
Bo'lajak tasviriy san'at o'qituvchilarining kasbiy kompetensiyalarini pedagogik texnologiyalar asosida rivojlantirish .....	37
<i>Nusharov Bobir Bolbekovich</i>	
Личностные характеристики как ассимиляция системы отношений младших школьников и предмет воспитательного воздействия учителя .....	41
<i>Олимова Азиза Кахрамоновна</i>	
"Vitagen ta'lim texnologiyalari" asosida bo'lajak boshlang'ich sinf o'qituvchilarini o'quvchilarda perseptiv qobiliyatni rivojlantirishga o'rgatishning didaktik imkoniyatlari .....	47
<i>Tursunboyeva Kamola Iloxmjon qizi</i>	
Ekologik ta'lim va tarbiya asosida talabalarda ekoturistik madaniyatni rivojlantirishning pedagogik-metodik asoslari.....	50
<i>Kamolov Baxtiyor Xasanboyevich</i>	
Individual ta'lim trayektoriyasi: maktabgacha yoshdagi bolalarda ekspressiv nutq buzilishlarining o'ziga xos xususiyatlari .....	54
<i>Fayziyeva Nozima Oybek qizi</i>	
Boshlang'ich sinf matematika darslarida mantiqiy masalalardan foydalanish samaradorligi .....	59
<i>Ibragimova Nozima Ulug'bekovna, Pardayeva Hosila Qudratulla qizi</i>	
Maktabgacha yoshdagi bolalarning ijodiy qobiliyatlarini rivojlantirishda tarbiyachining kreativ roli .....	64
<i>Botirova Lobar Kamolovna</i>	
O'quvchilarda mantiqiy fikrlashni rivojlantirish.....	69
<i>Kaipova Tazagul, Kaipova Elmira</i>	
Boshlang'ich sinf o'quvchilarini zamonaviy kasb-hunarlariga qiziqtirishda integrativ usullardan foydalanish .....	73
<i>Ergasheva Nigora Erkinovna</i>	
Proposals for the Development of Education in Teaching Musical-Historical and Theoretical Subjects .....	76
<i>Sobirova Gulkhayo Aktamjonovna</i>	
Raqamli ta'lim sharoitida talabalarda mediakompetentlikni rivojlantirishning nazariy asoslari.....	81
<i>Rustemov Abseit Trijan o'g'li</i>	
Hamkorlik ko'nikmalarini takomillashtirishga oid tajriba-sinov ishlarini tashkil etish mazmuni .....	85
<i>Baxramova O'ramol Uralovna</i>	
Bo'lajak boshlang'ich sinf o'qituvchilarining matn ustida ishlash orqali o'quvchilarning nutqiy kompetensiyalarini rivojlantirishda nazariy asoslanish mohiyati.....	88
<i>Boxodirova Muxlisa Xoljigitovna</i>	
Zoologiya fanini o'qitish jarayonida talabalarining ilmiy-tadqiqot faolligini rivojlantirish mexanizmlari .....	92
<i>Dushekeeva Nasiba Rustembaevna, Arepbaev Islambek Muratbaevich</i>	
Ingliz tilini o'rganishda zamonaviy texnologiyalarning roli .....	96
<i>Ergasheva Mehriyona</i>	
Maktabgacha ta'lim tashkilotlari tarbiyalanuvchilarining tasviriy ko'nikmalarini shakllantirishning nazariy asoslari.....	100
<i>Jummayeva Sayyora Shokir qizi</i>	



The Role of Digital Technologies and Virtual Reality in Modern English Teaching Methodologies .....	104
<i>Seilkhanova Rita Nurniyazovna, Kalbaeva Mexriban Elbrus qizi</i>	
Sog'lom separatsiya orqali yoshlar sog'lig'ini mustahkamlash: tibbiy-psixologik yondashuvning empirik tahlili .....	109
<i>Mavlyanova Surayo Sultanaliyevna</i>	
Badiiy-tarixiy meros asosida pedagog shaxsini tarbiyalash: nazariya va amaliyot uyg'unligi .....	112
<i>Qodirova Mavluda Maxodir qizi</i>	
Gamified Programming Platforms: Analysis and Recommendations .....	116
<i>Ra'nokhon Ne'matjon kizi Rakhimova</i>	
Maktabgacha ta'lim tashkilotlarida giperaktiv bolalar bilan ishlashning ilmiy-nazariy asoslari .....	123
<i>Raimqulova Sojida Abdusaid qizi</i>	
Qandli diabet bilan og'rikan bemorlarga pedagogik yordam ko'rsatish tizimi.....	126
<i>Shermatova Yakut Sabirovna</i>	
O'smirlar o'rtasida kiberbulling .....	129
<i>Tashbekova Aziza Mirsuxbatovna</i>	
Uzoq muddatli davolanishga muhtoj bolalar uchun tyutorlik yordamini tashkil etish .....	132
<i>Tolipova Pokiza Xasan qizi, Isamuxamedova Dildora Raxmatilayevna</i>	
Zamonaviy maktablarda xavfsizlik madaniyatining roli.....	135
<i>Turdiyeva Zilola Jalilovna</i>	
Global akademik reyting va raqobat muhitida xalqaro olimpiadalarning o'rni .....	138
<i>Xalikova Umida Mirovna</i>	
Tarbiyachining bolalarni tasviriy faoliyatga o'rgatish jarayonidagi o'rni .....	143
<i>Xasanova Shaxnoza To'xtasinovna, Rahimova Umida Abdurasul qizi</i>	
Biologiya darslarida TIMSS topshiriqlarini integratsiyalash.....	148
<i>Zayniyev Suxrobjon Islombek o'g'li, Komiljonova Muslima Shuxrat qizi</i>	
О трансверсальных компетенции воспитателя дошкольного образования.....	153
<i>Садыкова Шоиста Акбаровна, Назарматова Дилшода Умаралиевна</i>	
Talaba-yoshlarni mustaqil oilaviy hayotga tayyorlashning pedagogik-psixologik xususiyatlari .....	156
<i>Kushakova Gulnora Egamkulovna</i>	
Yosh oilalarda ajralishlarni bartaraf etishning pedagogik mexanizmlarini aksiologik yondashuv asosida takomillashtirish .....	160
<i>Normurodova Gulnora Ikromovna</i>	
Maktabgacha ta'lim tarbiyachilarining innovatsion faoliyatini rivojlantirish mexanizmlari .....	164
<i>Mamadaliyeva Dildora Alisher qizi</i>	
Psixologik zo'ravonlikning o'smirlarda destruktiv xulq shakllanishiga ta'siri .....	168
<i>Jurakulova Dildora Ziyadullayevna</i>	
Maktab maslahatchilarining boshqaruv kompetensiyalarini rivojlantirish texnologiyalari .....	172
<i>Kazakova Saxiba Abdurayimovna</i>	
Kichik maktab yoshi o'quvchilarida ongli intizomni tarbiyalashning samarali usullari.....	178
<i>Ziyayev Adxamjon</i>	
Lingvokulturologiyada konsept tushunchasining nazariy talqini .....	182
<i>Jo'rayeva Nozima Nozim qizi</i>	
Sport takomillashuvi bosqichida voleybolchilarning sakrash qobiliyatini rivojlantirish texnologiyasi .....	185
<i>Shaimardanov Sherbek Abdurashid o'g'li</i>	
Eshitishida nuqsoni bo'lgan bolalarda nutq rivojlanishining pedagogik-psixologik xususiyatlari .....	189
<i>Teshaboyeva Feruza Raximovna</i>	
Maktabgacha yoshdagi bolalar psixologiyasiga oilaning katta avlodi va ularning ta'siri.....	192
<i>Ashirova Sojida Baxromovna</i>	
Bo'lajak tasviriy san'at o'qituvchilarining kasbiy-metodik tayyorgarligini differensial yondashuv asosida o'qitishning tarixiy pedagogik ildizlari .....	196
<i>Bekmuratova Shoxida Ne'matjonovna</i>	

Talabalarda yozuv kompetensiyasini rivojlantirish metodikasini takomillashtirish .....	200
<i>Jabborova Salomat Abdijalilovna</i>	
Integrativ o'qitish asosida bo'lajak logopedlarning kasbiy kompetensiyalarini rivojlantirish mazmuni.....	204
<i>Maxmudova Madinaxon Sobirxonovna</i>	
6-7 yoshli bolalarda mehnatsevarlik xislatlarini shakllantirishda xalq og'zaki ijodidan foydalanish .....	208
<i>Kasimova Dilrabo Baxadirovna, Omonxonova Muzayamxon Sarvar qizi</i>	
Bo'lajak surdopedagoglarni koxlear implantli bolalar bilan ishlashga tayyorlashda amaliy mashg'ulotlarni tashkil etish texnologiyasi .....	213
<i>Raximova Xurshidaxon Sadikovna</i>	
Yevropa muhandislik ta'limi tajribasi asosida texnika yo'nalishlari talabalarida texnik kompetentlikni rivojlantirishning pedagogik mexanizmlari .....	217
<i>Xalikova Nargiza Abduvaliyevna</i>	
Tilning obrazli kuchi: perifrazalar turlari va xususiyatlari .....	221
<i>Yuldasheva Dilnoza Bekmurodovna</i>	
Inklyuziv ta'lim sharoitida boshlang'ich sinf o'quvchilari bilan ishlashning pedagogik va psixologik xususiyatlari.....	224
<i>Zayirkulova Nozima Ilyas qizi</i>	
Mentorlik faoliyatida bo'lajak boshlang'ich sinf o'qituvchilarining kasbiy kompetensiyasini rivojlantirish ....	229
<i>Zikriyayev Zokir Mamirovich</i>	
Boshlang'ich sinf o'quvchilarida mustaqil fikrlashni rivojlantirish.....	232
<i>Xadicha Muxammadiyeva Karomatovna, Sunnatullayeva Amina</i>	
Professional kompetentlik va uning shaxs psixologik xususiyatlari bilan o'zaro bog'liqligi .....	235
<i>Artikova Nodira Shavkat qizi</i>	
Talaba qizlarni jismoniy faolligini rivojlantirish tasnifi va ularni orgatish metodikasi.....	240
<i>Otasheva Oysanamxon Hamidulla qizi</i>	
Maktabgacha yoshdagi bolalarda shaxslararo munosabatlar o'rtasidagi bog'liqlik .....	245
<i>Bekchanova Kuvanch Roximovna</i>	
Voleybolchilarni tayyorlashda differensial vositalaridan foydalanishning zarurligini, ularning o'yin ampluasini hisobga olgan holda aniqlash usullari .....	249
<i>Kambarov Kozimjon Ibragimovich</i>	
2-toifa diabet bilan bog'liq stressga qarshi kurashish strategiyalari va psixologik holatlar .....	254
<i>Sadikova Umida Botirovna</i>	
Boshlang'ich ta'limda vizual va multimediyaviy texnologiyalarning pedagogik-psixologik ahamiyati .....	258
<i>Raximova Faridabonu Alisher qizi</i>	
Boshlang'ich sinf ona tili darslarida VARK modeli asosida multimodal o'qitishni tashkil etish (OAK talablariga mos maqola).....	261
<i>Raximova Mushtariy Alisher qizi</i>	
Raqamli ta'lim muhitida veb-texnologiyalar asosidagi platformalarning dasturiy ta'minotini ishlab chiqish va optimallashtirish .....	264
<i>Zoxidov Jahongir Botirxonovich</i>	
Eshitishida nuqsoni bo'lgan koxlear implantli bolalar og'zaki nutqini umumta'lim jarayonida ona tili darslarida rivojlantirish metodikasi.....	272
<i>Isoqjonova Dilfuzaxon Muxtorjon qizi</i>	
Bo'lajak surdopedagoglarni mustaqil ta'lim jarayonida kasbiy malakani shakllantirishning samarali metodlari .....	276
<i>Teshabayeva Oygul Fazliddinovna</i>	
Yetuklik yoshidagi ayollarda hayotdan qoniqish darajasiga o'ziga ishonch va o'z-o'zini qadrlashning ta'siri .....	280
<i>M. R. Sultonova</i>	
Shifoxonalarda tashkil etilgan maktablarda bemor o'quvchilar bilan faoliyat olib boruvchi pedagoglarga qo'yiladigan talablar .....	284
<i>Umarova Saboxon Minavvarovna, Abdusattorova Gulxumor</i>	



Chet til ta'limida mustaqil ishni tashkil etish masalalariga doir .....	287
<b>Erkayev Elmira Temirovich</b>	
10–11 yoshli futbolchilarda tezkorlik sifatini rivojlantirish metodikasi.....	294
<b>Ishmuratov Hasanboy Karimjonovich</b>	
Jismoniy tarbiya darslarida boshlang'ich sinf o'quvchilarining samaradorligini oshirish usullari .....	298
<b>Yaqubov Arslon Maxmudovich</b>	
Mahmudxo'ja Behbudiy faoliyati va uning o'rganilishi .....	301
<b>Dinora Eshboyeva Alisher qizi</b>	
Bo'lajak o'qituvchilarda axloqiy kompetensiyalarni kasbiy faoliyatida qo'llay olish. Axloqning kelib chiqishi va asoslanish masalasini nazariy tahlil qilish .....	306
<b>Shaxayev Baurjan Seytgaliyevich</b>	
Maktabgacha ta'limda STEAM ta'lim texnologiyalarini qo'llashda raqamli ta'lim texnologiyalaridan foydalanish .....	310
<b>Ahmedova Zuhraxon Mamurovna</b>	
Maktabgacha ta'lim tashkilotlarida bolalarda elementar matematik tasavvurlarni shakllantirishning dolzarbligi va zaruriyati .....	314
<b>Mirzabayeva Zebo Umarovna</b>	
Elektrolitlarda elektr toki mavzusini o'qitishda noto'g'ri tasavvurlar va ularni bartaraf etish metodikasi .....	317
<b>Xoliqov Qurbonboy To'ychiyevich</b>	
Mediata'lim asosida bo'lajak boshlang'ich sinf o'qituvchilarining milliy tarbiya faoliyatini takomillashtirish .	323
<b>Ibodullaeva Dildora Shukrulla qizi</b>	
Maktabgacha ta'lim tashkilotlarida inklyuziv ta'limga jalb etilgan imkoniyati cheklangan bolalar bilan ishlashda montessori metodikasining uyg'unligi .....	327
<b>Ismatova Shodiya Ne'matilla qizi, Xaydarova Shaxlo Narzullayevna</b>	
XIV asr oxiri va XV asr boshlari turkiy tillar taraqqiyotini o'rganishda "Kitob ul-Bulg'at" asarining lingvistik tadqiqi .....	332
<b>Tursunaliyeva Muslimabonu Abduvosit qizi</b>	
Informatika ta'limida interfaol o'quv majmualari asosida o'yinli texnologiyalarni qo'llash orqali o'quvchilarning bilim va kompetensiyalarini rivojlantirish.....	336
<b>Nabiyev Feruz Abdumannonovich</b>	
STEAM loyihalari asosida maktab o'quvchilarida tadbirkorlik ko'nikmalarini shakllantirish.....	341
<b>Choriyor Maxmatraimov Eshmamatovich</b>	
Psixolog talabalarda tolerantlik va madaniyatlararo kompetensiyalarni shakllantirish .....	345
<b>Akbaraliyeva Asilaxon Tojiddinovna</b>	
Raqamli ta'lim muhitining pedagogik salohiyati asosida o'quvchilarning kreativ qobiliyatlarini rivojlantirish (texnologiya fanini o'qitish misolida).....	348
<b>Kulboyeva Dilnoza Abdug'ofurovna</b>	
O'zbek tili – faxrim, g'ururim .....	351
<b>H. Shukurova, M.Jumanazarova</b>	
Zamonaviy dars – pedagogik ijodkorlikning asosiy maydoni.....	355
<b>M. Kuzibayeva</b>	
Talabalarni ta'lim jarayonida sun'iy intellekt elementlaridan foydalanishga tayyorlash metodikasini takomillashtirish.....	358
<b>Mastonov Jahongir Mamatqul o'g'li</b>	
Raqamli maktabda yashil o'quv dasturi: kengaytirilgan va virtual reallik texnologiyalari bilan integratsiyaning pedagogik modeli.....	362
<b>Maxmudov AbdIQodir Yusupovich</b>	
Maktabgacha ta'lim tashkilotlarida kasbiy faoliyat jarayonida pedagogik empatiyani shakllantirish pedagogik muammo sifatida.....	367
<b>Orinbaeva Jarqinay Djuginis qizi</b>	
Gamified Programming Platforms: Analysis and Recommendations .....	371
<b>Ra'nokhon Ne'matjon kizi Rakhimova</b>	



Bo'lajak o'qituvchilarning raqamli kompetentligini rivojlantirishda nazariya va amaliyot integratsiyasi muammolari .....	377
<b>Sh. A. Xujakulov, T. B. Kadirov</b>	
Uzoq muddat davolanayotgan bolalarning matematik savodxonligini oshirishda fanlararo bog'lanishning roli.....	383
<b>Tursunova Dildora Ziyadullayevna, Ochilov Orazbek Qosim o'g'li</b>	
Sayyid Burhoniddin Muhaqqiq Termiziyning "Maorif" asarida bilish etikasi va ma'naviy-axloqiy tarbiya .....	387
<b>Tursunova Nilufar Samiyevna</b>	
Boshlang'ich sinf o'quvchilarining og'zaki nutqini rivojlantirishning psixologik xususiyatlari .....	393
<b>Tursunova Saida Isakovna</b>	
Yosh avlodni tarbiyalashda hamkorlik tarbiya texnologiyasining o'rni .....	396
<b>Pirliyeva Gulmira Botir qizi</b>	
Integrativ raqamli-didaktik yondashuv asosida interfaol o'quv majmuallardan foydalanish muammolari va rivojlanish istiqbollari.....	400
<b>Nabiyev Feruz Abdumannonovich, Mamanazarov Baxrom Jumonovich</b>	
Eshitishda nuqsoni bo'lgan bolalarni tasviriy faoliyatda bilish jarayonlarini rivojlantirish .....	405
<b>Sadirova Kamola Giyozovna</b>	
Kurash sport turining yoshlar jismoniy va ma'naviy rivojlanishidagi ahamiyati.....	409
<b>O'razboyeva Adiba Abdug'ani qizi</b>	
Bo'lajak oilaviy shifokorlarning kasbiy motivatsion rivojlanishini ta'minlashning pedagogik yondashuvlari.	413
<b>Xalmuxamedov Bobir Taxirovich</b>	
О развитии учебно-познавательной деятельности студентов .....	418
<b>М. Халикова</b>	
Психологические механизмы искажения истины в процессе социализации: нормативно-когнитивная модель и смешанное эмпирическое исследование .....	421
<b>С. Ю. Нишанов</b>	
Методы повышения речевой активности студентов в процессе обучения иностранному языку.....	425
<b>Утешова Зернегул Хурметуллаевна</b>	
Prenatal va erta chaqaloqlik rivojlanishi va rivojlanishning biologik asoslari .....	429
<b>N. Mirbabayeva</b>	
O'smir shaxsining rivojlanishi .....	433
<b>Matyakubova Shohista Odamboy qizi</b>	
O'zbekistonning ma'naviy va madaniy hayotida jadidlarning tutgan o'rni .....	435
<b>N. M. Qodirova</b>	
Development of Physical Qualities Through the Use of Special Physical Exercises With Student Participation.....	439
<b>Rikhsiev Dilshod Shavkatovich</b>	
Tabiiy fan darslarida STEAM ta'lim texnologiyasidan foydalanishning ahamiyati .....	442
<b>Umaraliyeva Baxtilaxon Raxmonali qizi</b>	
Special Physical Exercises in Coxarthrosis During the Preoperative and Postoperative Periods of Rehabilitation.....	446
<b>Valiev Farrukh Nigmatjonovich</b>	
Роль цифровых технологий и дидактических принципов в учебных практик.....	449
<b>Байметов М. М.</b>	



# GAMIFIED PROGRAMMING PLATFORMS: ANALYSIS AND RECOMMENDATIONS

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**Abstract:** In the context of contemporary globalization, the demand for acquiring modern professions is steadily increasing. Programming is widely recognized as a complex cognitive activity; however, learning it through gamified technologies makes the process both engaging and pedagogically effective. Gamified programming platforms enhance motivation by integrating game elements such as levels, points, badges, and interactive challenges into the learning process. This article analyzes and compares five popular platforms – CodeCombat, CodinGame, Tynker, Scratch, and Blockly Games. Each platform demonstrates distinctive characteristics: CodeCombat teaches programming in an RPG format with real-time feedback; CodinGame supports global competition and multiple programming languages; Tynker integrates block-based and text-based coding to facilitate creative project development; Scratch enables the creation of interactive stories and games through visual programming; and Blockly Games fosters mathematical and logical thinking skills. The analysis indicates that Scratch and Blockly Games are most suitable for young learners; CodeCombat is effective for beginners; while adolescents and adults can benefit from CodinGame's competitive and multilingual environment. Tynker is particularly appropriate for schools and structured curricula. Furthermore, advanced learners are recommended to transition from block-based platforms to text-based programming languages. The article highlights the advantages and limitations of gamified platforms and provides practical recommendations for effective programming education.

**Key words:** gamified learning, programming platforms, CodeCombat, CodinGame, Tynker, Scratch, Blockly Games, educational technology.

**Annotatsiya:** Mazkur maqola umumta'lim maktablarida dasturlashni o'qitish masalasiga oid mavjud ilmiy tadqiqotlarni kompleks va tizimli ravishda tahlil qilishga qaratilgan. Tadqiqotda sifatli kontent tahlili metodologiyasi asosida dasturlash mashg'ulotlarini rejalashtirish, loyihalash va samarali tashkil etishning pedagogik yondashuvlari aniqlashtiriladi hamda tizimlashtiriladi. Tahlil natijalari shuni ko'rsatadiki, so'nggi yillarda umumta'lim darajasida dasturlash ta'limiga bag'ishlangan ilmiy ishlar soni sezilarli darajada oshgan bo'lib, ularning asosiy qismi empirik tadqiqot dizayniga asoslangan. Mavjud izlanishlarning katta qismi 6-sinf o'quvchilari bilan olib borilgan bo'lib, ma'lumot to'plash jarayonida asosan anketalar, so'rovnomalar va standartlashtirilgan testlardan foydalanilgan. Dasturlash vositalari tahlili Scratch platformasining eng keng tarqalgan o'quv muhiti ekanligini ko'rsatadi, bu esa vizual va blokli dasturlash yondashuvlarining maktab yoshidagi o'quvchilar uchun metodik jihatdan maqbulligini tasdiqlaydi. Shu bilan birga, dasturlash darslarining kontekstual va fanlararo integratsion jihatlarini o'rganuvchi tadqiqotlar nisbatan cheklanganligi aniqlandi. Ayrim ilmiy ishlarda dasturlash matematika, tabiiy fanlar, tillar, yozma nutq va ijtimoiy fanlarni o'qitishda vositaviy metod sifatida qo'llanilgan bo'lsa-da, bu yo'nalish hali yetarlicha tizimlashtirilmagan. Umuman olganda, mazkur tadqiqot dasturlash ta'limining zamonaviy holatini konseptual jihatdan umumlashtirib, metodik yondashuvlarni integratsiyalash hamda kelgusida kompleks va uzoq muddatli empirik tadqiqotlar o'tkazish zaruratini asoslaydi.

**Kalit so'zlar:** dasturlash savodxonligi, sifatli kontent tahlili, pedagogik yondashuvlar, fanlararo integratsiya, Scratch dasturlash muhiti, empirik tadqiqot, metodik tizimlashtirish (shu tartibda rus va ingliz tilida).

**Аннотация:** Данная статья направлена на комплексный и системный анализ существующих научных исследований, посвящённых обучению программированию в общеобразовательных школах. На основе методологии качественного контент-анализа уточняются и систематизируются педагогические подходы к планированию, проектированию и эффективной организации учебных занятий по программированию. Результаты анализа свидетельствуют о значительном росте числа исследований в области программного образования на уровне общего среднего образования в последние годы; при этом большинство работ основано на эмпирическом исследовательском дизайне. Значительная часть существующих исследований проведена с участием учащихся шестых классов, а в качестве инструментов сбора данных преимущественно использовались анкеты, опросники и стандартизированные тесты. Анализ используемых средств обучения показал, что платформа Scratch является наиболее распространённой образовательной средой, что подтверждает методическую целесообразность применения визуального и блочного программирования для школьников. Вместе с тем установлено, что исследования, посвящённые контекстуальным и междисциплинарным аспектам уроков программирования, представлены в ограниченном объёме. В ряде работ программирование рассматривается как инструмент обучения математике, естественным наукам, языкам, письменной речи и социальным дисциплинам; однако данное направление пока недостаточно систематизировано. В целом исследование концептуально обобщает современное состояние программного образования и обосновывает необходимость интеграции методических подходов, а также проведения комплексных и долгосрочных эмпирических исследований в данной области.

**Ключевые слова:** программная грамотность, качественный контент-анализ, педагогические подходы, межпредметная интеграция, среда программирования Scratch, эмпирическое исследование, методическая систематизация.

## INTRODUCTION

Programming can be challenging for beginners taking their first steps in the field. Gamified platforms transform this complex learning process into an engaging experience by incorporating game elements such as points, levels, badges, and interactive challenges. These elements enhance motivation and foster sustained engagement while simultaneously developing knowledge and practical skills.

This article aims to provide guidance for students who are interested in programming but are uncertain about where to begin. The study analyzes five widely used gamified programming platforms: CodeCombat, CodinGame, Tynker, Scratch, and Blockly Games.

## ANALYSIS AND RESULTS

1. **CodeCombat.** CodeCombat is an RPG-style (Role-Playing Game) programming platform. In RPG environments, users control a character, make decisions, complete missions, and interact within a structured narrative world. Typically, RPG systems include levels, rewards, inventory systems, and story-based progression. In CodeCombat, users write code to control their character's actions, defeat enemies, and complete missions. Through gameplay, learners develop algorithmic thinking, logical reasoning, and fundamental programming skills. The platform supports Python and JavaScript. Code execution occurs in real time, and users receive immediate feedback regarding errors and corrections. CodeCombat follows a structured progression from beginner to advanced levels, and its user-friendly interface enhances accessibility (Figure 1).

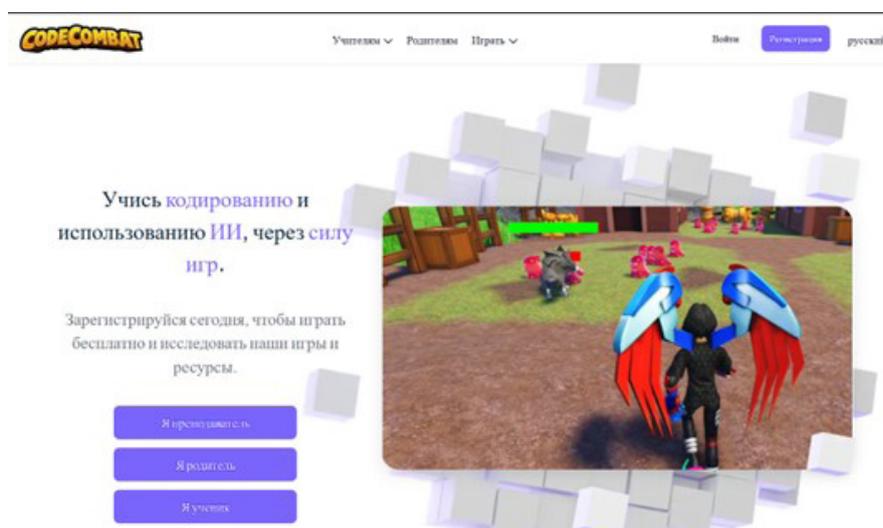


Figure 1.



2. **CodinGame.** CodinGame is a gamified programming platform characterized by its competitive environment. Users solve algorithmic challenges, artificial intelligence problems, and logic-based tasks through coding (Figure 2).



Figure 2.

A distinguishing feature of CodinGame is its strong leaderboard and competitive programming system. The platform supports more than 25 programming languages, including Python, Java, C++, JavaScript, C#, Go, and Kotlin. CodinGame primarily develops algorithmic thinking, problem-solving skills, and optimization strategies. It is particularly suitable for learners preparing for technical interviews or competitive programming contests (Figure 3).



Figure 3.

3. **Tynker.** Tynker is a gamified programming platform designed primarily for children and beginners. It integrates interactive storytelling, creative projects, and structured curricula into the learning process. While mainly intended for learners aged 5–17, it can also benefit adult beginners. Tynker provides two coding approaches. Block-based coding, similar to Scratch, which prevents syntax errors and simplifies foundational learning. Text-based coding, including Python, JavaScript, and HTML/CSS, enabling a gradual transition to real-world programming. The platform incorporates gamification elements such as points, badges, levels, and interactive missions. Learners can create games, animations, Minecraft modifications, stories, and even program robots and drones. Tynker integrates programming with mathematics, engineering, and problem-solving skills within a STEAM-oriented framework (Figure 4).

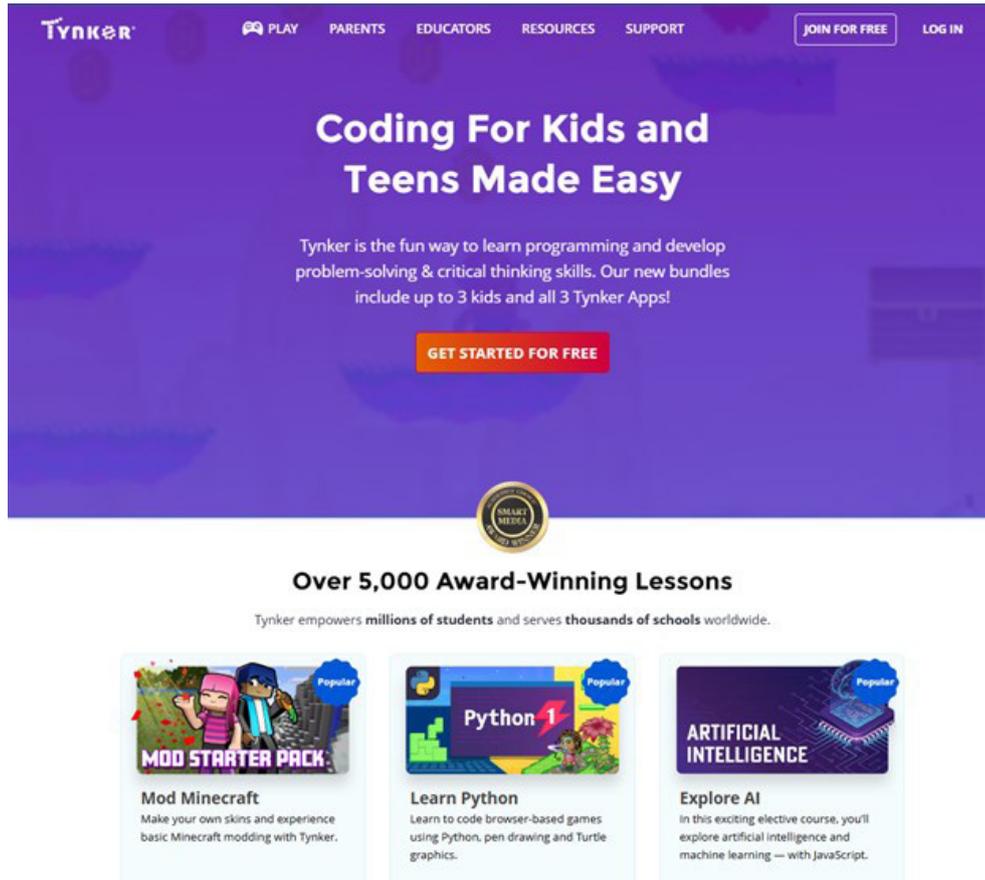


Figure 4.

- Scratch.** Scratch, developed by the MIT Media Lab, is a visual programming platform designed for children and beginners. It is available both online and offline and is free of charge. Scratch uses a drag-and-drop, block-based coding system, eliminating syntax errors and enabling learners to visually understand programming structures such as loops, conditionals, variables, and functions. One of Scratch's strongest features is its global online community, where users can share projects, explore others' work, and remix existing projects. Scratch is widely implemented in school curricula worldwide and significantly contributes to the development of creativity, algorithmic thinking, and collaborative learning. However, while Scratch is highly effective at the introductory level, transitioning to text-based programming languages becomes necessary for professional advancement (Figure 5).

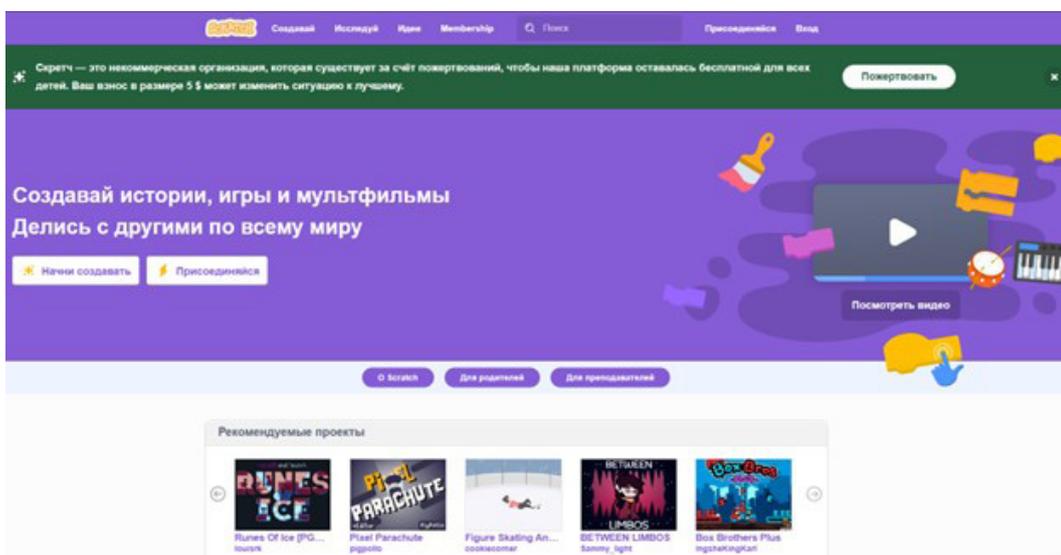


Figure 5.



**5. Blockly Games.** Blockly Games, developed by Google, is a free and open-source educational platform designed to teach programming fundamentals through block-based coding. The platform introduces programming concepts progressively through thematic games such as Puzzle, Maze, Bird, Turtle, Movie, Music, and Pond. These games guide learners from simple logical sequencing to more advanced JavaScript-based problem-solving tasks. A key advantage of Blockly Games is that, at advanced stages, the system automatically displays the equivalent JavaScript code generated from block-based solutions. This feature facilitates a smooth transition from visual programming to text-based coding. Blockly Games is particularly effective in developing logical reasoning and mathematical thinking skills among young learners (Figure 5).

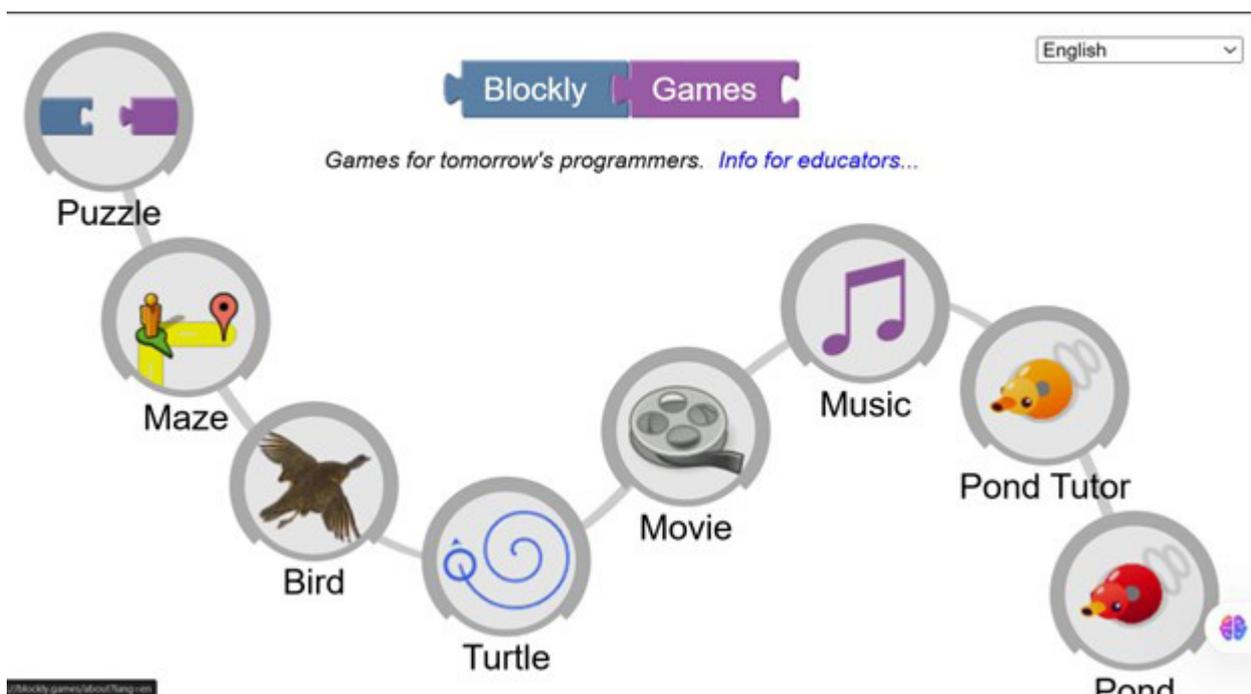


Figure 5.

Table 1: Comparative analysis

No	Platform	Target Age/Level	Programming Language(s)	Advantages	Limitations
1	CodeCombat	Beginner/Intermediate	Python, JS	RPG format, real-time feedback	Some paid levels, may be difficult for absolute beginners
2	CodinGame	Teens/Adults	25+ languages	Competitive environment, multilingual	Complex for young learners
3	Tynker	Children/Beginners	JS, Python, HTML/CSS	Creative projects, structured learning	Mostly subscription-based
4	Scratch	Children/Beginners	Block-based	Creative, strong community	Not suitable for professional coding
5	Blockly Games	Children/Beginners	Block-based	Free, logical development	Limited for advanced learners

Recommendations for the effective use of gamified programming platforms. Selection According to Age and Level of Preparedness. When selecting a platform, the learner's age and prior programming knowledge must be carefully considered. For children aged 6-10, Scratch and Blockly Games are appropriate due to their visual and intuitive interfaces. For learners aged 10-14, Tynker and Scratch (with more complex project development) are suitable. For beginner adolescents, CodeCombat is effective, while learners at the algorithmic development stage are better suited to CodinGame. Gradually increasing the complexity of learning tasks leads to more effective and sustainable outcomes. Transition Model from Block-Based to Text-Based

Coding. For effective instruction, the following sequence is recommended: Blockly Games → Scratch → Tynker (block-based + text-based) → CodeCombat (Python/JavaScript) → CodinGame (advanced algorithmic practice). This structured progression reduces cognitive load and helps prevent syntax-related errors during the early stages of learning. Strengthening the Learning Process Through Gamification Elements. Gamification elements should be purposefully integrated into the instructional process: using points and badge systems as motivational rewards; organizing mini-competitions; conducting project presentations among learners; utilizing leaderboards as motivational tools. These methods contribute to the development of intrinsic motivation and sustained engagement. Maintaining a Balance Between Theory and Practice. The use of platforms should not be limited solely to gameplay. The following pedagogical strategies are recommended: Discussing concepts after completing each task; Designing algorithms on paper before implementation; Practicing code optimization exercises; Developing small real-life-related projects. Such integration ensures deeper conceptual understanding and practical competence.

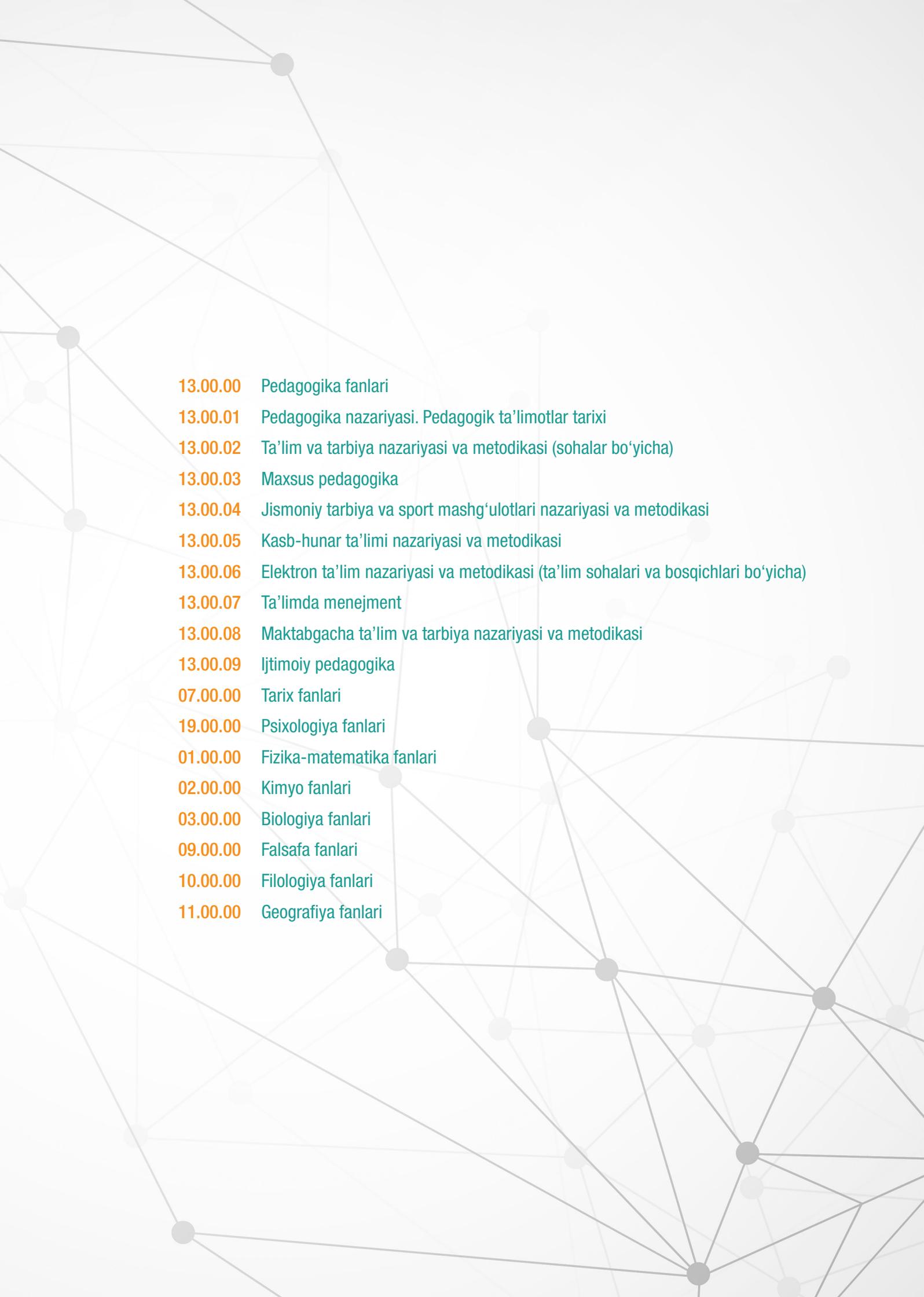
Recommendations for Schools and Educational Centers. Scratch and Tynker can serve as primary platforms in primary education. CodeCombat is effective in middle grades for developing algorithmic thinking. CodinGame is recommended for upper-grade students and learners specializing in IT. Teachers should implement monitoring and progress-tracking systems to evaluate learner development. Individual Learning Strategy. For independent learners, it is advisable to set weekly learning goals and complete at least a minimum level on each platform. Creating small independent projects based on newly acquired knowledge reinforces learning outcomes. After gaining sufficient confidence, learners may gradually transition to text-based programming languages. Long-Term Development Strategy. Gamified platforms are highly effective at the introductory stage of programming education. However, for professional growth, learners should additionally: Work with GitHub repositories; Develop real-world projects; Study frameworks and programming libraries; Practice competitive programming. Such steps ensure sustainable skill development and readiness for professional IT environments.

## CONCLUSION

Gamified programming platforms represent an innovative and effective approach to programming education. The analysis of CodeCombat, CodinGame, Tynker, Scratch, and Blockly Games demonstrates that these platforms provide adaptable learning environments suitable for diverse age groups and skill levels. Block-based platforms such as Scratch and Blockly Games are particularly effective at the introductory stage, whereas platforms incorporating text-based programming, such as CodeCombat and Tynker, prepare learners for real-world coding environments. CodinGame further enhances algorithmic thinking through competitive engagement. In conclusion, the systematic and goal-oriented integration of gamified platforms significantly improves programming learning outcomes and establishes a strong foundation for future professional IT competencies.

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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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**Ingliz tili muharriri:** Murod Xoliyorov

**Musahhih:** Alibek Zokirov

**Sahifalovchi va dizayner:** Iskandar Islomov

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