



ISSN: 3060-4613



MAKTABGACHA
VA MAKTAB
TA'LIMI VAZIRLIGI



O'zbekiston
Milliy Pedagogika
Universiteti



No6(4)
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



MAKTABGACHA VA MAKTAB TA'LIMI



Elektron nashr. 534 sahifa,
12-iyun, 2026-yil.

BOSH MUHARRIR:

Karimova E'zoza Gapijanovna – O'zbekiston Respublikasi Maktabgacha va maktab ta'limi vaziri

BOSH MUHARRIR O'RINBOSARI:

Ibragimova Gulsanam Ne'matovna – Pedagogika fanlari doktori, professor

TAHRIRIYAT KENGASHI A'ZOLARI

Ibragimov X.I. – pedagogika fanlari doktori, akademik
Shoumarov G'.B. – psixologiya fanlari doktori, akademik
Qirg'izboyev A.K. – Tarix fanlari doktori, professor
Jamoldinova O.R. – pedagogika fanlari doktori, professor
Sharipov Sh.S. – pedagogika fanlari doktori, professor
Shermuhhammadov B.Sh. – pedagogika fanlari doktori, professor
Ma'murov B.B. – pedagogika fanlari doktori, professor
Madraximova F.R. – pedagogika fanlari doktori, professor
Kalonov M.B. – iqtisodiyot fanlari doktori, professor
Nabiyev D.X. – iqtisodiyot fanlari doktori, professor
Qo'ldoshev Q. M. – iqtisodiyot fanlari doktori, professor
Ikramxanova F.I. – filologiya fanlari doktori, professor
Ismagilova F.S. – psixologiya fanlari doktori, professor (Rossiya)
Stoyuxina N.Yu. – psixologiya fanlari nomzodi, dotsent (Rossiya)
Magauova A.S. – pedagogika fanlari doktori, professor (Qozog'iston)
Rejep O'zyurek – psixologiya fanlari doktori, professor (Turkiya)
Wookyu Cha – Koreya milliy ta'lim universiteti rektori (Koreya)
Polonnikov A.A. – psixologiya fanlari nomzodi, dotsent (Belarus)
Mizayeva F. O. – Pedagogika fanlari doktori, dotsent
Baybayeva M.X. – pedagogika fanlari doktori, professor
Muxsiyeva A.T. – pedagogika fanlari doktori, professor
Aliyev B. – falsafa fanlari doktori, professor
Abdullayeva N. Sh. – Pedagogika fanlari doktori (DSc), professor
Doniyorov S. M. – “Yangi O'zbekiston” va “Pravda Vostoka” gazetalari tahririyati DM bosh muharriri, O'zbekiston Respublikasida xizmat ko'rsatgan jurnalist, filologiya fanlari bo'yicha falsafa doktori (PhD), dotsent
G'afurov D. O. – falsafa fanlari doktori (Phd)
Shomurodov R.T. – iqtisodiyot fanlari nomzodi (PhD), dotsent
Mirzayeva F. O. – pedagogika fanlari doktori (DSc), dotsent
Jalilova S.X. – psixologiya fanlari nomzodi (PhD), dotsent
Bafayev M.M. – psixologiya fanlari bo'yicha falsafa doktori (PhD), dotsent
Usmonova D.I. – Samarqand iqtisodiyot va servis institute dotsenti
Saifnazarov I. – falsafa fanlari doktori, professor
Nematov Sh.E. – pedagogika fanlari nomzodi (PhD)
Tillashayxova X.A. – psixologiya fanlari nomzodi (PhD), dotsent
Yuldasheva F.I. – pedagogika fanlari bo'yicha falsafa doktori (PhD), dotsent
Yuldasheva D.B. – filologiya fanlari bo'yicha falsafa (PhD) doktori, dotsent
Tangriyev A. T. – Toshkent davlat iqtisodiyot universiteti kafedra professori
Ashurov R. R. – psixologiya fanlari bo'yicha falsafa doktori (PhD), dotsent
Panjiyev M. A. – Qashqadaryo viloyati Maktabgacha va maktab ta'limi boshqarmasi boshlig'ining birinchi o'rinbosari
Xudayberganov N. A. – Xorazm Ma'mun akademiyasi Tabiiy fanlar bo'limining katta ilmiy xodimi, biologiya fanlari bo'yicha falsafa doktori (PhD)
Vaxobov Anvar Abdusattor o'g'li – Pedagogika fanlari bo'yicha falsafa doktori, dotsent

Muassis: “Tadbirkor va ishbilarmon” MChJ

Hamkorlarimiz: O'zbekiston Respublikasi Maktabgacha va maktab ta'limi vazirligi, O'zbekiston milliy pedagogika universiteti

EDITOR-IN-CHIEF:

Karimova E'zoza Gapirzhanovna – Minister of Perschool and School Education of the Republic of Uzbekistan

DEPUTY EDITOR-IN-CHIEF:

Ibragimova Gulsanam Ne'matovna – Doctor of Pedagogical Sciences, Professor

EDITORIAL BOARD MEMBERS:

Ibragimov X.I. – Doctor of Pedagogical Sciences, Academician

Shoumarov G. B. – Doctor of Psychological Sciences, Academician

Qirg'izboyev A. K. – Doctor of Historical Sciences, Professor

Jamoldinova O.R. – Doctor of Pedagogical Sciences, Professor

Sharipov Sh.S. – Doctor of Pedagogical Sciences, Professor

Shermuhhammadov B.Sh. – Doctor of Pedagogical Sciences, Professor

Ma'murov B.B. – Doctor of Pedagogical Sciences, Professor

Madraximova F.R. – Doctor of Pedagogical Sciences, Professor

Kalonov M.B. – Doctor of Economic Sciences, Professor

Nabiyev D.X. – Doctor of Economic Sciences, Professor

Koldoshev K. M. – Doctor of Economic Sciences, Professor

Ikramxanova F.I. – Doctor of Philological Sciences, Professor

Ismagilova F.S. – Doctor of Psychological Sciences, Professor (Russia)

Stoyuxina N.Yu. – Candidate of Psychological Sciences (PhD), Associate Professor (Russia)

Magauova A.S. – Doctor of Pedagogical Sciences, Professor (Kazakhstan)

Rejep O'zyurek – Doctor of Psychological Sciences, Professor (Turkey)

Wookyu Cha – President of the National University of Education, Korea (South Korea)

Polonnikov A.A. – Candidate of Psychological Sciences (PhD), Associate Professor (Belarus)

Mizayeva F. O. – Doctor of Pedagogical Sciences, Professor

Baybayeva M.X. – Doctor of Pedagogical Sciences, Professor

Muxsiyeva A.T. – Doctor of Pedagogical Sciences, Professor

Aliyev B. – Doctor of philosophy, professor

Abdullayeva N. Sh. – Doctor of Pedagogical Sciences (DSc), Professor

Doniyorov S. M. – Editor-in-Chief of the DM Editorial Office of the newspapers “Yangi O'zbekiston” and “Pravda Vostoka”, Honored Journalist of the Republic of Uzbekistan, Doctor of Philosophy (PhD) in Philology, Associate Professor

Gafurov D. O. – Doctor of Philosophy (PhD)

Shomurodov R.T. – Candidate of Economic Sciences (PhD), Associate Professor

Mirzayeva F. O. – Doctor of Pedagogical Sciences (DSc), Associate Professor

Jalilova S.X. – Candidate of Psychological Sciences (PhD), Associate Professor

Bafayev M.M. – Doctor of Philosophy in Psychological Sciences (PhD), Associate Professor

Usmonova D.I. – Associate Professor, Samarkand Institute of Economics and Service

Saifnazarov I. – Doctor of philosophy, professor

Nematov Sh.E. – Candidate of Pedagogical Sciences (PhD)

Tillashayxova X.A. – Candidate of Psychological Sciences (PhD), Associate Professor

Yuldasheva F.I. – Doctor of Philosophy in Pedagogical Sciences (PhD), Associate Professor

Yuldasheva D.B. – Doctor of Philosophy (PhD) in Philological Sciences, Associate Professor

Tangriyev A.T. – is a professor of Tashkent State University of Economics

Ashurov R. R. – Doctor of Philosophy (PhD) in Psychology, Associate Professor

Panjiyev M. A. – First Deputy Head of the Department of Preschool and School Education of the Kashkadarya Region

Khudaiberganov N. A. – Senior Researcher of the Department of Natural Sciences of the Khorezm Mamun

Academy, Doctor of Philosophy (PhD) in Biological Sciences

Vakhobov Anvar Abdusattor oglu – Doctor of Philosophy in Pedagogical Sciences, Associate Professor

“Maktabgacha va maktab ta'limi” jurnali O'zbekiston Respublikasi Oliy attestatsiya komissiyasining quyidagi qarorlariga asosan pedagogika va psixologiya fanlari bo'yicha falsafa doktori (PhD) hamda fan doktori (DSc) ilmiy darajasiga talabgorlarning dissertatsiyalaridagi asosiy ilmiy natijalarni chop etish uchun milliy ilmiy nashrlar ro'yxatiga kiritilgan:

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)
- Rayosat qarori (08.05.2025-y., №370/5)

“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

Maktab o'quvchilarining musiqiy tafakkurini rivojlantirishning pedagogik shart-sharoitlari	10
<i>Abilov Muslim Normuxammadovich</i>	
Boshlang'ich sinf o'quvchilarini milliy qadriyatlar ruhida tarbiyalashning pedagogik ahamiyati.....	14
<i>Bolqiyev Axmad</i>	
Jamiyat muhitida radikalizmning oldini olishga qaratilgan uzluksiz profilaktika tizimini yaratish	17
<i>Axmedova Iroda Shaxitbekovna</i>	
Inklyuziv ta'lim va gospital pedagogikani rivojlantirishda pedagogning tashkilotchilik madaniyati: nazariy va amaliy aspektlar	22
<i>Djabborov Ma'sud Bahriddinovich, Arolova Zarina Lochin qizi</i>	
Developing Sociolinguistic Competence in Intensive Teaching of Foreign Languages to Adults	28
<i>G. R. Tolibova</i>	
Языковая выразительность и художественный мир сказки "Муха-Цокотуха"	31
<i>Garifullina Alsu Robert qizi</i>	
Boshlang'ich sinflarda nasriy asarlarni o'qitish	35
<i>Ibodullayeva Madina Muzaffar qizi</i>	
Nutq kamchiligiga ega bo'lgan bolalarda nutq faoliyatining yuzaga kelish xususiyatlari	38
<i>Ibroximova Fotimaxon Qobiljon qizi</i>	
Rezervga bo'shatilgan harbiy xizmatchilarni fuqarolik hayotiga ijtimoiy-psixologik reintegratsiyasining nazariy-metodologik tahlili (CTP dasturi misolida).....	42
<i>Ikmatullayev G'ayrat Zokirovich</i>	
Bo'lajak boshlang'ich sinf o'qituvchilarining o'quv motivatsiyasini innovatsion pedagogik texnologiyalar asosida rivojlantirish yo'llari	47
<i>Islamova Fotima Shamsiddinovna, Ismoilova Mohinur Faxriddin qizi</i>	
Raqamli ta'lim muhitida milliy o'quv dasturini amaliyotga joriy etishning asosiy tamoyillari	52
<i>Mamanazar Djumayev</i>	
Turli vazn toifalaridagi dzyudochilarning texnik-taktik tayyorgarligini takomillashtirish	61
<i>I. B. Matmuratova</i>	
Maktabgacha ta'limda xalqaro monitoring va baholash dasturlarining o'rni	65
<i>Mutalova Dilnoza Abdurashidovna</i>	
Raqamli texnologiyalar orqali o'quvchilarning intellektuallik koeffitsientini rivojlantirish va zamonaviy ko'nikmalarini shakllantirish	69
<i>Normamatova Sevinch Asror qizi</i>	
Ona tilidan o'quvchilarning pragmatik kompetensiyasining rivojlanganlik darajasini aniqlash mezonlari.....	73
<i>Oloqova O'g'iljon Mamanazarovna</i>	
Oliy ta'limda adaptiv raqamli ta'lim texnologiyalari asosida o'quv jarayoni samaradorligini oshirish modeli ...	77
<i>Quchqarova Dilnovoz Shaymaxammad qizi</i>	
Bo'lajak tarbiyachilarning kasbiy kompetensiyalarini autentik videomateriallar asosida rivojlantirish metodikasi	81
<i>Qurbonova Shalola Ilhomiddinovna</i>	
Jadid ma'rifatparvarlari pedagogik merosini tadqiq etishning zamonaviy ijtimoiy-pedagogik ahamiyati	84
<i>Raxmatova Dilbar Anvar qizi</i>	
Boshlang'ich sinf o'quvchilarining funksional savodxonligini xalqaro baholash dasturlari asosida rivojlantirish	88
<i>Shavqiddin Burxonov</i>	
Development of Students' Artistic Taste and Aesthetic Education as a Pedagogical Problem.....	91
<i>Temirov Murodjon Anvarovich</i>	
O'smirlarda huquqiy madaniyatni shakllantirishda ma'naviy-ma'rifiy faoliyatning pedagogik imkoniyatlari...	95
<i>Umarov Qobiljon</i>	



Ta'lim va tarbiya tizimida falsafiy yondashuvning pedagogik asoslari	98
Umurov Sharif Rajabovich	
Boshlang'ich sinf ona tili darslarida so'z turkumlariga oid mashg'ulotlar ustida ishlash	102
Voxidova Muqaddas Rasuljon qizi	
Методические основы развития критического мышления обучающихся при изучении информационных технологий в условиях использования искусственного интеллекта	106
Панжиева Назолат Норматомовна	
Динамика морфологической системы современного русского языка в условиях цифровизации	111
Тураева Дилфуза Даминовна	
Zamonaviy pedagogik texnologiyalar va ularning ta'lim samaradorligiga ta'siri	116
Abdug'aniyeva Saodat Shuhrat qizi	
Blended Learning Pedagogy in University EFL Writing Courses: Effects on Linguistic Accuracy and Learner Autonomy	120
Inomidinova Dildorxon Ikramovna	
O'smirlik davrida psixologik rivojlanishning muhim jihatlari va uning determinantlari.....	125
M. S. Usmonova	
The Relationship Between Grammar Knowledge and Writing Proficiency in EFL Learners	130
Tahirova Shaxribonu	
Особенности интерпретации юридических терминов в медиатекстах.....	139
Хамидова Нигора Тулкуновна	
Sportchilarning ijtimoiy moslashuvda murabbiy shaxsining roli	142
Akbarova Maloxatoyimposhsha Saidto'ra qizi	
Raqamli asrda yoshlarning media savodxonligi: ingliz tili og'zaki nutq ko'nikmalarini rivojlantirishda vlog yuritishning o'rni.....	146
Akramova Yulduz Farxadovna, To'rayeva Maftuna Ravshanovna	
Naqshbandiya ta'limotida psixospiritual paradigmalarining mohiyati	151
Ashurova Gulru	
Raqamli ta'lim muhitida talabalarining hamkorlikdagi o'quv faoliyatini monitoring qilish mexanizmlari.....	154
Bekmuratov Qadirbergen Quwanishbaevich	
Oliy ta'lim muassasasi talabalarining kasbiy-ijodiy qobiliyatlarini takomillashtirish.....	158
Hotamov Lochinbek Uktam o'g'li	
Improving Speaking Skills Through Authentic Videos Abstract	162
Imamaliyeva Gulnoza Ulug'bekovna	
Bo'lajak o'qituvchilarning kommunikativ kompetensiyalarini rivojlantirish metodikasi (pedagogik ritorika fani misolida).....	168
Ismoilov Muhammadkarim Miraxmat o'g'li	
Boshlang'ich ta'limda kommunikativ universal o'quv faoliyatlarini rivojlantirishning texnologik asoslari (2-sinf rus tili darslari misolida)	170
Jabborova Muslima Toxirovna	
Pedagogik amaliyot jarayonida talabalarining kasbiy kompetensiyasini shakllantirishning innovatsion mexanizmlari	175
Karimova Barno Ergashevna	
Raqamli ta'lim muhitida milliy o'quv dasturini amaliyotga joriy etishning asosiy tamoyillari	178
Mamanazar Djumayev	
Raqamli transformatsiya sharoitida ta'lim jarayoniga sun'iy intellekt texnologiyalarini joriy etishning pedagogik-didaktik asoslari	187
Maxmudova Gulchiroy G'anisherovna	
Regbi mashg'ulotlari jarayonida talabalarining tezkor-kuch sifatlarini rivojlantirishning differensial metodikasi	191
Nematov Bahodirbek Baxtiyor o'g'li	
Oila muhitida siblinglararo munosabatlarda psixologik manipulyatsiyaning namoyon bo'lish xususiyatlari...	195
Nishanova Zulfizar Yashin qizi	

Bo'lajak boshlang'ich ta'lim o'qituvchilarini tayyorlashning hozirgi holati hamda innovatsion ta'lim texnologiyalari va tpack yondashuvi asosida pedagogik shart-sharoitlarni takomillashtirish	199
<i>Nozimabonu Tojiboyeva</i>	
Agressiv xulqning ijtimoiy-psixologik determinantlari.....	204
<i>O'ktamova Shohida Odilbek qizi</i>	
Sun'iy intellekt vositalaridan foydalanishning pedagogik afzalliklari va xavflari.....	209
<i>Oqil Ochilov Lutfullo o'g'li</i>	
Kichik tadbirkorlik subyektlarining hudud eksport salohiyatini oshirishga ta'sirining ekonometrik-statistik tadqiqi	214
<i>Boymatova Dildora Olim qizi, Toshaliyeva Saodat Toxirovna</i>	
Eshitishda nuqsoni bo'lgan bolalarga tovush yo'nalishini aniqlashtirish metodikasi.....	218
<i>Haydarov Islomjon Hatamjon o'g'li</i>	
Bolalar folklori asosida boshlang'ich sinf o'quvchilarining badiiy-ijodiy qobiliyatlarini rivojlantirishning ijtimoiy-pedagogik zaruriyati	222
<i>Jo'raboyeva Mushtariy Jamoldin qizi</i>	
O'zbekistonda maktab ta'limida o'quvchilarning kasbiy salohiyatini aniqlashda sun'iy intellektdan foydalanish	228
<i>Karimova Sarvinoz Hojiqurbonovna</i>	
Aqli zaif bolalarning so'zlashuv nutqiga qo'yiladigan talablar	233
<i>N. S. Mirbabayeva</i>	
Oliy ta'lim muassasasida ta'lim va tarbiya berish metodlari	237
<i>Kamalov Rustam Azizovich</i>	
Bo'lajak logopedlarni tayyorlashda pedagogik mahoratini rivojlantirish xususiyatlari.....	241
<i>Shamsiyeva Sevara Yusupovna</i>	
Boshlang'ich sinf o'quvchilarida ekologik tarbiyani rivojlantirishda loyihaviy ta'lim texnologiyalaridan foydalanish	244
<i>Tangirqulov Elmurod Aliyarovich</i>	
Ta'lim jarayonida sun'iy intellekt va raqamli texnologiyalardan foydalanish	248
<i>Toshtemirova Sarvinoz Obidovna</i>	
Shaxsning ijtimoiy-psixologik yo'naltirilganligi guruhviy jipslikni belgilovchi individual omil sifatida	251
<i>Turayev Nurmuhammad Alibek Fozil o'g'li</i>	
Alohida ta'lim ehtiyojlari bo'lgan bolalar og'zaki va yozma nutqini rivojlantirish (aqliy rivojlanishida nuqsoni bo'lgan bolalar misolida).....	254
<i>G'ofurova Umida O'tkirbek qizi</i>	
The Role of Artificial Intelligence in Creating Interactive Methods in English.....	258
<i>Urozboyeva Mavluda Shukurlo qizi</i>	
Bo'lajak muhandislarda ekologik madaniyatni rivojlantirishning ilmiy-pedagogik asoslari	262
<i>Xalikova Xurshida Abdullayevna</i>	
Suv ekotizimlarida turlar sonining kamayishini eDNA metabarkoding orqali aniqlash va uning oziq-ovqat xavfsizligidagi ahamiyati.....	267
<i>Xalilova Nigora Ixtiyorovna, Izzatilloeva Umida Kamolovna</i>	
Asalarilar sonining kamayishi va global ekologik xavf.....	272
<i>Xalilova Nigora Ixtiyorovna, Sayfulloyeva Dilnura Samandarovna</i>	
Enhancing A2 Learners' English Speaking Skills Through Short Stories With Structured Question-and-Answer Activities.....	276
<i>Xudoyberdiyeva G. Sh.</i>	
Кризис интеллигента и поиск смысла жизни в русской и мировой прозе XX Века: сравнительный анализ романов "Обломов" (И. Гончаров) и "Великий гатсби" (Ф. С. Фицджеральд) ..	280
<i>Аманова А. А., Саттарова М.</i>	
Понятие профессиональной ориентации и ее педагогическая сущность	285
<i>Каримова Наргиза Абдугафуровна</i>	
Talabalarning sun'iy intellektli ta'limiy vositalarni loyihalash kompetentligini shakllantirishning pedagogik shartlari	289
<i>Toxirov Feruz Jamoliddinovich</i>	



Maktab ta'lim tizimida STEAM yondashuvini joriy etishda loyiha boshqaruvining roli va samaradorligi	293
<i>Avalboyeva Mavluda Abdumalikovna</i>	
Raqamli texnologiyalar vositasida bo'lajak o'qituvchilarni kasbiy faoliyatga tayyorlashning innovatsion mexanizmlari	300
<i>Xodjayeva Matlyuba Rustamovna</i>	
Biologiya darslarida interaktiv metodlar orqali o'quvchilarning tanqidiy va kreativ fikrlashini rivojlantirish	304
<i>Hayitov Abdurasul Eshdavlatovich, Anvarjonova Odinxon Xayrullo qizi, Rahimova Fazilat Akrom qizi</i>	
Maktabgacha yoshdagi bolalarda innovatsion pedagogik texnologiyalar vositasida tabiiy fanlarga doir bilimlarni shakllantirish	309
<i>Nuriddinova Maysara Ikramovna, Eshonqulova Uralbuvish Fayzullayevna</i>	
Brayl sistemasidagi boshlang'ich sinflarda tabiiy fanlarni o'qitishda interfaol uslublardan foydalanish	312
<i>Nuriddinova Maysara Ikramovna, Jo'raqulova Sharofat Baxtiyorovna</i>	
Метод параллельного переноса при делении угла с недоступной вершиной	315
<i>Эсонов Мунавваржон Мукумжонович</i>	
Raqamli texnologiyalar yordamida geometrik masalalarni yechish	318
<i>Sobirova Dinora Umidjon qizi</i>	
O'zbekistonda raqamli jamiyat sharoitida internetdan foydalanish savodxonligini oshirish muammolari va yechimlari	323
<i>Boboqulova Dildora Xolmamat qizi</i>	
Saida Sherahmad qizi hayoti va faoliyatida jadid ayollar ta'limiy qarashlarining namoyon bo'lishi	326
<i>Ergashova Mehriniso Husniddin qizi</i>	
Formation of Environmental Protection and "Green" Economy Concepts among School-Age Youth	329
<i>Kholmominova Oygul Jumayevna</i>	
Boshlang'ich sinf darslarining samaradorligini oshiruvchi interfaol metodlar va ularning ahamiyati	333
<i>Mavlonova Mohlaroyim Nurmat qizi</i>	
Bo'lajak surdopedagoglarning refleksiv ko'nikmalarini rivojlantirish	338
<i>Raximova Muniraxon Iloxomovna</i>	
XX asrning boshlarida Buxoroda jadidchilik harakati asoschilarining ta'lim-tarbiyaga qo'shgan hissasi	342
<i>Safarova Gulzoda Ismoilovna</i>	
O'smirlarda agressiv holatlar va deviant xulq-atvorning psixologik xususiyatlari	346
<i>Shaymardanova Nargiza Maxmanaxarovna</i>	
Yengil atletika mashg'ulotlarida sportchilarning musobaqaoldi psixologik tayyorgarligini takomillashtirishning pedagogik shart-sharoitlari	349
<i>Yigitaliyev Abubakir Farxodjon o'g'li</i>	
Shaxs rivojlanishida motivlarning ahamiyati: psixologik tahlil	354
<i>Sh. Mirabdullayeva</i>	
Professor-o'qituvchilarning ilmiy-pedagogik salohiyatini xalqaro mezonlar asosida rivojlantirish yo'llari	359
<i>Maxmudov Qudratbek Shavkat o'g'li</i>	
Bo'linishga doir olimpiada masalalarini yechish metodikasi va ularning ilmiy-amaliy tahlili	365
<i>Abdullayev G'ayratjon Mutalipovich</i>	
Ijtimoiy tarmoqlarda anonimlikni vujudga kelish omillari	369
<i>Abdullayeva Dilnoza Qurbonbek qizi</i>	
Tinglovchilarga axloqiy-estetik tarbiya berishda notiqlik madaniyatini shakllantirishning samaradorlik ko'rsatkichlari	374
<i>Abdurazaqov Fazliddin Abdunabiyevich</i>	
Bosma ommaviy axborot vositalarida ommaviy sportni keng targ'ib qilishning pedagogik va ijtimoiy ahamiyati	379
<i>Abdusalomov Doniyor Rustam o'g'li</i>	
Bo'lajak o'qituvchilarni ijtimoiy pedagogik faoliyatga tayyorlash pedagogik muammo sifatida	383
<i>Ali Tursaotov</i>	
Auditoriyadan tashqari mashg'ulotlarning sanogen refleksiyani rivojlantirishga doir pedagogik imkoniyatlari	388
<i>Ismailov Murodulla Kaxramonovich</i>	

MUNDARIJA СОДЕРЖАНИЕ CONTENTS	Bo'lajak tarbiyachilarning alohida ta'lim ehtiyojlari bo'lgan bolalarda ijtimoiy intellektni rivojlantirishga kasbiy tayyorgarligini shakllantirish 395 Madjitova Sitora Sobit kizi
	Tabiiy fanlarni o'qitishda kompetensiyaviy yondashuv 399 Umbarova Nasiba Xolboy qizi
	Raqamli ta'lim muhitida bo'lajak o'qituvchilarning media va axborot kompetensiyalarini rivojlantirish omillari 402 Ummatov Baxtiyor
	Xorijiy tillarni o'rganishda shaxs nutqining shakllanishida psixolingvistikaning ahamiyati 407 Ahmedov Shavkat Asadilloevich, Ataboyev Navruz Ilhombek o'g'li
	Ta'lim tizimida gender tengligi 410 Nazarova Malohat Axmedovna, Sayfiddinova Barno, Axmedova Nasiba
	Ta'lim jarayonida axborot texnologiyalarini qo'llashning mazmun-mohiyati 414 Odilova Mahfuza Ochilovna
	Koxlear implantli bolalarni inklyuziv ta'limga tayyorlashda ota-ona va surdopedagog hamkorligini rivojlantirish texnologiyasi 418 Rahimova Nargiza Alisherovna
	O'zbek tili darslarida milliy kontentga asoslangan matnlarni tanlash tamoyillari 421 Saparbayeva Indira Shadibekovna
	Autizm sindromi - o'rganilish tarixi va zamonaviy metodikalar tahlili 424 Jo'rayeva Sayyora Axmadjon qizi
	Maktabgacha ta'lim tashkilotida o'quv-tarbiya jarayonini interaktiv metodlar asosida takomillashtirish 428 Sharafutdinova Durдона Akmelevna, Niyazova Umida Shomansurovna
	Tabiat bilan tanishtirishda turli metodlarni qo'llash va tabiat bilan tanishtirishning pedagogik ahamiyati 433 Xalmatov Misliiddin Muxammadovich
	Kommunikativ qobiliyat tushunchasining psixologik mazmuni 437 Yuldasheva Mahliyo Bahtiyorovna
	Biotexnologiya fanini o'qitishning zamonaviy psixologik-pedagogik yondashuvlari 443 Moxigul Muydin qizi Burxanova
	Культура речи медицинского работника 447 Рузметова Наргиза Ахмедовна
	Образ города как пространства памяти и идентичности в прозе дины рубиной 454 Чернова Татьяна Алексеевна, Назаров Бехруз, Фарходов Диёрбек, Бурибайев Нодир
	Rang konseptlarining lingvomadaniy tabiati va pedagogik ahamiyati: nazariy asoslar 457 Arabova Gulnur Yuzboy qizi
	Типология трудностей формирования навыков иноязычного говорения в начальной школе 461 Огай Мукаддасхон Халваевна
	Kasbiy so'nish jarayonining ijtimoiy-psixologik xususiyatlari 468 A'zamova Sarvinoz Aftandil qizi
	Значение интегративного психолингвистического тренинга в процессе усвоения речи в психолингвистике 477 Ахмедов Шавкат Асадиллоевич
	Absolyut va nisbiy vaqt tushunchalarining lingvistik mohiyati va farqlanish mezonlari 482 Anvarov Abdulhamid Almaljon o'g'li
	Xorij tadqiqotlarida zamonaviy oila transformatsiyasida farzandlar taraqqiyotining ijtimoiy-psixologik asoslari 486 Bo'riyeva Mahbuba Shavkatovna
	The role of instructional scaffolding in developing critical thinking skills among EFL University students 490 Ergasheva Fayoza Bahodir qizi, Shukurova Gulchinoy G'ulomovna
	Sun'iy intellekt va kengaytirilgan/virtual haqiqat texnologiyalari integratsiyasi asosida ekologik ta'limni shaxsiylashtirish: metodologik yondashuv va istiqbollar 495 Maxmudov AbdIQodir Yusupovich



Adabiyot darsliklari uchun yangi o'zbek adabiyoti namunalarini saralashning ilmiy-metodik asoslari.....	500
<i>Musaboyeva Zulfira Iqboljon qizi</i>	
Tabiiy fanlarni o'qitishda uch o'lchamli vizualizatsiyalarning boshlang'ich ta'limdagi ahamiyati.....	505
<i>Nabijonova Feruza Valijon qizi</i>	
Kichik maktab yoshidagi monolingval va bilingval o'quvchilarning temperament xususiyatlari.....	508
<i>Pulatova Gulnoza Murodilovna</i>	
Maktabgacha ta'lim muassasalarida inklyuziv ta'lim yo'nalishini joriy qilinishi va prinsiplarga asoslanganligi.....	512
<i>Rasulova Mastura Adilovna, Narxolova Farangiz Umidjon qizi</i>	
Pedagogical Foundations for Developing Competencies in Organizing Practical Classes in Zoology Among Pre-Service Biology Teachers.....	516
<i>Saidova Dilnavoz Bakturdiyevna</i>	
Bo'lajak o'qituvchilarning kasbiy mahoratini oshirishda fasilitatorlikning amaliy tatbig'i.....	521
<i>Saydulloyeva Shoxsanam Mashrafjonovna</i>	
Ingliz tilini o'qitishda lingvomadaniy kompetensiyani shakllantirishning konseptual-metodologik modeli.....	525
<i>Sherbekova Madinabonu Shavkat qizi</i>	
Talabalardagi aqliy qobiliyatlar kasbiy muvaffaqiyatning asosi sifatida.....	530
<i>Usmonov Sherzod Axmadjonovich, Raxmonov Sa'natjon Baxtiyorovich</i>	

THE ROLE OF INSTRUCTIONAL SCAFFOLDING IN DEVELOPING CRITICAL THINKING SKILLS AMONG EFL UNIVERSITY STUDENTS

Ergasheva Fayoz Bahodir qizi

Teacher, Department of English Applied Disciplines,
Uzbekistan state world languages university

Shukurova Gulchinoy G'ulomovna

Teacher, Department of English Applied Disciplines,
Uzbekistan state world languages university

Abstract: This study examines the effectiveness of instructional scaffolding in developing critical thinking skills among university students learning English as a Foreign Language (EFL). The relevance of the research is associated with ongoing reforms in higher education in Uzbekistan and the growing need to foster independent, analytical, and creative thinking among students. A mixed-methods research design integrating quantitative and qualitative approaches was employed.

The study involved 84 undergraduate students from Uzbekistan State World Languages University and the National University of Uzbekistan. The experimental group was exposed to multi-level scaffolding strategies, including graphic organizers, problem-based learning tasks, and metacognitive questioning techniques, whereas the control group followed conventional instructional practices.

The findings revealed significant improvements in the experimental group's ability to analyze information, construct evidence-based arguments, and evaluate alternative solutions. Furthermore, students demonstrated higher levels of communicative engagement and academic autonomy. The results confirm that systematic implementation of instructional scaffolding and gradual withdrawal of pedagogical support (fading) contribute substantially to the development of higher-order thinking skills in EFL learning environments.

Key words: instructional scaffolding, critical thinking, EFL students, Zone of Proximal Development, higher education, pedagogical support, autonomous learning, Uzbekistan.

Annotatsiya: Ushbu tadqiqot ingliz tilini chet tili sifatida o'zlashtirayotgan (EFL) oliy ta'lim talabalari orasida tanqidiy fikrlash ko'nikmalarini rivojlantirishda pedagogik qo'llab-quvvatlash (instructional scaffolding) metodologiyasining samaradorligini aniqlashga qaratilgan. Tadqiqotning dolzarbligi O'zbekiston oliy ta'lim tizimida amalga oshirilayotgan islohotlar hamda talabalarda mustaqil, tahliliy va ijodiy fikrlash kompetensiyalarini shakllantirish zarurati bilan izohlanadi.

Tadqiqotda miqdoriy va sifat tahlillarini uyg'unlashtirgan aralash metodologik yondashuv qo'llanildi. Amaliy-pedagogik tajribaga Toshkent davlat jahon tillari universiteti va O'zbekiston Milliy universitetining bakalavriat bosqichida tahsil olayotgan 84 nafar talaba jalb etildi. Tajriba guruhida grafik organayzerlar, muammoli-izlanishli topshiriqlar hamda meta-kognitiv savollar asosida ko'p bosqichli scaffolding strategiyalari joriy etildi. Nazorat guruhi esa an'anaviy o'qitish usullari asosida ta'lim oldi.

Yakuniy natijalar tajriba guruhi talabalarida axborotni tahlil qilish, argumentlarni asoslash va muqobil yechimlarni baholash ko'nikmalari sezilarli darajada rivojlanganligini ko'rsatdi. Shuningdek, talabalarning kommunikativ faolligi va akademik mustaqilligi oshgani aniqlandi. Tadqiqot natijalari EFL darslarida scaffolding strategiyalarini tizimli qo'llash hamda talaba mustaqilligi ortib borishi bilan pedagogik ko'makni bosqichma-bosqich kamaytirish (fading) muhim ekanligini tasdiqlaydi.

Kalit so'zlar: instructional scaffolding, tanqidiy fikrlash, EFL talabalari, Yaqin rivojlanish zonasi, oliy ta'lim, pedagogik qo'llab-quvvatlash, mustaqil ta'lim, O'zbekiston.



Аннотация: Данное исследование посвящено изучению эффективности педагогической поддержки (instructional scaffolding) в развитии навыков критического мышления у студентов высших учебных заведений, изучающих английский язык как иностранный (EFL). Актуальность работы обусловлена реформированием системы высшего образования Узбекистана и необходимостью формирования у студентов самостоятельного, аналитического и творческого мышления.

В исследовании использован смешанный методологический подход, сочетающий количественные и качественные методы анализа данных. В педагогическом эксперименте приняли участие 84 студента бакалавриата Узбекского государственного университета мировых языков и Национального университета Узбекистана. В экспериментальной группе применялись многоуровневые стратегии скаффолдинга, включающие графические органайзеры, проблемно-поисковые задания и метакогнитивные вопросы. Обучение контрольной группы осуществлялось традиционными методами. Полученные результаты показали значительное улучшение у студентов экспериментальной группы навыков анализа информации, аргументации и оценки альтернативных решений.

Кроме того, отмечено повышение коммуникативной активности и академической самостоятельности обучающихся. Результаты исследования подтверждают, что систематическое использование технологий педагогической поддержки и постепенное снижение объема помощи преподавателя (fading) способствует эффективному развитию критического мышления в процессе обучения английскому языку как иностранному.

Ключевые слова: instructional scaffolding, критическое мышление, студенты EFL, зона ближайшего развития, высшее образование, педагогическая поддержка, автономное обучение, Узбекистан.

INTRODUCTION

The contemporary global higher education landscape requires universities to reject the outdated role of mere knowledge repositories. Within English as a Foreign Language (EFL) instruction, developing language proficiency is no longer viewed as an isolated goal; instead, it is directly integrated with higher-order cognitive processing, particularly critical thinking ^[1]. For undergraduate students, participating in academic discourse using a foreign language creates a dual cognitive demand: they must simultaneously manage complex foreign language structures and actively analyze, synthesize, and evaluate abstract concepts ^[2].

In Uzbekistan, this educational shift has gained significant institutional support. Recent state decrees and strategic educational initiatives designed to update higher education stress the importance of preparing independent, analytically capable professionals. However, a noticeable teaching gap continues to persist: a large percentage of secondary school graduates entering universities are accustomed to teacher-centered, rote learning systems where memorization is prioritized over critical evaluation ^[3]. When these students encounter university-level EFL tasks—such as writing analytical essays or participating in structured academic debates—they often experience cognitive overload. This strain typically results in weak arguments, superficial textual analysis, and an underdeveloped academic voice.

To resolve this operational challenge, the framework of instructional scaffolding offers a valuable theoretical and practical solution. Developed from Lev Vygotsky's constructivist model of the Zone of Proximal Development (ZPD), scaffolding involves the temporary, flexible support structures provided by an educator or an advanced peer. These supports enable learners to complete complex tasks that they cannot yet handle independently ^{[4], [5]}.

LITERATURE REVIEW

While the connection between educational scaffolding and language learning is well-documented, there is a clear shortage of empirical research investigating how specific scaffolded tools (such as conceptual, meta-cognitive, and procedural frameworks) directly impact distinct critical thinking sub-skills within non-Western EFL environments like Uzbekistan. International scholars like Gibbons ^[6] and Walqui ^[7] have studied scaffolding thoroughly in Western settings, but applying these techniques within the specific curriculum structures of Central Asian universities requires deeper investigation. Similarly, local researchers such as Bahranova ^[8] and Jalolov ^[9] have highlighted the need to modernize modern EFL methodologies, yet practical, systematic designs for integrating cognitive support frameworks into everyday language skills development remain limited.

Research gap and novelty of this study bridges a distinct gap in current educational literature: the lack of experimental data regarding how structured pedagogical scaffolding affects specific critical thinking components (analysis, inference, and evaluation) among EFL university students in Central Asia. The innovation of this study centers on designing and executing a culturally and contextually adjusted Scaffolding Matrix for Uzbek undergraduate students. This matrix offers a structured system for tracking cognitive development as

students move from highly guided language tasks toward complete academic independence. EFL undergraduate students exposed to systematic instructional scaffolding will display statistically significant improvements in their overall critical thinking scores compared to peers exposed to conventional teacher-centered instructions. Specific dimensions of critical thinking, namely Cognitive Analysis and Argument Evaluation, will respond more robustly to procedural and conceptual scaffolding than the dimension of Inference.

Research design of this study used an integrated, mixed-methods quasi-experimental design conducted over an 8-week period during the spring academic term. Quantitative information was gathered using standardized pre- and post-intervention critical thinking tools. Qualitative data was collected through semi-structured focus group discussions, focusing on the students' actual experiences regarding their cognitive load and developing independence.

Participants and context of the sample included 84 third-year undergraduate students majoring in Philology and Foreign Language Education at two major public universities in Tashkent, Uzbekistan. The participants belonged to two pre-existing academic cohorts, which were randomly assigned to either the Experimental Group or the Control Group Age bracket: 19–22 years. Language baseline: Intermediate to Upper-Intermediate English fluency (CEFR levels B2.1 to B2.2), confirmed by internal university placement data. Homogeneity: A Levene's test for equality of variances showed no significant baseline differences in language ability or critical thinking competencies between the groups prior to starting the study. Intervention Framework: The Scaffolding Matrix

METHODOLOGY

The control cohort received standard, textbook-based EFL instruction that targeted basic reading comprehension and essay writing through teacher-led discussions. In contrast, the experimental cohort interacted with a structured Scaffolding Matrix organized into three progressive developmental phases:

Macro-Phase 1: High Scaffolding (Conceptual Focus - Weeks 1-2): The instructor directly demonstrated critical thinking strategies. While examining academic texts, the educator used think-aloud protocols to model how to identify subtle biases, unstated assumptions, and flaws in logic. Students used highly structured Graphic Organizers (such as Venn diagrams and Toulmin argument models) to visually separate different elements of a text.

Macro-Phase 2: Medium Scaffolding (Metacognitive Focus - Weeks 3-5): Direct modeling by the teacher was gradually decreased. The instructor added Metacognitive Prompts and open-ended question stems adapted from Bloom's Revised Taxonomy (e.g., "What specific data supports the author's primary conclusion, and what counter-arguments are missing?"). Students worked in pairs using reciprocal teaching methods to evaluate each other's reasoning.

Macro-Phase 3: Fading and Autonomy (Procedural Focus - Weeks 6-8): External instructional supports were systematically removed (faded). Students worked with unedited, authentic socio-cultural texts, requiring them to write analytical argumentative essays and manage peer reviews based on minimal criteria rubrics. The responsibility for building and testing arguments shifted fully to the learners.

Instruments and data analysis - Quantitative Assessment: A contextually adapted and validated version of the California Critical Thinking Skills Test (CCTST) was used for the pre- and post-tests. This instrument assessed three primary sub-scales: Analysis, Evaluation, and Inference with a maximum possible score Qualitative Tool: Two post-intervention focus group were held with participants. The discussions were recorded, fully transcribed, and analyzed using thematic coding. Statistical Processing: Data analysis was carried out using SPSS v.26. The analysis included descriptive statistics, paired-samples t -tests for internal group changes, and independent-samples t -tests for differences between the groups, with Cohen's d utilized to measure effect size.

ANALYSIS AND RESULTS

Results of the empirical information collected after the 8-week study showed measurable differences between the groups. Table 1 summarizes the comparative statistical data from the pre-test and post-test assessment periods for both the Control Group (\$CG\$) and the Experimental Group (\$EG\$).


Table 1: Statistical Breakdown of Pre- and Post-Test Critical Thinking Sub-Scales

Critical Thinking Dimension	CG Pre-test Mean (SD)	CG Post-test Mean (SD)	EG Pre-test Mean (SD)	EG Post-test Mean (SD)	Cohen's d (EG)
Analysis (Max: 10)	5.12 (1.14)	5.34 (1.08)	5.08 (1.21)	8.24 (0.85)*	1.14
Evaluation (Max: 10)	4.88 (1.32)	5.02 (1.25)	4.94 (1.28)	7.91 (0.91)*	0.98
Inference (Max: 10)	4.54 (1.05)	4.81 (1.11)	4.61 (1.14)	6.12 (1.02)*	0.45
Total Score (Max: 30)	14.54 (3.51)	15.17 (3.44)	14.63 (3.63)	22.27 (2.78)*	1.21

* Denotes statistical significance at the $p < .001$ level.

Qualitative themes from focus groups - thematic coding of the focus group interview notes revealed three central psychological and cognitive themes: Reduction of Cognitive Overload: Students noted that visual frameworks, such as argument maps, reduced the cognitive stress of handling unfamiliar language alongside complex concepts. One student shared: "Initially, dealing with an 800-word academic text in English felt overwhelming. But when our teacher separated it using argument maps,

I stopped focusing on the difficult vocabulary and started evaluating the primary arguments." Internalization of Scaffolding Prompts: Over the course of the study, students began using the instructor's questioning strategies naturally during peer interactions without direct teacher guidance. Stress Reduction and Confidence Building: The predictable sequence of the instructional phases reduced classroom anxiety, offering students a reliable roadmap during open-ended academic debates.

The quantitative and qualitative outcomes of this study support using instructional scaffolding as a primary tool for cognitive development in EFL learning environments. The noticeable improvements in the experimental group's critical thinking metrics demonstrate that cognitive skills can be systematically built through well-structured pedagogical interventions.

These outcomes align with and build upon Vygotsky's constructivist models [6]. By introducing carefully balanced instructional supports within the Zone of Proximal Development, the intervention successfully bridged the gap between the students' current language limitations and the complex reasoning expected at the university level. The high growth in the Analysis and Evaluation components matches the findings of global educational researchers like Al-Noreen [10], who observed that visual organizers help students isolate specific claims and recognize underlying structural patterns more easily.

Importantly, the varying speeds of growth across different cognitive sub-skills add detail to existing scaffolding theories. The slower progress seen in Inference shows that reading between the lines and drawing logical conclusions from indirect text requires deep cultural and semantic familiarity with the language. As a result, while procedural supports can quickly improve a student's ability to evaluate and map out textual arguments, inferential skill seems to develop more slowly, connected tightly to long-term language exposure and vocabulary depth [11].

In the context of higher education in Uzbekistan, these results offer a practical alternative to traditional, lecture-based instructional routines. Many local EFL classrooms still rely heavily on grammar translation and memorization exercises, which prioritize rote learning over deep interaction [3]. This study demonstrates that Uzbek undergraduate students adapt successfully to student-centered, scaffolded learning spaces. The organized, step-by-step design of the scaffolding matrix offered the academic security required for students to leave passive learning habits behind and build analytical independence with confidence.

CONCLUSION

Analytical synthesis of This empirical study demonstrates that instructional scaffolding serves as an essential teaching strategy for improving critical thinking skills among university EFL students. The research successfully validates hypothesis showing that a structured scaffolding matrix results in a statistically higher increase in analytical abilities compared to conventional teaching practices. Additionally, hypothesis was confirmed, showing that while evaluative and analytical skills develop quickly through procedural supports, inferential logic follows a longer, more gradual developmental timeline.

Practical recommendations for higher education institutions are based on these findings, the following actions are suggested for university EFL programs in Uzbekistan: curriculum realignment: shift away from isolated grammar and vocabulary drills. Integrate language acquisition directly with cognitive expansion by organizing learning units around problem-solving tasks that feature systematic scaffolding. Systemic use of visual tools: integrate visual frameworks (such as Toulmin argument structures and conceptual hierarchy maps) during the initial phases of reading academic texts and organizing essays.

Faculty training initiatives: implement professional development workshops for university educators focusing on scaffolding practices. Teachers should learn both how to establish instructional supports and how to systematically remove them (fading) to encourage student independence. Balanced assessment policies: update grading rubrics to ensure that final assessments evaluate analytical depth, logical reasoning, and evidence validation alongside standard grammatical and lexical accuracy.

References:

1. Facione, P. A. (2020). *Critical Thinking: What It Is and Why It Counts*. California Academic Press.
2. Sweller, J. (2011). Cognitive load theory. *Psychology of Learning and Motivation*, 55, 37-76.
3. Karimov, U. (2022). Higher education reforms in Uzbekistan: Transitioning from passive to active learning paradigms. *Uzbekistan Educational Review*, 14(2), 45-58.
4. Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Harvard University Press.
5. Wood, D., Bruner, J. S., & Ross, G. (1976). The role of tutoring in problem solving. *Journal of Child Psychology and Psychiatry*, 17(2), 89-100.
6. Gibbons, P. (2015). *Scaffolding language, scaffolding learning: Teaching English language learners in the mainstream classroom*. Heinemann.
7. Walqui, A. (2006). Scaffolding instruction for English language learners: A conceptual framework. *International Journal of Bilingual Education and Bilingualism*, 9(2), 159-180.
8. Bahranova, M. R. (2023). Interdisciplinary approaches to fostering critical thinking in Uzbek language classrooms. *Journal of Foreign Language Teaching and Applied Linguistics*, 8(1), 102-115.
9. Jalolov, J. J. (2019). *Chet til o'qitish metodikasi (Foreign Language Teaching Methodology)*. Toshkent: O'qituvchi.
10. Al-Noreen, H. (2021). The impact of graphic organizers on EFL learners' essay writing and analytical capacity. *Language and Education Strategies*, 34(3), 211-229.

- 
- 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

Mas'ul muharrir: Ramzidin Ashurov

Ingliz tili muharriri: Murod Xoliyorov

Musahhih: Alibek Zokirov

Sahifalovchi va dizayner: Iskandar Islomov

2026. №6(4)

© Materiallar ko'chirib bosilganda "Maktabgacha va maktab ta'limi" jurnali manba sifatida ko'rsatilishi shart. Jurnalda bosilgan material va reklamalardagi dalillarning aniqligiga mualliflar ma'sul. Tahririyat fikri har vaqt ham mualliflar fikriga mos kelamasligi mumkin. Tahririyatga yuborilgan materiallar qaytarilmaydi.

"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.

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