



ISSN: 3060-4613



MAKTABGACHA
VA MAKTAB
TA'LIMI VAZIRLIGI



O'zbekiston
Milliy Pedagogika
Universiteti



№7(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

M

AKTABGACHA VA AKTAB TA'LIMI

Pedagogika, psixologiya fanlariga ixtisoslashgan ilmiy jurnal



MAKTABGACHA VA MAKTAB TA'LIMI



Elektron nashr. 494 sahifa,
1-iyul, 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)
Woogyu 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

Raqamli ta'lim muhitida o'quvchilarning milliy qadriyatlarga oid tasavvurlarini shakllantirishning pedagogik-psixologik mexanizmlari.....	10
<i>Davlatnazarova Ziyodabonu Muxtor qizi</i>	
Talabalarning xulqidagi devyatsiya darajasining yuqorilab ketishiga ta'sir etuvchi ijtimoiy-psixologik omillar.....	16
<i>Ergashev Jo'rabek Xalilovich</i>	
Zo'rvonlikka uchragan bolalarni va ularning oilalarini zo'rvonlikdan himoya qilishning normativ-huquqiy va ijtimoiy-psixologik asoslari.....	19
<i>Ergasheva Gullolaxon Nosirjon qizi</i>	
Tinglab tushunish kompetensiyasining psixolingvistik va pedagogik asoslari.....	24
<i>Jonbo'tayeva Maxarramxon</i>	
O'z-o'zini rivojlantirish kompetensiyasining kasbiy kompetentlik tizimidagi o'рни.....	27
<i>Kutliyeva Feruzaxon Yusupovna</i>	
Eshitishida nuqsoni bo'lgan bolalarning ijtimoiylashuvini ta'minlashga xizmat qiluvchi zamonaviy kompleksni rivojlantirish.....	31
<i>Yunusov Mirsaid Xudayarovich, Istamova Sevdo Ashirqul qizi</i>	
Elektr tizimlari dinamik barqarorligini STEAM va Spiral (Regressus, Progressus) metodlari asosida o'qitish.....	35
<i>Safarov Xoliyor Sayyid Safar o'g'li</i>	
O'quvchilarda badiiy-estetik did va dizaynerlik ko'nikmalarini rivojlantirish metodikasi.....	39
<i>Norbutayeva Dilafuz Abdurasulovna</i>	
Talabalarda ijtimoiy yetuklikni rivojlantirishning psixologik mexanizmlari va uning ta'lim sifatiga ta'siri.....	43
<i>Rahimova Nazokatxon Kasimjonovna</i>	
Model for Improving Students' Professional Competencies Based on Motivational Learning Approach.....	49
<i>Alibekova Mahzuna</i>	
Bo'lajak tarix o'qituvchilarining tarixiy tafakkurini shakllantirishning tuzilmasi va pedagogik komponentlari... 54	54
<i>Djumaniyazov Farxod Ulugbekovich</i>	
Yengil atletika bilan shug'ullanuvchi 14-16 yoshli sportchi qizlarda mashg'ulotlar davomiyligi.....	59
<i>Oralova Bibixol Husniddin qizi, G'ulomova Maftuna Sayfulla qizi</i>	
Boshlang'ich ta'limda ingliz tilini o'yinlar orqali o'rgatish.....	64
<i>Ruzmetova D. A.</i>	
Bo'lajak texnologiya fani o'qituvchisining axloqiy faoliyatini shakllantirishda pedagogik vositalarning imkoniyatlari.....	68
<i>Saydanova Dilafuz Sadirdinovna</i>	
Xorijiy tajribalar va zamonaviy yondashuvlar asosida tyutorlar kasbiy salohiyatini rivojlantirishda malaka oshirish tizimini takomillashtirish.....	75
<i>Ubaydullayev Zuxriddin Botirovich</i>	
Effective Classroom Activities for Developing Speaking Skills Among EFL Learners.....	79
<i>Akhmatova Munisa Orif qizi</i>	
Xalqaro va milliy baholash dasturlarini hisobga olgan holda boshlang'ich ta'lim mazmunini yangi ta'lim trendlari bilan boyitish.....	86
<i>Gulmira Abdullayeva, Egamberganova Yorqinoy Ollobergan qizi</i>	
Ijtimoiy tarmoqlarning shaxs identifikatsiyasiga ta'sirining ijtimoiy-psixologik omillari.....	90
<i>Tojiboyeva Nodiraxon Tursunaliyevna</i>	
Analysis of the Methodology for Developing Students' Creative Thinking Competence Using Artificial Intelligence Tools Based on STEAM Educational Technologies.....	94
<i>Tursunaliyeva Nazokat Tokhir qizi</i>	



Oliy ta'lim muassasalarida e-Portfolio ma'lumotlarini markazlashmagan tarzda boshqarishning afzalliklari va muammolari	102
<i>Yusupova Dono Adambayevna, Jalolov Tursunbek Sadriddinovich</i>	
Boshlang'ich sinf o'qituvchilarining inklyuziv-tolerantlik haqidagi qarashlari tahlili	110
<i>Amangeldiyeva Adolat Ravshanbek qizi</i>	
Maktabgacha yoshdagi bolalarni savod o'rgatishga tayyorlashning samarali shakl, metod va didaktik vositalari	115
<i>Go'zal Qurbonova</i>	
Maktabgacha katta yoshdagi bolalarda hayot xavfsizligi ko'nikmalarini shakllantirishning dolzarb pedagogik masalalari.....	121
<i>Muratova Munavvar O'rol qizi</i>	
Tarkibida toponimlar mavjud maqol va matallarning lingvomadaniy xususiyatlari va ularni o'qitishning lingvodidaktik asoslari.....	126
<i>Usmonova Zamira Jaxongirovna</i>	
Psixologik-pedagogik tadqiqotlarda tassavur fenomenologiyasi	130
<i>Axmedova Shaxlo Shoxob qizi</i>	
Bo'lajak tasviriy san'at o'qituvchilarining kasbiy kompetensiyasini rivojlantirish metodikasi (haykaltaroshlik san'ati misolida).....	133
<i>Panayeva Maloxat Muminovna</i>	
Взаимосвязь склонности к сравнению внешности, интернет-зависимости и уровня притязаний у студентов-юношей	136
<i>Багдасарова Диана Левоновна</i>	
Роль каракалпакской народной национальной музыки в формировании духовно-нравственных качеств учащихся	141
<i>Зарымова Турсынай Бердибай кызы</i>	
A Review of the Literature on Stem Cells in Dentistry	145
<i>Ruziyeva Kamola Akhtamovna</i>	
Bolalar musiqa va san'at maktablarida estrada san'atini o'qitish masalalari (gitara cholg'usi misolida)	150
<i>Abdullayev O'tkir Sadullayevich</i>	
Talabalarda innovatsion kasbiy kompetentlikni rivojlantirish texnologiyalari	154
<i>Avezov Davronbek Soburovich</i>	
O'zbek xalq pedagogikasi an'alarining zamonaviy ta'lim tizimidagi transformatsiyasi	158
<i>Erkaboyeva Nigora Shermatovna</i>	
Texnika va iqtisodiyot yo'nalishidagi oliy ta'lim muassasalari talabalarida ingliz tilini mustaqil o'rganishning psixologik-pedagogik xususiyatlari	163
<i>Mamatqodirova Gulnigor Rustamjonovna</i>	
Yangi dunyoviy tartibotning shakllanishi jarayonida siyosiy taraqqiyot barqarorligi va xavfsizligini ta'minlash muammolari	168
<i>Nazarov Alisher Narimanovich</i>	
Ota-onasiz tarbiyalanayotgan o'smir o'g'il bolaning ijtimoiy-psixologik xususiyatlari.....	171
<i>Qodirov Jahongir Neymat o'g'li</i>	
Kutubxona muhitida talabalarining mustaqil ta'lim faoliyatini tashkil etishning innovatsion modellari.....	176
<i>Qosimova Xolida Nabiyevna</i>	
Jismoniy imkoniyati cheklangan maktabgacha yoshdagi bolalarda milliy harakatli o'yinlar orqali jismoniy sifatlarni rivojlantirish	179
<i>Raxmatullayeva Durdoni Fazliddin qizi</i>	
Personalized Approach to the Treatment of Generalized Periodontitis in the Prediction of Cardiovascular Complications Based on Salivary Proteomic Profiling.....	182
<i>Shodiev O. U., Nazarova N. Sh., Agababayan I. R.</i>	
O'smirlarda irratsional ustanovkalar shakllanishining ijtimoiy-psixologik omillari	187
<i>Toshboltayeva Nodira</i>	
Роль интерактивного лингвокультурологического пространства в формировании лингвокультурной компетенции студентов национальных групп филологических направлений.....	191
<i>Рустамова Ферузахон Махмуджановна</i>	

MUNDARIJA СОДЕРЖАНИЕ CONTENTS	Talabalarining darsdan tashqari vaqtda mustaqil ravishda jismoniy tarbiya bilan shug'ullanishini shakllantirish 196 Dusanov Shuxrat Abdiraakovich
	Kutubxona muhitida talabalarining mustaqil ta'lim faoliyatini tashkil etishning innovatsion modellari 201 Qosimova Xolida Nabiyeva
	Jismoniy tarbiya darslarida bo'lajak o'qituvchilarning kasbiy-pedagogik kompetensiyasini takomillashtirish mexanizmlari 205 Xoliqnazarov Azamat Begaliyevich
	Oliy ta'lim talabalarida kreativ fikrlashni fanlararo integratsiya asosida shakllantirish 209 Allanazarova Dilobar Baxromovna
	"Alpomish" dostonida obrazlar nutqidagi pedagogik qarashlar 213 Boboqulova Aziza Adizovna
	Researching the Biochemistry and Physical Chemistry of Oral Fluid in Kids Who Are Acting Strangely 217 Eraliyeva Zulfiya Makhmudovna, Buzrukhoda Javohir
	Bo'lajak boshlang'ich sinf o'qituvchilarini mikro matnlarni o'qitishga qaratilgan kognitiv metodlar 222 I. Matrasulova
	Boshlang'ich sinf o'quvchilarining yozma nutq ko'nikmalarini shakllantirishda raqamli didaktik vositalardan foydalanish metodikasi 225 Komilova Dilnozaxon Abdulhayevna, Xoliqova Mubinabonu Jamoliddin qizi
	Oliy ta'lim muassasalarida onomastik leksikani lingvokulturologik yondashuv asosida o'qitishning strategik-metodik asoslari 229 Mamatqulova Baxtixon Ravshanovna
	Raqamli matnlarning lisoniy va pragmatik xususiyatlari 232 Mashrapova Sevara Xabibovna
	Extensive Pelvic Ureteral Abnormalities and Reconstructive Operations in Patients 237 Mukhsinov Sardor
	Pedagogikada metodlardan foydalanish 241 Maxmudova Nargiz Djumaniyazovna
	Diqqat yetishmasligi giperaktivlik buzilishini davolash usullari 245 Otbasarova Umida Mexmonovna, Inogamova Rano Bahodirovna
	Talabalaridagi sanogen tafakkurning psixologik xususiyatlarini empirik tadqiq etish masalasi 249 Tulyaganova Dilnoza Ulug'bek qizi
	Raqamli ta'lim texnologiyalaridan foydalanishning xorijiy va milliy tajribasini qiyosiy tahlil qilish 253 Abdullayev Sherzodbek
	Context, Intention, and Meaning in English Language Teaching: Developing Pragmatic Awareness in Learners of English as a Foreign Language 256 Keldiyarova Shakhriyoda, Keldiyarova Mohlaroyim
	Maktabgacha yoshdagi bolalarni steam yondashuvi yordamida og'zaki muloqotga o'rgatish mashqlar tizimi 267 Yunusova Malika Miralimovna
	Культурные и исторические коды франции в автобиографической прозе марселя паньоля 270 Рахманкулова Дилафруз Азимовна
	Трансформация роли преподавателя в условиях цифровизации высшего образования 274 Рахматова Нигина Ислумовна
	Maktabgacha ta'lim tashkilotlarida tasviriy san'atning tutgan o'rni 278 Sultonova Marxabo
	Boshlang'ich sinf matematika darslarida matematik tasavvurlarni shakllantirish metodikasi 283 Akramova Fotimabonu Kurbonovna
	Boshlang'ich sinflarda matematika fanini o'qitishda sun'iy intellekt texnologiyalaridan foydalanish imkoniyatlari 288 Axmedov Muslimjon Usmonovich
	Boshlang'ich ta'limda musiqa ta'limini sun'iy intellekt va shaxsga yo'naltirilgan pedagogika asosida tashkil etishning ilmiy-metodik asoslari 295 Djumabayeva Muqaddas



“Suvning agregat holatlari va tabiatda aylanishi” mavzusini o‘rgatishda 4K ko‘nikmasini rivojlantirish	300
<i>Esnazarov Abdiganiy Jamalatdinovich</i>	
Raqamli vositalar asosida mexatronika va robototexnika yo‘nalishi talabalarini o‘qitishning pedagogik-psixologik xususiyatlari	307
<i>Ikromov Muhammad-Anasxon Xakimjon o‘g‘li</i>	
Najmiddin Kubroning ilmiy merosi	311
<i>Jahongir Jumanov</i>	
Oliy ta‘lim muassasalarida talabalarda tejamkorlikni shakllantirishning o‘rni.....	314
<i>Jo‘rayev Alisher Tursinboyevich</i>	
Milliy va umuminsoniy qadriyat fenomenining pedagogik tadqiqotlarda o‘rganilishi.....	318
<i>Jovliyev Jo‘rabek Alisher o‘g‘li</i>	
Jazo muddatini o‘tayotgan shaxslarda emotsional buzilishlarning ijtimoiy-psixologik sabablari	322
<i>Manzitov Baxtiyor Tolibovich</i>	
Maktabgacha ta‘lim jarayonida o‘yin texnologiyalarini qo‘llashning pedagogik asoslari va samaradorligi	329
<i>Nyutonova Xilola Lochinbekovna, Mayliyeva Nasiba Axmedovna</i>	
Ta‘lim menejmentida Predictive Analytics texnologiyalaridan foydalanish istiqbollari	332
<i>Primqulova Aziza Mirzaahmad qizi</i>	
Yosh sportchilarda tezlik-kuch sifatlarini rivojlantirish usullari	337
<i>Chariyev Ulug‘bek Abdujabbarovich, Radjabov Jaxongir Furkatovich</i>	
Z avlod psixologik xususiyatlariga mos zamonaviy tarbiya texnologiyalari	342
<i>Ravshanov Sanjar Tolibjonovich</i>	
Tanqidiy fikrlashni rivojlantirish texnologiyasida refleksiya mexanizmining o‘rni	346
<i>Raxmonova Mahfuzaxon Xasan qizi</i>	
Iqtisodiy o‘shishning mohiyati	350
<i>Sayfiddinova Sabina Muhiddinovna</i>	
Dasturlash ko‘nikmalarini baholashda generativ sun‘iy intellekt va gamifikatsiya integratsiyalashgan arxitektura modelini ishlab chiqish.....	353
<i>Sultonov Ravshonbek Otonazarovich</i>	
Ta‘lim klasteri sharoitida talabalarning loyihalash kompetensiyalarini rivojlantirishning zaruriyati	356
<i>Sultanova Dilnura Abdurashidovna</i>	
Stereometriya darslarida o‘quvchilarning fazoviy tasavvurini va tasvirlash savodxonligini 3D modellashtirish vositasida rivojlantirish	359
<i>Sultonova Shahnoza Yusuf qizi, Sultonova Dilrabo Yusuf qizi</i>	
Chayon zahrlining biologik xususiyatlari, toksikologik ta‘siri va biotexnologiyadagi istiqbolli qo‘llanilishi.....	365
<i>To‘xtamurodova Feruza</i>	
Sun‘iy intellekt va raqamli ta‘lim texnologiyalari integratsiyasi asosida oliy ta‘limda fizika fanini o‘qitish metodikasini takomillashtirish.....	369
<i>Usubjonova Durdona Fazliddin qizi</i>	
Maktabgacha ta‘lim tashkilotlarida ta‘lim va tarbiya maqsadlarini o‘yin mexanikasiga integratsiya qilishning interaktiv modulli texnologiyalarini takomillashtirish	373
<i>Xolmatova Dilshoda Sherali qizi</i>	
Особенности формирования совместной познавательной деятельности в образовательном процессе.....	378
<i>Абдрахманова А. С.</i>	
Влияние корпоративной культуры вуза на формирование профессиональных ценностей студенческой молодежи.....	383
<i>Бекбаев Рауф Рустамович</i>	
MTMgacha katta yoshdagi bolalarda ijtimoiy-hissiy munosabatlarni shakllantirish imkoniyatlari.....	389
<i>Boymurodova Surayyo Eshqvat qizi</i>	
Musiqa madaniyati asosida deviant xulqli o‘quvchilar bilan ishlashning pedagogik modeli va samaradorligi	393
<i>Jabborova Muattar Xatamovna</i>	

Uzluksiz ta'lim tizimida biologiya fani o'qituvchilarining kompetentligini rivojlantirish.....	398
<i>Mamadaliyeva Barnoxon O'ktamovna</i>	
Focusing on the Practical and Technical Aspects of Dutar Performance and Enhancing this Process.....	403
<i>Muyassarxon Adiljanovna Achildieva, Shodiyeva Shahinabonu Shoirjon qizi</i>	
Raqamli ta'lim muhitida bo'lajak ingliz tili o'qituvchilarining professional kompetensiyasini rivojlantirish metodikasi	409
<i>Olloberganova Fazilat Tangriberganovna</i>	
Bo'lajak tasviriy san'at o'qituvchilarining vizual kompetensiyalarini rivojlantirishda dizayn tafakkuriga asoslangan pedagogik texnologiyalarni takomillashtirish	415
<i>Shomurodov Oybek Norqulovich</i>	
Ta'lim jarayonida o'quvchilarda empatiyani rivojlantirishning neyropedagogik texnologiyalari.....	421
<i>Kamaladin Kuronboyevich Matyaqubov</i>	
Talabalarda ijtimoiy yetuklikni rivojlantirishning psixologik mexanizmlari va uning ta'lim sifatiga ta'siri.....	425
<i>Rahimova Nazokatxon Kasimjonovna</i>	
Talabalar iqtisodiy xulq-atvorining ijtimoiy-psixologik determinantlari: gender tahlili	431
<i>Yuldosheva Gavhar O'tkirovna</i>	
Study of the Structural and Semantic Features of Simple Sentences in English and Uzbek.....	435
<i>Askar Abdullaev</i>	
Farosat tarbiyasini rivojlantirishda tarixiy-madaniy yondashuvning o'rni va ahamiyati.....	440
<i>Abdimuratova Gulzar Matniyazovna</i>	
O'quvchilarga alyuminiy elementini o'rgatishda hayot bilan bog'lab 4K ko'nikmasini shakllantirish.....	445
<i>Abdug'aniy Esnazarov Jamalatdinovich</i>	
Turizm sohasida xizmat ko'rsatish sifatini oshirishda ijtimoiy muloqot kompetensiyasining o'rni.....	449
<i>Abdullayeva Sevara Yuldashevna</i>	
O'quvchilarda emotsional intellektni shakllantirishning innovatsion metodlari va diagnostikasi.....	454
<i>Kamaladin Kuronboyevich Matyaqubov</i>	
The Role of Gymnastics in Promoting Holistic Development Among Preschool Children: Physical, Cognitive, and Social Perspectives.....	458
<i>Kosimov Bekzod Zoirovich</i>	
Pedagogical and Managerial Factors in Developing Communicative Creativity Among Higher Education Leaders	462
<i>Mamatova Khilola Mukhiddinovna</i>	
NLA in Developing Presentation Competence in English B2 Learners	470
<i>Normatova Yulduz</i>	
Ta'lim sohasidagi yetakchi yondashuvlar.....	474
<i>Rajabova Lola Raxmatullayevna</i>	
Physalis alkekengi o'simligidan flavonoidlarni ajratib olishning biotexnologik usullari va jarayon ko'rsatkichlarini maqbullashtirish	478
<i>S. B. Xidirova</i>	
Badiiy ta'lim amaliyotiga klaster yondashuvi asosida ta'lim integratsiyasini joriy etishning strategik yo'nalishlari va metodologik asoslari.....	484
<i>Sultanov Xaytboy Eraliyevich</i>	
Boshlang'ich sinf o'quvchilarining nutqiy kompetensiyasini rivojlantirishda lug'at ustida ishlashning pedagogik ahamiyati	489
<i>Xabibullayev Umidxon Fayzulla o'g'li</i>	

THE ROLE OF GYMNASTICS IN PROMOTING HOLISTIC DEVELOPMENT AMONG PRESCHOOL CHILDREN: PHYSICAL, COGNITIVE, AND SOCIAL PERSPECTIVES

Kosimov Bekzod Zoirovich

Associate Professor, Department of Physical Culture and Sports
Uzbekistan State World Languages University

Abstract: The preschool period is recognized as a critical stage in human development during which rapid changes occur in physical, cognitive, emotional, and social domains. Contemporary educational theories increasingly emphasize the need for integrated pedagogical approaches that support the holistic development of young children rather than focusing solely on academic readiness. Gymnastics-based activities represent one of the most comprehensive forms of movement education because they combine locomotor, non-locomotor, and manipulative skills with opportunities for problem-solving, communication, self-regulation, and cooperative interaction. The purpose of this theoretical article is to examine the role of gymnastics in promoting holistic development among preschool children from physical, cognitive, and social perspectives.

Key words: gymnastics, preschool children, holistic development, physical development, cognitive development, social development, early childhood education, physical literacy.

Annotatsiya: Maktabgacha ta'lim davri inson rivojlanishining muhim bosqichi sifatida e'tirof etiladi. Ushbu davrda jismoniy, kognitiv, emotsional va ijtimoiy rivojlanish sohalarida jadal o'zgarishlar yuz beradi. Zamonaviy pedagogik nazariyalar tobora ko'proq yosh bolalarning faqat akademik tayyorgarligiga emas, balki ularning har tomonlama rivojlanishini ta'minlaydigan integratsiyalashgan pedagogik yondashuvlarga ehtiyoj mavjudligini ta'kidlaydi. Gimnastika mashg'ulotlari harakat ta'limining eng mukammal shakllaridan biri hisoblanadi, chunki ular lokomotor, nolokomotor va predmetlar bilan bajariladigan harakatlarni muammolarni hal etish, muloqot, o'zini o'zi boshqarish hamda hamkorlikda faoliyat olib borish imkoniyatlari bilan uyg'unlashtiradi. Mazkur nazariy maqolaning maqsadi maktabgacha yoshdagi bolalarda gimnastikaning jismoniy, kognitiv va ijtimoiy rivojlanishni har tomonlama qo'llab-quvvatlashdagi o'rnini tahlil qilishdan iborat.

Kalit so'zlar: gimnastika, maktabgacha yoshdagi bolalar, har tomonlama rivojlanish, jismoniy rivojlanish, kognitiv rivojlanish, ijtimoiy rivojlanish, maktabgacha ta'lim, jismoniy savodxonlik.

Аннотация: Дошкольный возраст признаётся важнейшим этапом развития человека, в течение которого происходят интенсивные изменения в физической, когнитивной, эмоциональной и социальной сферах. Современные педагогические теории всё чаще подчёркивают необходимость интегрированных педагогических подходов, направленных на обеспечение всестороннего развития детей раннего возраста, а не только их академической готовности к обучению. Занятия гимнастикой являются одной из наиболее комплексных форм двигательного воспитания, поскольку объединяют локомоторные, нелокомоторные и манипулятивные движения с возможностями развития навыков решения проблем, общения, саморегуляции и сотрудничества. Цель данной теоретической статьи заключается в рассмотрении роли гимнастики в обеспечении всестороннего развития детей дошкольного возраста с физической, когнитивной и социальной точек зрения.

Ключевые слова: гимнастика, дети дошкольного возраста, всестороннее развитие, физическое развитие, когнитивное развитие, социальное развитие, дошкольное образование, физическая грамотность.

INTRODUCTION

Early childhood is widely recognized as a foundational period in which the biological, cognitive, emotional, and social systems that support later learning and well-being develop rapidly. Between the ages of three and six years, children experience significant improvements in motor coordination, language, attention, memory, and social interaction. Educational researchers increasingly argue that learning during this stage should be approached holistically because developmental domains are interrelated rather than independent. Physical movement is not merely a recreational component of preschool education; it is closely connected to cogni-



tive functioning, emotional regulation, and social participation. Consequently, movement-based educational programs have gained growing attention as strategies for supporting comprehensive child development.

Gymnastics occupies a distinctive position within early childhood physical education because it incorporates a wide variety of movement experiences that challenge the body and the mind simultaneously. Basic gymnastics activities such as balancing, rolling, jumping, climbing, stretching, and coordinated movement sequences require children to control their bodies, perceive spatial relationships, follow instructions, and interact with peers. These characteristics make gymnastics particularly relevant to contemporary theories of embodied cognition, which propose that cognitive development is grounded in sensorimotor experiences. From this perspective, movement is not separate from learning; rather, movement provides a foundation through which children explore their environment, solve problems, and construct knowledge.

Beyond physical competence, scholars have increasingly examined the relationship between movement activities and cognitive processes such as attention, working memory, inhibitory control, and problem-solving. Executive functions are considered essential for school readiness because they support the ability to focus, follow instructions, regulate behavior, and engage in purposeful learning. Gymnastics activities frequently require children to remember movement sequences, respond to verbal cues, adjust their actions in space, and inhibit impulsive behaviors, thereby providing natural contexts for exercising executive functions. Although gymnastics is traditionally associated with athletic performance, its educational value may therefore extend well beyond physical fitness.

LITERATURE REVIEW

The importance of physical activity in early childhood development has been widely discussed by both international and national researchers. Contemporary theories of child development emphasize that physical movement serves not only physiological functions but also contributes significantly to cognitive, emotional, and social growth. In this context, gymnastics has increasingly been recognized as an effective educational tool that supports the holistic development of preschool children.

Research conducted by Pica (2022) demonstrates that structured movement activities improve children's fundamental motor skills, body awareness, balance, coordination, and self-confidence while simultaneously fostering curiosity and active participation in learning. Similarly, Pangrazi and Beighle (2020) argue that gymnastics-based movement experiences establish the foundation of physical literacy by enabling children to acquire essential locomotor and manipulative skills necessary for lifelong physical activity.

The relationship between movement and cognitive development has also attracted considerable scholarly attention. Magill and Anderson (2021) emphasize that repeated movement practice enhances motor learning while simultaneously strengthening executive functions such as working memory, attention, inhibitory control, and cognitive flexibility. These findings are consistent with contemporary embodied cognition theory, which suggests that cognitive development is grounded in children's sensorimotor experiences and interactions with their physical environment.

Developmental psychologists have likewise highlighted the educational value of movement-based learning. According to Newman and Newman (2023), preschool children construct knowledge through active exploration of their surroundings, making movement experiences an essential component of intellectual development. These perspectives support the view that gymnastics contributes not only to physical competence but also to the development of higher-order cognitive abilities and school readiness.

National scholars have also investigated the pedagogical significance of gymnastics in preschool education. Abdullayev and Xonkeldiyev (2021) emphasize that gymnastics develops strength, flexibility, coordination, and correct posture while establishing the physical foundation necessary for healthy child development. Kayumova (2021) and Sodiqova (2022) underline the importance of integrating movement activities into preschool educational programs in order to promote comprehensive child development through age-appropriate pedagogical practices. Furthermore, Raximov (2020) and Usmonxo'jayev (2021) note that gymnastics creates favorable conditions for improving children's motor competence, discipline, independence, and social interaction during organized physical education activities.

Although previous studies have extensively examined the physical, cognitive, or pedagogical benefits of gymnastics, most investigations have focused on individual developmental domains separately. Relatively limited attention has been devoted to synthesizing evidence that explains how gymnastics simultaneously promotes physical, cognitive, and social development within a holistic educational framework. Therefore, the present theoretical study aims to integrate contemporary international and national literature to provide a comprehensive understanding of gymnastics as an effective pedagogical approach for promoting the holistic development of preschool children. In this respect, the article differs from previous research by considering gymnastics not merely as a form of physical exercise but as an integrated educational medium supporting multiple dimensions of child development simultaneously.

METHODS

This study was designed as a theoretical literature-based article rather than an empirical investigation. The purpose was to synthesize and interpret existing knowledge concerning the role of gymnastics in the holistic development of preschool children. A narrative and conceptual review approach was employed because the objective was to integrate findings from multiple disciplines and develop a coherent theoretical framework rather than to calculate pooled statistical effects.

RESULTS AND DISCUSSIONS

Physical Development Through Gymnastics. The literature consistently identifies gymnastics as a movement-rich activity capable of supporting multiple components of physical development in preschool children. Fundamental gymnastics tasks such as balancing, rolling, jumping, climbing, stretching, and coordinated movement sequences require children to engage large muscle groups and develop control over body position and movement. These experiences contribute to the acquisition of fundamental movement skills, which are considered building blocks for later participation in physical activity and sports. During the preschool years, children are developing balance, coordination, agility, flexibility, and muscular strength, and gymnastics provides repeated opportunities to practice these capacities in varied contexts. The progressive nature of gymnastics also allows tasks to be adapted according to developmental level, enabling children to experience success while gradually increasing movement complexity.

Cognitive Development Through Movement and Gymnastics. A second major theme concerns the contribution of gymnastics to cognitive development. Contemporary theories of embodied cognition propose that cognitive processes are grounded in sensorimotor experiences. From this perspective, movement activities are not separate from learning but are integral to the way children explore and understand the world. Gymnastics tasks often require children to remember sequences, follow multi-step instructions, respond to verbal cues, and adjust movements according to changing conditions. These demands engage executive functions, including working memory, inhibitory control, and cognitive flexibility, which are strongly associated with school readiness.

The literature indicates that activities involving patterned movement, obstacle courses, and coordinated routines can stimulate attention and concentration. Preschool children frequently have limited capacity to sustain focus for extended periods, yet movement-based tasks provide immediate goals and sensory engagement that may support attentional control. For example, a child balancing on a beam must concentrate on body position and movement direction while inhibiting distractions. Similarly, a child performing a sequence of jumps and turns must remember the order of actions and monitor performance. Such experiences create natural opportunities to practice self-regulation in meaningful contexts.

Social and Emotional Development in Gymnastics Settings. The third major theme concerns social and emotional development. Preschool children learn social norms, communication skills, and cooperative behaviors through interactions with peers and adults. Gymnastics sessions frequently involve taking turns, sharing equipment, observing demonstrations, and participating in partner or group activities. These situations create opportunities for children to practice listening, waiting, helping others, and following shared rules. The literature suggests that such experiences can contribute to the development of social competence and positive peer relationships.

Participation in gymnastics may also support self-confidence and emotional regulation. Many gymnastics tasks involve manageable challenges that can be adjusted to individual ability levels. When children successfully complete a balance task, a jump, or a movement sequence, they often experience a sense of achievement. Repeated experiences of mastery can strengthen self-efficacy and willingness to attempt new activities. At the same time, gymnastics requires children to cope with mistakes, try again, and regulate frustration, thereby providing opportunities to develop persistence and emotional control.

Synthesizing the literature reveals that the physical, cognitive, and social outcomes associated with gymnastics are interconnected rather than independent. A child navigating an obstacle course simultaneously uses balance, attention, decision-making, and cooperation with peers. A group movement game may involve coordination, memory, communication, and emotional regulation at the same time. These overlapping processes support the view that gymnastics can function as an integrated educational medium rather than a narrowly defined physical activity.

The findings presented in this review are consistent with developmental theories emphasizing the inseparable relationship between movement and learning. According to Piaget's theory of cognitive development, children in the preschool years construct knowledge primarily through active interaction with their physical environment. Sensorimotor experiences remain fundamental even after the formal sensorimotor stage because young children continue to build increasingly complex mental representations through exploration and move-



ment. Gymnastics provides precisely such opportunities by encouraging children to manipulate their bodies in different positions, navigate space, evaluate risks, and solve movement challenges independently. Every balancing task, rolling exercise, or obstacle course becomes an opportunity for children to generate new cognitive schemas through direct experience rather than passive instruction. From this perspective, gymnastics contributes not only to physical competence but also to the construction of knowledge itself, supporting the notion that movement serves as a foundation for intellectual development.

The theoretical synthesis also strongly supports perspectives derived from Vygotsky's sociocultural theory. Learning in gymnastics rarely occurs in isolation; instead, children observe demonstrations, imitate peers, receive verbal guidance from teachers, and gradually internalize increasingly sophisticated movement patterns through social interaction. The concept of the Zone of Proximal Development is particularly relevant because gymnastics activities can be carefully scaffolded according to each child's developmental level. Tasks that are initially difficult become achievable through teacher assistance, peer modeling, and repeated practice. As children progressively master new movements, external guidance gradually transforms into independent self-regulation. Such instructional practices illustrate how physical education environments can simultaneously promote motor competence and cognitive independence while strengthening communication and collaborative learning. Therefore, gymnastics should be viewed not only as physical instruction but also as an example of socially mediated learning in action.

CONCLUSION AND RECOMMENDATIONS

This theoretical review examined the role of gymnastics in promoting holistic development among preschool children through the integration of evidence from early childhood education, developmental psychology, motor learning, and physical education. The synthesis indicates that gymnastics extends well beyond its traditional perception as a competitive sport, serving instead as a pedagogical approach capable of simultaneously supporting physical, cognitive, emotional, and social development. Age-appropriate gymnastics activities promote the acquisition of fundamental movement skills, improve balance, coordination, flexibility, and body awareness, and establish the physical foundations necessary for lifelong engagement in active lifestyles.

References:

1. Abdullayev A., Xonkeldiyev Sh. Jismoniy tarbiya nazariyasi va metodikasi. - Toshkent : Fan va texnologiya, 2021. - 384 b.
2. Kayumova N. Maktabgacha ta'lim nazariyasi va metodikasi. - Toshkent : O'qituvchi, 2021. - 320 b.
3. Magill R. A., Anderson D. I. Motor Learning and Performance: From Principles to Application. 12th ed. - New York : McGraw-Hill Education, 2021. - 480 p.
4. Newman B. M., Newman Ph. R. Development Through Life: A Psychosocial Approach. 14th ed. - Boston : Cengage Learning, 2023. - 784 p.
5. Pangrazi R. P., Beighle A. Dynamic Physical Education for Elementary School Children. 19th ed. - Champaign, IL : Human Kinetics, 2020. - 432 p.
6. Pica R. Physical Education for Young Children. - Boston : Cengage Learning, 2022. - 336 p.
7. Raximov R. Bolalar gimnastikasi. - Toshkent : Ilm Ziyo, 2020. - 216 b.
8. Sodiqova Sh. Maktabgacha pedagogika. - Toshkent : Tafakkur Bo'stoni, 2022. - 368 b.
9. Usmonxo'jayev M. Maktabgacha yoshdagi bolalar jismoniy tarbiyasi. - Toshkent : Yangi Asr Avlodi, 2021. - 280 b.
10. Boucher L. B. Fundamental Motor Skills: Active Start and FUNDamentals for Physical Literacy. - Champaign, IL : Human Kinetics, 2020. - 240 p.

- 
- 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. №7(1)

© 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.