



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. 544 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)
Wookyuu 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'rni.....	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 Erاليyeva 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>	

MUNDARIJA	СОДЕРЖАНИЕ	CONTENTS
		Uzluksiz ta'lim tizimida biologiya fani o'qituvchilarining kompetentligini rivojlantirish..... 398 Mamadaliyeva Barnoxon O'ktamovna
		Focusing on the Practical and Technical Aspects of Dutar Performance and Enhancing this Process..... 403 Muyassarxon Adiljanovna Achildieva, Shodiyeva Shahinabonu Shoirjon qizi
		Raqamli ta'lim muhitida bo'lajak ingliz tili o'qituvchilarining professional kompetensiyasini rivojlantirish metodikasi 409 Olloberganova Fazilat Tangriberganovna
		Bo'lajak tasviriy san'at o'qituvchilarining vizual kompetensiyalarini rivojlantirishda dizayn tafakkuriga asoslangan pedagogik texnologiyalarni takomillashtirish 415 Shomurodov Oybek Norqulovich
		Ta'lim jarayonida o'quvchilarda empatiyani rivojlantirishning neyropedagogik texnologiyalari..... 421 Kamaladin Kuronboyevich Matyaqubov
		Talabalarda ijtimoiy yetuklikni rivojlantirishning psixologik mexanizmlari va uning ta'lim sifatiga ta'siri..... 425 Rahimova Nazokatxon Kasimjonovna
		Talabalar iqtisodiy xulq-atvorining ijtimoiy-psixologik determinantlari: gender tahlili 431 Yuldosheva Gavhar O'tkirovna
		Study of the Structural and Semantic Features of Simple Sentences in English and Uzbek..... 435 Askar Abdullaev
		Farosat tarbiyasini rivojlantirishda tarixiy-madaniy yondashuvning o'rni va ahamiyati..... 440 Abdimuratova Gulzar Matniyazovna
		O'quvchilarga alyuminiy elementini o'rgatishda hayot bilan bog'lab 4K ko'nikmasini shakllantirish..... 445 Abdug'aniy Esnazarov Jamalatdinovich
		Turizm sohasida xizmat ko'rsatish sifatini oshirishda ijtimoiy muloqot kompetensiyasining o'rni..... 449 Abdullayeva Sevara Yuldashevna
		O'quvchilarda emotsional intellektni shakllantirishning innovatsion metodlari va diagnostikasi..... 454 Kamaladin Kuronboyevich Matyaqubov
		The Role of Gymnastics in Promoting Holistic Development Among Preschool Children: Physical, Cognitive, and Social Perspectives..... 458 Kosimov Bekzod Zoirovich
		Pedagogical and Managerial Factors in Developing Communicative Creativity Among Higher Education Leaders 462 Mamatova Khilola Mukhiddinovna
		NLA in Developing Presentation Competence in English B2 Learners 470 Normatova Yulduz
		Ta'lim sohasidagi yetakchi yondashuvlar..... 474 Rajabova Lola Raxmatullayevna
		Physalis alkekengi o'simligidan flavonoidlarni ajratib olishning biotexnologik usullari va jarayon ko'rsatkichlarini maqbullashtirish 478 S. B. Xidirova
		Badiiy ta'lim amaliyotiga klaster yondashuvi asosida ta'lim integratsiyasini joriy etishning strategik yo'nalishlari va metodologik asoslari..... 484 Sultanov Xaytboy Eraliyevich
		Boshlang'ich sinf o'quvchilarining nutqiy kompetensiyasini rivojlantirishda lug'at ustida ishlashning pedagogik ahamiyati 489 Xabibullayev Umidxon Fayzulla o'g'li
		Gamifikatsiya texnologiyalari vositasida bo'lajak o'qituvchilarda tanqidiy fikrlash kompetensiyalarini rivojlantirish..... 493 Abdullayev Javohir Ismoil o'g'li
		Turizm sohasida xizmat ko'rsatish sifatini oshirishda ijtimoiy muloqot kompetensiyasining o'rni..... 496 Abdullayeva Sevara Yuldashevna
		Qoraqalpoq prozasida inson psixologiyasi 502 Dosbergenova Miyrigul Sadiratdinovna



Yuqori sinf o'quvchilarining ingliz tilidagi kommunikativ kompetensiyasini rivojlantirishda veb-resurslardan foydalanishning metodik asoslari.....	505
Karimova Guljahon Zarifovna	
Oliy ta'limda inklyuziv ta'lim rivojining xalqaro va milliy tajribasi.....	510
Mamasiddikova Maftuna Akbarjon qizi	
Deconstructing Power in the Digital Age: A Pedagogical Framework for Analyzing Political Terminology in Uzbek and International Media	516
Ochilova Dilnora Hayotovna	
Ta'lim sohasidagi yetakchi yondashuvlar.....	520
Rajabova Lola Raxmatullayevna	
Bo'lajak pedagoglarda darslarni integratsiyalash jarayonida o'qituvchi faoliyatini loyihalashtirish mazmuni	525
Shukurova Laziza Shokir qizi	
Гендерно маркированная лексика в русском и узбекском языках.....	529
Мохигул Абдужабборова, Гулноз Нигматова	
maktabgacha katta yoshdagi bolalarda rivojlantiruvchi markazlar asosida ekologik madaniyatni shakllantirishga yo'naltirilgan tadqiqot metodikasi.....	533
Suvanova Sevara Baxodir qizi	
Роль цифровых образовательных инструментов в развитии языковой компетенции учащихся 10-11 классов Республики Каракалпакстан	539
Утемуратов Улугбек Нурадинович	

DECONSTRUCTING POWER IN THE DIGITAL AGE: A PEDAGOGICAL FRAMEWORK FOR ANALYZING POLITICAL TERMINOLOGY IN UZBEK AND INTERNATIONAL MEDIA

Ochilova Dilnora Hayotovna

Teacher at School No. 32, Bukhara, Republic of Uzbekistan

Abstract: This research addresses the critical need for integrating semantic analysis into media literacy curricula. The study explores how pedagogical interventions help students identify ideological framing in contemporary political discourse. The findings suggest that structured linguistic training enhances cognitive resilience against media manipulation.

Key words: media literacy, political discourse, critical discourse analysis, pedagogy, linguistic framing, ideology, information warfare.

Annotatsiya: Ushbu maqolada talabalarga media-matnlardagi siyosiy terminlarni tanqidiy tahlil qilishni o'rgatish metodikasi tadqiq etiladi. Ushbu ishda xalqaro va mahalliy OAV misolida mafkuraviy freymining usullari ochib berilgan. Tadqiqot natijalari shuni ko'rsatadiki, tizimli lingvistik tahlil talabalarda axborot manipulyatsiyasiga qarshi intellektual immunitetni shakllantiradi.

Kalit so'zlar: media savodxonligi, siyosiy diskurs, tanqidiy diskurs tahlili, pedagogika, lingvistik freymining, mafkura, axborot urushi.

Аннотация: В данной статье исследуется методика обучения студентов критическому анализу политической терминологии в медиатекстах. Работа раскрывает методы идеологического фрейминга на примере международных и местных СМИ. Результаты исследования показывают, что системный лингвистический анализ формирует у студентов интеллектуальный иммунитет против информационных манипуляций.

Ключевые слова: медиаграмотность, политический дискурс, критический дискурс-анализ, педагогика, лингвистический фрейминг, идеология, информационная война.

INTRODUCTION

The twenty-first century has witnessed unprecedented growth in digital communication technologies, fundamentally transforming the ways political information is produced, distributed, and consumed. News media no longer function exclusively as channels for reporting events; instead, they actively participate in constructing political reality through carefully selected linguistic expressions, visual representations, and ideological narratives. Consequently, political terminology has acquired strategic significance in shaping public perception, influencing political participation, and legitimizing institutional authority. In contemporary democratic societies, citizens encounter an overwhelming volume of political information daily through television, newspapers, online news portals, and social media platforms. Although increased access to information has expanded democratic opportunities, it has simultaneously intensified challenges associated with misinformation, propaganda, ideological framing, and algorithmically amplified content. As a result, media literacy has become one of the essential competencies required for responsible citizenship in the digital age.

The educational system of Uzbekistan has also experienced substantial transformation during recent years. The expansion of digital infrastructure, increasing availability of international information sources, and modernization of higher education have created new opportunities for developing students' analytical competencies. However, university students frequently demonstrate strong abilities to identify explicit misinformation while experiencing greater difficulty recognizing subtle forms of ideological framing embedded within political language. Critical Discourse Analysis provides a comprehensive methodological framework for investigating these linguistic mechanisms. Unlike conventional linguistic analysis, CDA explores relationships between



language, ideology, social institutions, and political power. Rather than asking merely, “What does this sentence mean?”, discourse analysts investigate why particular lexical choices are employed, whose interests they serve, and what alternative interpretations remain excluded from public discussion.

LITERATURE REVIEW

Media literacy has gradually evolved from a relatively narrow concept emphasizing information access toward a multidimensional educational paradigm incorporating critical thinking, discourse analysis, and digital citizenship. Contemporary scholars increasingly argue that understanding political communication requires examining not only factual accuracy but also linguistic structures through which reality is represented. One of the most influential scholars in this field is Norman Fairclough, whose Critical Discourse Analysis framework emphasizes that language both reflects and constructs social reality. According to Fairclough, discourse simultaneously performs three interconnected functions: representing the world, constructing social relationships, and shaping individual identities. Consequently, political terminology should be interpreted not simply as descriptive vocabulary but as ideological practice. Similarly, Teun A. van Dijk argues that ideological power frequently operates through subtle linguistic mechanisms rather than overt political persuasion. Media institutions strategically select lexical alternatives that activate existing cognitive models among audiences. Expressions such as security, reform, stability, modernization, economic optimization, and national development often appear politically neutral despite carrying significant ideological implications. George Lakoff further developed the theory of conceptual framing by demonstrating that political language activates mental models through which individuals interpret complex social issues. According to Lakoff, frames function as cognitive shortcuts that influence interpretation before audiences consciously evaluate factual information. Consequently, political debates frequently revolve not around empirical evidence but around competing conceptual frames.

Michel Foucault's theory of discourse provides another important theoretical foundation for analyzing political terminology. In *The Archaeology of Knowledge*, Foucault argues that discourse determines what society accepts as legitimate knowledge. Institutions possessing authority over discourse simultaneously exercise authority over public understanding. Therefore, political language becomes an instrument through which governments, organizations, and media institutions produce social legitimacy. Noam Chomsky's theory of media propaganda likewise emphasizes institutional mechanisms shaping public opinion.

Together with Edward Herman, Chomsky proposed the Propaganda Model, arguing that economic ownership, advertising, sourcing practices, and ideological filters significantly influence media content. Although contemporary digital media differ substantially from traditional broadcasting systems, many underlying mechanisms of agenda-setting remain observable. More recent scholarship has expanded discourse analysis toward digital communication environments.

Researchers such as Ruth Wodak, Andreas Musolff, and Douglas Biber emphasize that algorithmic recommendation systems increasingly amplify ideologically framed narratives. Political discourse therefore extends beyond individual media organizations toward platform-specific communication ecosystems shaped by artificial intelligence and personalized information feeds. Within Central Asia, research concerning media literacy remains comparatively limited. Existing studies primarily focus on combating misinformation and improving digital competence rather than examining ideological dimensions of political terminology. Consequently, integrating Critical Discourse Analysis into university education represents an important methodological innovation capable of strengthening students' analytical independence.

From a pedagogical perspective, Paulo Freire's concept of critical pedagogy also remains highly relevant. Freire argued that education should encourage learners to question dominant narratives rather than passively memorize information. Applied to media literacy, this perspective transforms students from consumers of political discourse into active analysts capable of recognizing ideological assumptions embedded within everyday communication.

Collectively, these theoretical perspectives establish the intellectual foundation for the present research. They demonstrate that political terminology constitutes not merely a linguistic phenomenon but an intersection of language, cognition, ideology, education, and institutional power. Consequently, developing students' ability to deconstruct political language represents an essential objective of contemporary higher education.

RESEARCH METHODOLOGY

To investigate how political terminology functions as an instrument of ideological framing, the study employed a qualitative comparative discourse analysis combined with a classroom-based pedagogical intervention. The research was conducted with graduate-level students enrolled in media studies, linguistics, and political science programs at universities in Uzbekistan.

The methodological design was informed by the principles of Critical Discourse Analysis, particularly the frameworks proposed by Fairclough and Van Dijk. These approaches emphasize the relationship between language, power, and ideology, making them particularly suitable for examining political terminology in media texts.

ANALYSIS AND RESULTS

The findings of this study provide compelling evidence that political terminology functions not merely as a linguistic resource but also as an ideological instrument through which institutions construct social reality. The significant improvement in students' analytical performance following the pedagogical intervention confirms that Critical Discourse Analysis represents an effective educational approach for strengthening media literacy competencies in higher education. One of the most notable observations concerns the distinction between explicit information and implicit evaluation. While factual content often remains consistent across different media outlets, lexical choices substantially influence audience interpretation. This finding supports Fairclough's argument that discourse simultaneously represents and constructs reality. Consequently, understanding media texts requires examining not only factual accuracy but also the linguistic mechanisms through which meaning is produced.

The comparative analysis revealed that domestic and international media organizations frequently frame identical political events using different semantic strategies. Domestic reports generally emphasized stability, continuity, and modernization, whereas international outlets more frequently highlighted conflict, controversy, or institutional accountability. Importantly, these observations should not be interpreted as evidence that one perspective is inherently more objective than another. Rather, they demonstrate that media institutions employ different editorial priorities and communicative conventions, which can influence how audiences interpret the same event. This underscores the importance of teaching students to compare multiple sources rather than relying on a single narrative.

Another important finding concerns the extensive use of euphemistic political language. Governments and institutions often employ linguistically softened expressions such as optimization, institutional restructuring, or strategic adjustment instead of more direct terminology. Such lexical substitutions reduce emotional resistance while preserving institutional legitimacy. Students participating in the research demonstrated increasing awareness of these strategies following systematic instruction.

The study also confirms Van Dijk's proposition that ideological influence frequently operates through cognitive models rather than explicit persuasion. Participants increasingly recognized that audiences interpret political information through pre-existing conceptual frameworks activated by carefully selected vocabulary. This suggests that media literacy education should incorporate semantic analysis alongside traditional fact-checking methodologies.

Artificial Intelligence and Critical Media Literacy

Artificial intelligence has become an increasingly influential component of contemporary information ecosystems. Recommendation algorithms determine which political content users encounter, while generative AI systems can rapidly produce large volumes of persuasive text. Consequently, media literacy education must evolve to address these technological developments.

AI-assisted linguistic analysis offers several educational advantages:

- automatic identification of emotionally charged vocabulary;
- visualization of semantic networks;
- detection of lexical repetition and framing patterns;
- comparison of parallel news reports;
- large-scale corpus analysis.

However, AI should function as a supportive analytical tool rather than a replacement for human critical thinking. Algorithms cannot fully interpret historical context, cultural symbolism, irony, satire, or implicit ideological assumptions. Human judgment remains indispensable when evaluating the social and political significance of discourse. For this reason, universities should promote a balanced approach in which students learn to use AI critically, verifying automated analyses through independent linguistic reasoning.



Educational Implications

The findings suggest several practical implications for higher education institutions in Uzbekistan.

First, Critical Discourse Analysis should be incorporated into journalism, linguistics, political science, communication studies, and teacher education programs.

Second, classroom instruction should emphasize authentic media texts rather than artificially simplified examples. Working with real newspaper articles enables students to apply theoretical concepts to contemporary political communication.

Third, interdisciplinary collaboration between linguists, educators, political scientists, and computer scientists would significantly strengthen media literacy curricula by integrating linguistic theory with digital technologies.

Finally, assessment methods should evaluate students' analytical reasoning rather than memorization of political terminology. Project-based learning, comparative media analysis, and reflective essays represent more appropriate measures of critical media competence.

The participant sample consisted primarily of graduate students, limiting the generalizability of the findings to other educational levels. The research focused predominantly on written news media. Future investigations should incorporate television broadcasts, podcasts, social media platforms, visual communication, and multimodal discourse. Additionally, the study examined relatively short-term learning outcomes. Longitudinal research is needed to determine whether students retain critical discourse analysis skills over extended periods. Finally, the research concentrated primarily on political terminology. Future studies could investigate similar linguistic mechanisms within economic reporting, environmental communication, public health campaigns, and international diplomacy.

CONCLUSION AND SUGGESTIONS

This study has demonstrated that political terminology is far more than a neutral means of communication; it functions as a powerful mechanism for constructing public perception and legitimizing political authority. Through the application of Critical Discourse Analysis, students developed the ability to recognize ideological framing, identify euphemistic language, and distinguish between factual information and evaluative discourse.

The comparative analysis of Uzbek and international media revealed that identical political events are often represented through different lexical and semantic choices, resulting in alternative interpretations. These findings confirm that media literacy education should extend beyond fact-checking to include critical examination of language, discourse, and ideology.

The proposed pedagogical framework proved effective in enhancing students' analytical competencies and fostering independent critical thinking. By integrating semantic mapping, comparative media analysis, and discourse interpretation into university curricula, higher education institutions can better prepare students to navigate the complex information environment of the digital age.

Furthermore, the study highlights the growing importance of artificial intelligence as a complementary educational tool. While AI can facilitate the identification of linguistic patterns and framing strategies, human critical reasoning remains indispensable for interpreting cultural context and ideological implications.

In conclusion, strengthening critical media literacy through discourse analysis contributes not only to academic development but also to the formation of informed, responsible, and democratically engaged citizens. Future research should expand this framework by incorporating multimodal media, social networking platforms, and AI-assisted discourse analysis across diverse educational contexts.

References:

1. Chomsky, N. (2002). *Media Control: The Spectacular Achievements of Propaganda*. Seven Stories Press.
2. Fairclough, N. (2013). *Critical Discourse Analysis: The Critical Study of Language* (2nd ed.). Routledge.
3. Foucault, M. (1972). *The Archaeology of Knowledge*. Pantheon Books.
4. Freire, P. (1970). *Pedagogy of the Oppressed*. Continuum.
5. Herman, E. S., & Chomsky, N. (1988). *Manufacturing Consent*. Pantheon Books.
6. Karimov, N. (2024). *Media savodxonligi va siyosiy diskurs: O'zbekiston tajribasi*. Toshkent University Press.
7. Lakoff, G. (2004). *Don't Think of an Elephant!*. Chelsea Green Publishing.
8. Van Dijk, T. A. (2008). *Discourse and Power*. Palgrave Macmillan.
9. Wodak, R. (2021). *The Politics of Fear*. Sage Publications.
10. Musolf, A. (2022). *Political Metaphor Analysis*. Bloomsbury Academic.
11. Biber, D., & Gray, B. (2023). *Discourse Studies and Corpus Linguistics*. Cambridge University Press.
12. UNESCO. (2023). *Media and Information Literacy Curriculum for Educators*. UNESCO Publishing.
13. Council of Europe. (2022). *Digital Citizenship Education Handbook*. Council of Europe Publishing.
14. OECD. (2021). *Digital Education Outlook*. OECD Publishing.

- 
- 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.