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# M AKTABGACHA VA AKTAB TA'LIMI

Pedagogik, psixometodologik va tabiiy fanlarga  
ixtisoslashgan ilmiy jurnal

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# MUNDARIJA

|                                                                                                                          |    |
|--------------------------------------------------------------------------------------------------------------------------|----|
| XXI asr tibbiyot atamashunosligi va unga ta'rif.....                                                                     | 12 |
| <b>Achilov Muzaffar Norquliyevich</b>                                                                                    |    |
| "4K" modeliga asoslangan ta'limda interaktiv metodlar va texnologiyalardan foydalanish usullari .....                    | 15 |
| <b>Boltayeva Hulkar Mardonqul qizi</b>                                                                                   |    |
| Oliy ta'lim muassasalari kafedrası faoliyati samaradorligini oshirishda<br>pedagogik risklarni boshqarish mexanizmi..... | 18 |
| <b>Djalalov Baxromjan Begmurzayevich</b>                                                                                 |    |
| Kichik maktab yoshidagi o'quvchilarda liderlik sifatlarini shakllantirishning pedagogik aspektlari.....                  | 24 |
| <b>Djumayeva Dildora Isroilovna</b>                                                                                      |    |
| Urma zarbli cholg'ular turlari va ularda ijro etish usullari .....                                                       | 27 |
| <b>Egamkulov Oybek Altmishevich</b>                                                                                      |    |
| Umuminsoniy va diniy qadriyatlarni yoshlarimiz ongiga singdirishda dialektikaning roli .....                             | 31 |
| <b>Ergasheva Guzal Maxkamabayevna</b>                                                                                    |    |
| Bo'lg'usi tarbiyachilarda ijtimoiy intellektni shakllantirish zamon talabi.....                                          | 34 |
| <b>Ermatova Gulnoz Pirimovna</b>                                                                                         |    |
| Boshlang'ich ta'lim tarbiya fanida o'yin texnologiyalardan foydalanish metodikasi .....                                  | 37 |
| <b>Farsaxonova Dilafruz Rizaxonovna</b>                                                                                  |    |
| Boshlang'ich sinf o'quvchilarining kreativ qobiliyatlarini rivojlantirish jarayonining yo'nalishlari va usullari ...     | 41 |
| <b>Kulboyeva Dilnoza Abdug'ofurovna</b>                                                                                  |    |
| Kurash sport turiga qiziquvchi ayollarning motivatsiya va o'z-o'zini anglash darajasi.....                               | 44 |
| <b>Mamaraimova Ra'no Usmanovna</b>                                                                                       |    |
| The Teaching of Oral Production in the FFL Classroom: Linguistic and Psychological Difficulties .....                    | 48 |
| <b>Narzulloyeva Dilfuza Bahriddin qizi</b>                                                                               |    |
| Maktabgacha katta yoshdagi bolalarning ijodiy qobiliyatlarini<br>teatrlashtirilgan faoliyat asosida rivojlantirish ..... | 54 |
| <b>Nurmatova Iroda Toxtasinovna</b>                                                                                      |    |
| Maktabgacha ta'lim yo'nalishi talabalarida kasbiy kompetentlikni shakllantirishda<br>pedagogik amaliyotning o'rni.....   | 56 |
| <b>Shamiyeva Manzura Fayzullayevna</b>                                                                                   |    |
| Globallashuv jarayonida o'quvchilarning aksiologik kompetensiyalarini shakllantirish.....                                | 59 |
| <b>Siddikov Baxtiyor Saidkulovich</b>                                                                                    |    |
| 4-sinf o'quvchilariga maqollar ma'nosini tushuntirish usullari .....                                                     | 63 |
| <b>Suvonova Shohida Murodullo qizi</b>                                                                                   |    |
| Kasbiy rivojlanish soatlarining pedagogik va psixologik asoslari.....                                                    | 69 |
| <b>Temirova Rushana Ravshan qizi</b>                                                                                     |    |
| Maktabgacha yoshdagi bolalarda ijtimoiy-hissiy ko'nikmalarni shakllantirish mazmuni .....                                | 73 |
| <b>Teshabayeva Zamira Sobirovna, Abdulatipova Mehribon Qahramon qizi</b>                                                 |    |
| Boshlang'ich sinf tabiiy fan darslarida STEAM yondashuvi va xalqaro baholash dasturlari.....                             | 76 |
| <b>Usmonova Zulfiya Ilxomovna</b>                                                                                        |    |
| Bo'lajak o'qituvchilarda konfliktologik kompetentlikning shaxs sifatlariga aloqadorligi .....                            | 79 |
| <b>Muxammadiyeva Xadicha Karomatovna</b>                                                                                 |    |
| Русская документальная проза как отражение прошлого и настоящего общества .....                                          | 82 |
| <b>Дустова Ирода Шукрулло кизи</b>                                                                                       |    |
| Размышления о возникновении человеческих эмоций .....                                                                    | 86 |
| <b>Умарова Навбахор Шокировна, Зарипова Нигинабону Фахритдиновна</b>                                                     |    |
| Проблемы регулирования терминов в языкознании.....                                                                       | 89 |
| <b>Курбанова Гузаль Абдурахимовна</b>                                                                                    |    |
| Педагогические основы формирования интереса дошкольников<br>к изучению иностранного языка в игровой среде.....           | 93 |
| <b>Курбанова Назира Низомиддиновна</b>                                                                                   |    |
| Механика fanining rivojlanish tarixi.....                                                                                | 97 |
| <b>Esanov Nuriddin Qurbonovich</b>                                                                                       |    |



|                                                                                                                                                   |     |
|---------------------------------------------------------------------------------------------------------------------------------------------------|-----|
| Эффективность использования личностно-ориентированной технологии обучения в учебном процессе.....                                                 | 100 |
| Намозова Манзура Муродовна                                                                                                                        |     |
| O'spirinlik davridagi depressiv holatlarni psixodiagnostika va psixokorreksiya qilish usullari .....                                              | 104 |
| Bannayev Maxamadin Sotvoldiyevich                                                                                                                 |     |
| Talabalarda axborot madaniyatini shakllantirish metodikasi.....                                                                                   | 109 |
| Radjabova Gulnoza Bahromovna                                                                                                                      |     |
| Bo'lajak boshlang'ich sinf o'qituvchilarining madaniy xilma-xillikni inobatga olgan holda ta'lim jarayonini tashkil etish usullari .....          | 113 |
| Saffarova Mohidil Axmadovna                                                                                                                       |     |
| Adabiy til va shevalar o'rtasidagi leksik tafovutlar: kelib chiqish sabablari va rivojlanish xususiyatlari .....                                  | 116 |
| Qurbonova Asal O'tkirovna                                                                                                                         |     |
| Boshlang'ich sinf o'quvchilarini CALP yondashuvi asosida o'qish savodxonligini oshirish .....                                                     | 119 |
| Ahmadjonova Mushtariy Bahodirjon qizi                                                                                                             |     |
| Kreativ qobiliyatlarni rivojlantirishda bo'lajak mutaxassisning kasbiy kompetentligi .....                                                        | 121 |
| Artikova Nodira Shavkat qizi                                                                                                                      |     |
| Yusuf Xos Hojibning axloqiy qarashlarini shakllanishining tarixiy-ijtimoiy omillari .....                                                         | 125 |
| Berdaliyeva S. D.                                                                                                                                 |     |
| Bo'lajak o'qituvchilarning kasbiy madaniyatini shakllantirish prinsiplari.....                                                                    | 128 |
| Ibragimova Shaxnoza Tulqinovna                                                                                                                    |     |
| Boshlang'ich sinflarga matematika o'qitish jarayonida ko'rgazmali qurollardan foydalanib dars samaradorligini oshirish .....                      | 132 |
| Mardonov Eshim Muratovich, Xushvaqto'v Ali Ashurovich, Narzullayeva Muxlisa Rustam qizi                                                           |     |
| Bo'lajak boshlang'ich sinf o'qituvchilarining kasbiy-ijodiy faoliyatini takomillashtirish .....                                                   | 135 |
| Misirova Nodira Tovbayevna, Ergasheva Madina Qahramon qizi                                                                                        |     |
| Maktabgacha ta'lim tashkilotlarida 6-7-yoshli bolalarni maktabga tayyorgarlik monitoringini tashkil etish.....                                    | 139 |
| Ortiqova Gulhayo Erkinboy qizi                                                                                                                    |     |
| -ayotgan bo'lsa shaklining lisoniy xususiyati va uning o'zgarishi.....                                                                            | 142 |
| Safarov Firuz Sulaymonovich                                                                                                                       |     |
| Sharq mutafakkirlarining pedagogik ta'limotlari va qarashlarida tarbiyaning ma'naviy, axloqiy negizlari .....                                     | 145 |
| Xalilov Farhod Furqat o'g'li, Ibodullayeva Dildora Shukrulla qizi                                                                                 |     |
| Anvar Obidjon ijodining tadrijiy takomiliga doir mulohazalar .....                                                                                | 148 |
| Mamatalimov Zafar Mamaraimovich                                                                                                                   |     |
| Patologik fiziologiya fanini o'qitishda it texnologiyalarining o'rni.....                                                                         | 152 |
| Abdirashidova Gulnoza Ablakulovna, Mavlyanova Umida Nematovna, Sobirova Ra'no Tulqin qizi                                                         |     |
| Bo'lajak o'qituvchilarning kognitiv kompetentligini rivojlantirishda motivatsion yondashuvning o'ziga xos jihatlari.....                          | 156 |
| Abdumanopov Muhammadsodiq Muhammadyusuf o'g'li                                                                                                    |     |
| The Role of Mass Media as a Tool in Teaching English Vocabulary to Young Learners .....                                                           | 159 |
| Dadaxonova Dilnavoz Zafarjon kizi                                                                                                                 |     |
| Maktabgacha ta'lim tashkilotlari ta'lim va tarbiya jarayonlarida bolalarning refleksiv faoliyatini rivojlantirish.....                            | 164 |
| Dilorom Xomidova                                                                                                                                  |     |
| Boshlang'ich sinf o'quvchilari tarbiyasida ota-onalar bilan hamkorlikni tashkil etish metodikasi .....                                            | 169 |
| Fayziyeva Madinabonu Sohijon qizi                                                                                                                 |     |
| O'zbek yosh oilalarida nikohning dastlabki yillarida oilaviy nizolarning ijtimoiy-psixologik xususiyatlari .....                                  | 173 |
| Hakimova Nargiza Djavlievna                                                                                                                       |     |
| Tarbiyalanuvchilarni nutq madaniyatiga o'rgatishda tarbiyachi nutqi va unga qo'yiladigan talablar .....                                           | 176 |
| Kazieva Turg'unoy Tursunboevna, Abdullayeva Kamola Erkin qizi                                                                                     |     |
| Ikki tilli o'quv lug'atlari tuzishning lingvodidaktik asoslari (ingliz va o'zbek tillari negizida yaratilgan ikki tilli lug'atlar misolida) ..... | 179 |
| Oqboyeva Zulfiya Bobonazarovna                                                                                                                    |     |
| Boshlang'ich sinf texnologiya darslarida kasbiy kompetensiyalarni shakllantirish metodikasi .....                                                 | 183 |
| Saidova Mohinur Jonpo'latovna, Bo'ronova Nigora Umar qizi                                                                                         |     |
| Modern Opportunities for the Integration of Technologies Into the Media and their Role in Improving the Efficiency of the Media.....              | 187 |
| Salim Doniyorov                                                                                                                                   |     |



|                                                                                                                                                                                                 |     |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
| Chizma geometriya va muhandislik grafikasi darslarida talabalarning mustaqil ta'lim olish ko'nikmasini rivojlantirishda axborot-kommunikatsiya texnologiyalaridan foydalanish .....             | 192 |
| <i>Sheraliyev Sanjarbek Karimberdiyevich</i>                                                                                                                                                    |     |
| Теории и модели выбора брачного партнера .....                                                                                                                                                  | 197 |
| <i>Абдумуталова Мадина Абдумалик кизи</i>                                                                                                                                                       |     |
| Maktabgacha ta'lim muassalarida outsorsingdan foydalanish masalalari .....                                                                                                                      | 203 |
| <i>Kasimova Gulyar Axmatovna</i>                                                                                                                                                                |     |
| Arxitektura fanlarini o'qitishning o'ziga xos xususiyatlari .....                                                                                                                               | 209 |
| <i>Astanov Tolib Muxtarovich</i>                                                                                                                                                                |     |
| Talabalarda tadqiqotchilik qobiliyatlari .....                                                                                                                                                  | 212 |
| <i>Saidakbarova Nigora</i>                                                                                                                                                                      |     |
| Maktabgacha ta'lim tashkiloti va ota-onalar hamkorligini rivojlantirishning ilmiy-nazariy asoslari .....                                                                                        | 216 |
| <i>Tuxliyev Muslim Sherzod o'g'li</i>                                                                                                                                                           |     |
| Искусственный интеллект в смешанном обучении .....                                                                                                                                              | 220 |
| <i>Хикматов Нодир Назимджанович</i>                                                                                                                                                             |     |
| The Literary Translation in English and its Linguistic Issues .....                                                                                                                             | 224 |
| <i>Ravshanova Ziyoda Qahramon qizi, Egamberdiyev Javlonbek Saynabi o'g'li</i>                                                                                                                   |     |
| Boshlang'ich ta'limda o'quvchilarning bilim darajasini oshirishda ilg'or xalqaro pedagogik tajribalarni integratsiyalash: zamonaviy yondashuvlar, metodologiyalar va samaradorlik tahlili ..... | 229 |
| <i>G'afurov Mirzo Ulug'bek Majidovich</i>                                                                                                                                                       |     |
| Leksikologiya va uning nazariy asoslari .....                                                                                                                                                   | 232 |
| <i>G'anibayeva Bayyan Sharipbay qizi</i>                                                                                                                                                        |     |
| Olimpiya ta'limini shaxsga yo'naltirilgan yondashuv asosida tashkil etish .....                                                                                                                 | 236 |
| <i>Qodirov Jurabek Mamatsimonovich</i>                                                                                                                                                          |     |
| Turizmga ta'limni samarali tashkil etishning pedagogik shartlari .....                                                                                                                          | 239 |
| <i>Normurodova Zebo Eshmaxmatovna</i>                                                                                                                                                           |     |
| Autizmning kelib chiqish sabablari va Rett sindromi .....                                                                                                                                       | 243 |
| <i>Xakimova Zulhumor Xakimovna</i>                                                                                                                                                              |     |
| Talabalarda akmeologik pozitsiyani rivojlantirishning dolzarb masalalari .....                                                                                                                  | 246 |
| <i>Xaitov Abdukosim Abdulkim o'g'li</i>                                                                                                                                                         |     |
| Tibbiy ta'lim talabalarini ommaviy sport sog'lomlashtirish jarayoniga tayyorlashda tabaqalashtirilgan jismoniy ta'lim texnologiyasi va shart-sharoitlari .....                                  | 250 |
| <i>Arabbayev Hurshid</i>                                                                                                                                                                        |     |
| Bo'lajak boshlang'ich sinf o'qituvchilarining metodik tayyorgarligini takomillashtirishda raqamli texnologiyalardan foydalanish samaradorligi .....                                             | 255 |
| <i>Eshonqulova Kamola Ibrohimovna</i>                                                                                                                                                           |     |
| Virusli infeksiyalar zamonaviy diagnostikasi va davolash usullarining biologik asoslari .....                                                                                                   | 259 |
| <i>Kaxorova Karomatxon Sovronbayevna</i>                                                                                                                                                        |     |
| Maktabgacha ta'lim yoshidagi bolalar tafakkuri, mantiqiy fikrlarini rivojlantirishda pedagogik o'yinlarning ahamiyati .....                                                                     | 262 |
| <i>Mutalova Dilnoza Abdurashidovna</i>                                                                                                                                                          |     |
| Buyuk ajdodlarimiz merosini o'rganish orqali bo'lajak o'qituvchilarni pedagogik kasbga ijodiy munosabatini tarbiyalash .....                                                                    | 265 |
| <i>Nishonova Shohista Boymatovna</i>                                                                                                                                                            |     |
| Pedagogik jamoani rivojlantirish va motivatsiyalashning zamonaviy strategiyalari .....                                                                                                          | 268 |
| <i>Pardayeva Yulduz Muradullayevna</i>                                                                                                                                                          |     |
| 15-16 yoshli voleybolchi qizlarning jismoniy rivojlanishining yoshga bog'liq xususiyatlari .....                                                                                                | 272 |
| <i>Po'latova Shahnoza Ikrom qizi</i>                                                                                                                                                            |     |
| Umumta'lim maktablarida informatika fanini o'qitishda sun'iy intellektdan foydalanishning pedagogik imkoniyatlari .....                                                                         | 276 |
| <i>Raxmonov Baxtiyor Azzamovich</i>                                                                                                                                                             |     |
| Ingliz tili darslarida sun'iy intellekt texnologiyalarining o'quvchilarning til ko'nikmalariga ta'siri .....                                                                                    | 279 |
| <i>Shoisyayeva Dilxumora Shojalil qizi</i>                                                                                                                                                      |     |
| Abu Ali ibn Sinoning matematika fanida qoldirgan merosi .....                                                                                                                                   | 283 |
| <i>Toshboyeva Nargiza Yo'ldashevna, Tursunova Nigora Ulug'bek qizi</i>                                                                                                                          |     |
| Aksiologik madaniyatni rivojlantirishning pedagogik ahamiyati .....                                                                                                                             | 286 |
| <i>Yo'ldoshev Farhodjon Baxtiyor o'g'li</i>                                                                                                                                                     |     |



|                                                                                                                                                                      |     |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
| Научные основы формирования навыков сотрудничества<br>у детей дошкольного возраста посредством квест-игр.....                                                        | 290 |
| Джамилова Наргиза Нуритдиновна, Мухаммадиева Фарангиз                                                                                                                |     |
| Теоретические основы формирования международной компетенции обучающихся.....                                                                                         | 294 |
| Миркомиллова Шахзода Асрор кизи                                                                                                                                      |     |
| Boshlang'ich sinflar matematika darslarida kombinatorikaga oid masalalar .....                                                                                       | 300 |
| Roziqova Farizoda Ruyiddin qizi, Berdiyev Bahodir Ravshanovich                                                                                                       |     |
| pedagogik kompetentlikning ilmiy-nazariy asoslari.....                                                                                                               | 305 |
| Eshbekova Dilnoza Ibraimovna                                                                                                                                         |     |
| Murakkab sintaktik qurilmalar va ularning matndagi paradigmatic o'rni .....                                                                                          | 308 |
| Turdiyeva Nilufar Anvarovna                                                                                                                                          |     |
| Bo'lajak tarbiyachilarning kommunikativ qobiliyatlarini rivojlantirish .....                                                                                         | 311 |
| Panjiyeva Shahlo Zulfixor qizi                                                                                                                                       |     |
| Kichik maktab yoshidagi zaif eshituvchi o'quvchilarning dialogik nutqining xususiyatlari.....                                                                        | 314 |
| Qodirova Mahzuna Shamshidin qizi                                                                                                                                     |     |
| Chizma geometriya va muhandislik grafikasi fanidan talabalar mustaqil o'rganish jarayoni .....                                                                       | 320 |
| Sheraliyev Sanjarbek Karimberdiyevich                                                                                                                                |     |
| A System of Exercises Aimed at Developing Linguocognitive Competence in Future Psychologists .....                                                                   | 324 |
| Allamuratov Gafur Ashurovich                                                                                                                                         |     |
| Boshlang'ich 4-sinf o'quvchilarini sinfdan tashqari mashg'ulotlarda<br>jismoniy qobiliyatlarini shakllantirish va rivojlantirish omillari – natijalar misolida ..... | 327 |
| Asqarov Ahliddin Alisher o'g'li                                                                                                                                      |     |
| Nutqi to'liq rivojlanmagan bolalarning monologik nutqini o'rganishning ilmiy asoslari.....                                                                           | 332 |
| Egamberdiyeva Shahnoza Akbar qizi                                                                                                                                    |     |
| Tog'ay Murod asarlarida umuminsoniy va milliy qadriyatlar talqini .....                                                                                              | 335 |
| G'aybullayev Boburmirzo                                                                                                                                              |     |
| Maktabgacha yoshdagi nutq nuqsoniga ega bolalar bilan korreksion ish tamoyillari .....                                                                               | 338 |
| Ikramova Dilafruz Furqat qizi                                                                                                                                        |     |
| Rahbarlik personaliga kadrlar tayyorlab berishning psixologik omillari .....                                                                                         | 341 |
| Karimjanova Yoqutxon Urinbaevna                                                                                                                                      |     |
| Integration of Modern Technologies in Teaching English .....                                                                                                         | 344 |
| Dautova Makhbuba Normamatovna                                                                                                                                        |     |
| Effective Teaching Methods for Enhancing Topic Vocabulary Acquisition in School Learners .....                                                                       | 347 |
| Absamadova Munira Isroilovna                                                                                                                                         |     |
| Maktabgacha ta'lim yoshidagi bolalar tafakkuri, mantiqiy fikrlarini rivojlantirishda<br>pedagogik o'yinlarning ahamiyati .....                                       | 352 |
| Mutalova Dilnoza Abdurashidovna                                                                                                                                      |     |
| Bo'lajak harbiy ta'lim o'qituvchilarini o'qitishda ta'lim texnologiyalarini qo'llashning nazariy asoslari.....                                                       | 355 |
| Xolmonov Mansur Narzulloyevich                                                                                                                                       |     |
| Imperativ algoritmik tafakkurni rivojlantirishning kognitiv xususiyatlari.....                                                                                       | 358 |
| Xushvaqtov Umar Norqobilovich                                                                                                                                        |     |
| Perefrazalarni o'rganish jarayonidagi ilmiy yondashuvlar va ularning xususiyatlari .....                                                                             | 363 |
| Yuldasheva Dilnoza Bekmurodovna                                                                                                                                      |     |
| Интеграция русского языка в экономическое образование: значение и перспективы .....                                                                                  | 366 |
| Адилова Солиа Адиловна, Нуридинов Бехруз Акбар угли                                                                                                                  |     |
| Ta'lim jarayonida interfaol ta'lim texnologiyalaridan foydalanish .....                                                                                              | 369 |
| Abdullayeva Zilola Baxtiyor qizi                                                                                                                                     |     |
| Hikoya matni ustida ishlashda PIRLS topshiriqlaridan foydalanish .....                                                                                               | 372 |
| Bayzakova Malika Abdukayumovna                                                                                                                                       |     |
| Fanlararo aloqadorlik asosida maktab fizika kursini o'qitish jarayoni .....                                                                                          | 376 |
| Boyuturayeva Gulbahor Kamoliddin qizi                                                                                                                                |     |
| Janubiy Koreya ta'lim tizimidagi yutuqlarini o'rganish va ularning yutuqli tajribalarini<br>O'zbekistonda tatbiq qilish.....                                         | 380 |
| Nosirova Shaxrizoda Akram qizi                                                                                                                                       |     |
| Sharq allomalarining qarashlarida bo'lajak o'qituvchilarni ma'naviy-estetik rivojlantirish masalalari.....                                                           | 384 |
| Otaboboyeva Umida Ilhomovna                                                                                                                                          |     |

|                                                                                                                                                        |     |
|--------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
| Developing English Writing Skills Through Technology and Self-Regulation<br>in Differentiated Instruction in Uzbekistan .....                          | 388 |
| <a href="#">Selimova Gulsana</a>                                                                                                                       |     |
| Boshlang'ich sinf o'quvchilarini estetik tarbiyalashning mavjud holati .....                                                                           | 393 |
| <a href="#">Temirova Matluba Karim qizi</a>                                                                                                            |     |
| Ona tili fanini o'qitishda shaxsga yo'naltirilgan ta'lim jarayonlarini loyihalashtirish .....                                                          | 397 |
| <a href="#">Taylakova Dilnoza Norbekovna</a>                                                                                                           |     |
| badiiy diskurs va badiiy matn dixotomiyasi .....                                                                                                       | 400 |
| <a href="#">Ubaydullayeva Dilafruz Fazliddinova</a>                                                                                                    |     |
| Boshlang'ich sinf o'quvchilarining bilim olishida fonetik mashqlarning o'rni .....                                                                     | 403 |
| <a href="#">Zokirov Javohir G'aybullo o'g'li</a>                                                                                                       |     |
| Методологические подходы к развитию творческого интеллекта<br>у студентов педагогических специальностей .....                                          | 407 |
| <a href="#">Анварова Хуснора Давронбек кизи</a>                                                                                                        |     |
| Международный опыт подготовки педагогических кадров .....                                                                                              | 410 |
| <a href="#">Исманова Гульнора Гафуровна</a>                                                                                                            |     |
| Yo'lovchi transport vositalari haydovchilarining professional yutuqlarida shaxsiy fazilatlarining ta'siri .....                                        | 416 |
| <a href="#">Bazarov Naufal Kaxramonovich</a>                                                                                                           |     |
| Boshlang'ich ta'limda badiiy asarlarni o'rgatishning o'ziga xos xususiyatlari .....                                                                    | 419 |
| <a href="#">Abdullayeva Feruza Nurillayevna</a>                                                                                                        |     |
| The Importance of Book Trailer Technology in the Educational Process .....                                                                             | 422 |
| <a href="#">K. A. Mamatkulova, Munisa Khodjayeva</a>                                                                                                   |     |
| Maktabgacha yoshdagi bolalarda badiiy-estetik tarbiyani rivojlantirishning<br>pedagogik tajriba-sinov ishlarini tashkil etish .....                    | 425 |
| <a href="#">Umarova Gulshod Abdujabbarovna</a>                                                                                                         |     |
| Kulolchilik san'atining bosqichlari va bezak uslublarining zamonaviy rivoji .....                                                                      | 431 |
| <a href="#">Mannonova Maftuna Shukrillo qizi</a>                                                                                                       |     |
| Yoshlarda faol fuqarolikni shakllantirishning tuzilmaviy-protsessual modeli .....                                                                      | 434 |
| <a href="#">Xabibulla Muratov Abduqodirovich</a>                                                                                                       |     |
| Yoshlarda faol fuqarolikni shakllantirishning tuzilmaviy-protsessual modeli .....                                                                      | 434 |
| <a href="#">Xabibulla Muratov Abduqodirovich</a>                                                                                                       |     |
| Jismoniy tarbiya o'qituvchilarining pedagogik mahoratini takomillashtirish omillari .....                                                              | 440 |
| <a href="#">Abdumannotov Abdumajid Matayevich</a>                                                                                                      |     |
| O'qituvchilarda innovatsion faoliyatni rivojlantirish uchun yangi motivatsion yondashuvlar .....                                                       | 443 |
| <a href="#">Egamberdiyev Farxod Botirovich</a>                                                                                                         |     |
| Bolalarda xotira va diqqatni rivojlantirish .....                                                                                                      | 447 |
| <a href="#">Fayziyeva Nodira Sobirovna, Turobova Munira Tolibjon qizi</a>                                                                              |     |
| Kichik maktab yoshidagi bolalarda qo'rquv holatining psixologik xususiyatlari .....                                                                    | 451 |
| <a href="#">Gaziyeva Nigora Shamsiddinovna, Gazibekova Gulavza Ergashevna</a>                                                                          |     |
| O'zbekistonning janubiy tumanlarida o'suvchi sholi parazit nematodalar mavzusida talabalarning<br>tadqiqotchilik kompetensiyasini rivojlantirish ..... | 455 |
| <a href="#">Haydarova Pardaxol Boboqulovna</a>                                                                                                         |     |
| Boshlang'ich sinf o'qish savodxonligi darslarida PIRLS topshiriqlarining ahamiyati .....                                                               | 459 |
| <a href="#">Jo'rayeva Nargiza O'ktamovna, Toshpo'latova Ruxshona Alisher qizi</a>                                                                      |     |
| Talabalarda fonetik ko'nikmalarni shakllantirishning didaktik<br>ta'minotini takomillashtirish (nemis tili misolida) .....                             | 462 |
| <a href="#">Kiyamova Maxbuba Sultanovna</a>                                                                                                            |     |
| Loyiha faoliyati talabalarning kognitiv faolligini oshirish vositasi sifatida .....                                                                    | 466 |
| <a href="#">Otepbergenov Jetkerbay Sakbergenovich</a>                                                                                                  |     |
| Bolaning axloqiy intellektini shakllantirishda otaning roli .....                                                                                      | 470 |
| <a href="#">Qayimova Maftuna Tursunovna</a>                                                                                                            |     |
| Boshlang'ich sinf ona tili darslarida lingvistik mashqlarning o'rni va ahamiyati .....                                                                 | 474 |
| <a href="#">Shodiyeva Mehribon Amin qizi</a>                                                                                                           |     |
| Boshlang'ich sinflarda matematika o'qitishda mental arifmetikaning o'rni .....                                                                         | 477 |
| <a href="#">Sulaymonova Nigora Olimjon qizi</a>                                                                                                        |     |
| Yuguruvchilarning yillik tayyorgarlik jarayonlarini tashkil etishning pedagogik asoslari .....                                                         | 481 |
| <a href="#">Tagayev R. M.</a>                                                                                                                          |     |





|                                                                                                                                                                        |     |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
| Boshlang'ich sinflarda mantiqiy masalalarni o'rgatishdagi yangi yondashuvlar va metodlar .....                                                                         | 487 |
| <i>Tursunova Nigora Ulug'bek qizi, Xoshimova Husnidabonu Nozimjon qizi</i>                                                                                             |     |
| Ingliz tilini o'rgatishda interaktiv o'qitish texnologiyalarini takomillashtirishning pedagogik shart-sharoitlari .....                                                | 492 |
| <i>Yuldasheva Umidaxon Maxmudovna</i>                                                                                                                                  |     |
| Muammolarni hal qilishda qo'llaniladigan usullar .....                                                                                                                 | 495 |
| <i>Abdullayeva Saodat Mengbayevna</i>                                                                                                                                  |     |
| Подходы изучения криминогенного климата в обществе и его социально-психологические аспекты .....                                                                       | 498 |
| <i>Абдуллажанова Дилнозахон Султанбековна</i>                                                                                                                          |     |
| Jinsiy identifikatsiya masalalarini o'rganishda gender farqlar .....                                                                                                   | 502 |
| <i>Murodov Mashrab Yoqub o'g'li</i>                                                                                                                                    |     |
| Raqamli texnologiyalarning boshlang'ich ta'lim tizimidagi afzalliklari .....                                                                                           | 505 |
| <i>Husenova Aziza Sharipovna, Mardonova Ismigul Dilshod qizi</i>                                                                                                       |     |
| Boshlang'ich sinf o'quvchilarining og'zaki nutq va fikrlash faoliyatini rivojlantirish texnologiyalari .....                                                           | 509 |
| <i>Mamadalieva Nilufar Bahodirovna</i>                                                                                                                                 |     |
| "Nafas olish sistemasi" mavzusi bo'yicha o'quvchilarning o'zlashtirish darajasini nostandart topshiriqlar orqali baholash .....                                        | 513 |
| <i>Zayniyev Suxrobjon Islombek o'g'li, Jalilov Doston Komil o'g'li</i>                                                                                                 |     |
| Iqtidorli bolalar bilan ishlashda individuallashtirilgan ta'lim texnologiyalaridan foydalanish .....                                                                   | 519 |
| <i>Norbutayeva Muxabbat Rustam qizi</i>                                                                                                                                |     |
| Inklyuziv ta'lim va uni oliy ta'lim muassasalarida joriy etish xususiyatlari .....                                                                                     | 523 |
| <i>Akbarova Sayyora Shuxratovna, Akbarova Kamola Abdujabbor qizi</i>                                                                                                   |     |
| Ta'lim sohasida strategik rejalashtirish .....                                                                                                                         | 529 |
| <i>Mansurov Farrux Najmitdinovich</i>                                                                                                                                  |     |
| Ta'lim tizimi sifatini oshirishda timss va egma kabi xalqaro tadqiqotlarning roli .....                                                                                | 533 |
| <i>Abdullayeva Feruza Nurilloyevna, Mizrobova Mohigul Muhammadjon qizi</i>                                                                                             |     |
| Boshlang'ich ta'limni ijodiy tashkil etishda divergent tafakkurning ahamiyati .....                                                                                    | 537 |
| <i>Adizova Nigora Baxtiyorovna</i>                                                                                                                                     |     |
| "Sog'inch masofasi" – masofa tanlamasi tuyg'ular to'plami .....                                                                                                        | 541 |
| <i>Bekposhsha Rahimova, Muyiba Otamuratova</i>                                                                                                                         |     |
| Qalblarga qo'ngan she'riyat yoxud "vaqt ushoqlari" haqida so'z .....                                                                                                   | 543 |
| <i>Bekposhsha Rahimova, Hikmat Yusupov</i>                                                                                                                             |     |
| Project-Based Explaining in Economic Studies .....                                                                                                                     | 547 |
| <i>Hojiyeva Iroda</i>                                                                                                                                                  |     |
| Chet tili darslarida madaniyatlararo muloqot kompetensiyasini rivojlantirishning nazariy hamda amaliy natijalari .....                                                 | 550 |
| <i>Muzaffarova Nodira Mardonovna</i>                                                                                                                                   |     |
| Oliy ta'lim muassasalarining moliyaviy faoliyatini strategik boshqarishning o'ziga xos xususiyatlari .....                                                             | 554 |
| <i>Ochilova Gulnoza Odilovna, Qodirov Abdulaziz Rahmandjonovich</i>                                                                                                    |     |
| Boshlang'ich sinf matematika darslarida o'quvchilarni mantiqiy fikrlashga o'rgatish yo'llari .....                                                                     | 559 |
| <i>Qoraboyeva Nargiza, Abdulazizov Shahzodbek</i>                                                                                                                      |     |
| Ta'lim sifatini oshirishda innovatsion korporativ hamkorlikni rivojlantirish muammolari va istiqbollari .....                                                          | 563 |
| <i>Ochilova Gulnoza Odilovna</i>                                                                                                                                       |     |
| Zamonaviy shaxsni voyaga yetkazishda nafosat tarbiyasining ahamiyati .....                                                                                             | 569 |
| <i>Xudayberdiyeva Xuriyat Karimberdiyevna</i>                                                                                                                          |     |
| Talabalarda millatlararo muloqot madaniyatini rivojlantirishning o'ziga xos xususiyatlari .....                                                                        | 573 |
| <i>Nargiza Karimova Mamatkadirovna</i>                                                                                                                                 |     |
| Constant Changes in Educational Environments and the Continuous Advancement of Teachers' Media Literacy in the Information Age .....                                   | 577 |
| <i>Khujaniyazova Guzal Yuldashevna</i>                                                                                                                                 |     |
| Роль интегративного подхода в преподавании родного языка в начальном образовании .....                                                                                 | 581 |
| <i>Авазова Муштарий Алишеровна</i>                                                                                                                                     |     |
| Shaxsga yo'naltirilgan ta'lim turlari va texnologiyalari .....                                                                                                         | 585 |
| <i>Boychayeva Sharifa Saidkulovna</i>                                                                                                                                  |     |
| The Role of Artificial Intelligence in Integrating Pedagogical Opportunities for Developing Social Activity of Future Preschool Education Organization Educators ..... | 588 |
| <i>Xabibullayeva Shaxlo Ulmesovna</i>                                                                                                                                  |     |

|                                                                                                                                 |     |
|---------------------------------------------------------------------------------------------------------------------------------|-----|
| Uzluksiz kasbiy ta'limda tizimli yondashuv asosida ilmiy-ta'limiy potensialini shakllantirish yo'llari .....                    | 592 |
| <b>Saidova Zarifa Uskanboy qizi</b>                                                                                             |     |
| Muloqot kompetensiyalarini rivojlantirishda pirls metodologiyasining psixolingvistik asoslari .....                             | 595 |
| <b>Choriyeva Valida Abdug'ani qizi</b>                                                                                          |     |
| Boshlang'ich sinf o'quvchilarining intellektual qobiliyatlarini rivojlantirishda ona tili darslarining ahamiyati .....          | 598 |
| <b>Go'zalxon O'sarova Rasuljon qizi</b>                                                                                         |     |
| Maktabgacha ta'limda ma'naviy tarbiyani amalga oshirishning dolzarbligi .....                                                   | 601 |
| <b>Matchanov Bekpo'lat Omanbayevich</b>                                                                                         |     |
| Talabalarni milliy kontent asosida o'qitishning ilmiy nazariy asoslari.....                                                     | 604 |
| <b>Mirzaakbarov Abdurasul Mirzaakbarovich</b>                                                                                   |     |
| Tashkilotda xodim temperamenti va uning ish faoliyatiga ta'siri .....                                                           | 607 |
| <b>Otanazarova Muhayyo Uktamovna</b>                                                                                            |     |
| Virtual ta'limda pedagog shaxsning shakllanishi .....                                                                           | 611 |
| <b>Sayitova Umida Hikmatillo qizi</b>                                                                                           |     |
| Maktab o'quvchilarida barqaror rivojlanish maqsadlarini shakllantirishda 5E modelidan foydalanish.....                          | 615 |
| <b>Toyirova Maxmuda Mamatovna</b>                                                                                               |     |
| Maktabgacha ta'lim tashkilotlarida axborot kommunikatsion<br>texnologiyalardan foydalanishning samaradorligi.....               | 620 |
| <b>Tuychiyeva Zulfizar Boxodir qizi</b>                                                                                         |     |
| Bo'lajak o'qituvchilarda kasbiy kompetensiyani rivojlantirish asosida<br>pedagogik mas'uliyatni shakllantirish metodikasi ..... | 623 |
| <b>Umarov Azizbek G'ayratbek o'g'li</b>                                                                                         |     |
| Механизмы формирования характера трудолюбия в младшем школьном возрасте .....                                                   | 626 |
| <b>Зийяев Амаль Толибович</b>                                                                                                   |     |
| Fikrlashning makrokognitiv ko'rsatkichlari .....                                                                                | 630 |
| <b>Omonova Muxlisa Do'snazar qizi</b>                                                                                           |     |
| Возможности мультимодального подхода в реализации арт-педагогики.....                                                           | 633 |
| <b>Турсунова Эльмира Улугбековна, Рузметова Хилола Абдушариповна</b>                                                            |     |
| "Turkiy guliston yoxud axloq" asarining og'zaki va yozma nutqni rivojlantirishdagi ahamiyati.....                               | 636 |
| <b>Abrorxonova Kamolaxon Abrorxon qizi, Rajabova Sarvinov Shovkatjon qizi</b>                                                   |     |
| Talabalarni o'z mehnati samarasini ko'rish orqali motivatsiyasini oshirish usullari .....                                       | 640 |
| <b>Abdullajonova Dildora Rustamjonovna</b>                                                                                      |     |
| Sun'iy intellekt yordamida kiberhujumlarni aniqlash va oldini olishning zamonaviy usullari.....                                 | 644 |
| <b>Asatova Shaxrizoda Rustam qizi</b>                                                                                           |     |
| Pedagoglarda kasbiy stressning psixoemotsional holatlari .....                                                                  | 648 |
| <b>Axmedova Dildora Maxmudovna</b>                                                                                              |     |
| Tog'ay Murod qissalarining ba'zi bir til xususiyatlari .....                                                                    | 653 |
| <b>Kobilov Nomoz O'rolovich</b>                                                                                                 |     |
| Suzish ixtisosligidagi talabalarni suvda va quruqlikda mashg'ulotlarini tashkil etish uslubi.....                               | 657 |
| <b>Nosirov Sardor</b>                                                                                                           |     |
| Maktabgacha yoshdagi bolalarda kommunikativ ko'nikmalarni rivojlantirishning<br>ijtimoiy-psixologik ahamiyati .....             | 661 |
| <b>Otabek Abduraxmonov</b>                                                                                                      |     |
| The Role of English as a Global Lingua Franca in Education and Business .....                                                   | 664 |
| <b>Ziyoda Qahramon kizi Ravshanova</b>                                                                                          |     |
| Boshlang'ich sinf o'qituvchilarida kasbiy deformatsiyani shakllantiruvchi ijtimoiy-psixologik omillar .....                     | 667 |
| <b>To'lanova Mahliyo Muratali qizi</b>                                                                                          |     |
| Atrof-olam bilan tanishtirishga oid eng ilg'or yondashuvlar .....                                                               | 671 |
| <b>Tursunboyeva Zuxra Umid qizi</b>                                                                                             |     |
| Роль коммерческих банков как субъектов рыночной экономики для Республики Узбекистан .....                                       | 675 |
| <b>Комилова Мукаррам Кобилжоновна, Махмудова Райхона, Туркменбаев Саламат, Уринбоева Дурдона</b>                                |     |
| O'quvchi zehning kognitiv jarayonlar ta'sirida yuzaga chiqish omillari.....                                                     | 678 |
| <b>L. S. Tursunov</b>                                                                                                           |     |
| Immersiv texnologiyalar asosida virtual ta'limni tashkil etishning nazariy asoslari.....                                        | 681 |
| <b>Istamova Dilnoza Norboyevna</b>                                                                                              |     |
| Til ta'limida test sifatini baholashning ilmiy-nazariy asoslari.....                                                            | 686 |
| <b>Kamoliddinova Nargiza</b>                                                                                                    |     |



|                                                                                                                                             |     |
|---------------------------------------------------------------------------------------------------------------------------------------------|-----|
| Zamonaviy jamiyatda shaxs infantilizmining namoyon bo'lish shakllari<br>va uning ijtimoiy-psixologik sabablari .....                        | 691 |
| <b>Po'latov Uyg'un, Holmatov Mansur</b>                                                                                                     |     |
| Mediadiskurs va uning lingvistik xususiyatlari .....                                                                                        | 695 |
| <b>Sharipova Saboxon Abdillajonovna</b>                                                                                                     |     |
| Klinik farmakologiya fanida talabalarning farmakompetentligini<br>rivojlantirish metodikasini takomillashtirish .....                       | 699 |
| <b>Sobirjonov Islombek Tavakkaljon o'g'li, D. T. Samatov</b>                                                                                |     |
| Psychology of Sport in the Life of an Athlete .....                                                                                         | 701 |
| <b>Tokhirova Shokhsanam Farxod kizi</b>                                                                                                     |     |
| Boshqotirmalar va o'yin mexanikalarining ta'limda integratsiyasi: innovatsion yondashuvlar .....                                            | 705 |
| <b>Turabova Soxibjamol Talatovna</b>                                                                                                        |     |
| Boshlang'ich sinf o'quvchilarining ingliz tilida gapirish ko'nikmasini<br>rivojlantirishda mavzuga asoslangan yondashuvning ahamiyati ..... | 708 |
| <b>Xamrayeva Gulchexra Ibraximovna</b>                                                                                                      |     |



# PSYCHOLOGY OF SPORT IN THE LIFE OF AN ATHLETE

Tokhirova Shokhsanam Farxod kizi

Master's degree, lecturer at Tashkent state pedagogical university  
named after Nizami

**Abstract:** This article is devoted to the examination of the concept of sports psychology as both a science and an academic discipline applied in the practice of working with athletes across various sports. It focuses on fostering and shaping specific qualities and skills in athletes to help them achieve high performance. The article also explores psychological behaviors and patterns observed in individual sports groups, as well as in the athlete as a distinct personality. The author analyzes the negative mental states that may arise in athletes during their professional careers and discusses effective methods for managing these conditions.

**Key words:** sports psychology, athletes, psychological preparation, mental state, volitional regulation.

**Annotatsiya:** Ushbu maqola sport psixologiyasi tushunchasini ilmiy fan va akademik fan sohasi sifatida ko'rib chiqadi. U sportning turli yo'nalishlarida sportchilar bilan ishlash amaliyotida qo'llaniladi. Maqolada sportchilarda yuqori natijalarga erishish uchun zarur bo'lgan muayyan fazilat va ko'nikmalarni shakllantirish va rivojlantirish masalalari yoritilgan. Shuningdek, sport guruhlaridagi va sportchining o'zi shaxs sifatidagi psixologik xatti-harakatlari va ularning qonuniyatlari tahlil etiladi. Muallif sportchilar faoliyati davomida yuzaga keladigan salbiy ruhiy holatlarni hamda ularni bartaraf etish usullarini ko'rib chiqadi.

**Kalit so'zlar:** sport psixologiyasi, sportchilar, psixologik tayyorgarlik, ruhiy holat, irodaviy boshqaruv.

**Аннотация:** В статье рассматривается спортивная психология как наука и учебная дисциплина, применяемая на практике при работе с спортсменами в различных видах спорта. Особое внимание уделяется формированию и развитию у спортсменов определённых качеств и навыков, необходимых для достижения высоких результатов. Также анализируются особенности психологического поведения и закономерности в отдельных спортивных группах, а также у самого спортсмена как личности. Автор рассматривает негативные психические состояния, возникающие у спортсменов в процессе их профессиональной деятельности, и предлагает методы их преодоления.

**Ключевые слова:** спортивная психология, спортсмены, психологическая подготовка, психическое состояние, волевая регуляция.

## INTRODUCTION

The relevance of the topic lies in the fact that sports psychology is one of the youngest branches of psychological science. The emergence of this field is necessitated by the unique conditions of sports activities, including the pursuit of maximum achievements, competitive drive (the desire to win), and the experience of intense – and sometimes extreme – physical and mental stress.

## LITERATURE REVIEW

The purpose of the work is to study the psychology of sports and its impact on athletes. The tasks of our study are as follows: to analyze the impact of negative mental states on the performance of athletes; to assess the relevance of studying sports psychology in modern times; to identify methods of volitional regulation that do not negatively impact the athlete. Sports psychology is a science that studies the psychological states and behavioral patterns of an athlete during professional sports activities and training. It also examines the formation of the athlete's personality, including the development of methods for volitional resistance against negative mental states.

The field of sports psychology also covers relationship systems such as “athlete–athlete” and “coach–athlete”. The object of sports psychology is the athlete – an individual engaged in any form of sport; the subject



is the patterns of the psyche of an individual athlete. The goal of mastering the academic discipline “Sports Psychology” is to develop students’ understanding of the potential for psychological support and assistance in sports activities, and the possibilities for individual counseling for athletes at various levels (initial training groups, educational and training groups, performance enhancement and elite sports mastery). One of the key factors ensuring the effectiveness of the training process is the level of mental stress.

The mechanisms of activation are complex, yet fundamentally based on emotional-volitional regulation. Emotional regulation is triggered by a strong desire to achieve high performance or under intense emotional experiences, such as fear. Emotions often automatically and unconsciously unlock hidden resources for the athlete. In extraordinary emotional states, intense mental stress emerges, overcoming natural limitations. As a result, the reserve capabilities of the body are revealed and utilized in performance. Volitional regulation refers to the conscious effort to mobilize all physical and mental resources aimed at improving performance. It is based not only on desire, but also on a strong sense of duty and the deep understanding of the need to overcome personal limitations to achieve goals. Mental stress, which accompanies all productive activities, arises during both training and competition, though it differs in nature.

Training-related stress is associated primarily with the process itself and the need to manage increasing physical demands. In contrast, competition-induced stress stems from the pressure of achieving a specific result under extreme conditions. Prolonged high-level stress – especially during monotonous training – can negatively affect athletes. Empirical data from the Volitional Self-Control (VSC) test-questionnaire developed by E. V. Eidman revealed that among extreme sports participants: 84% demonstrated a moderate level of volitional self-control (which is considered the norm); 8% exhibited low levels; 8% showed high levels. Based on this, we can conclude that most athletes possess a moderate level of self-control. However, every athlete – especially those involved in extreme sports – should undergo psychological preparation prior to major competitions. This includes addressing the negative effects of stress and anxiety, as well as critically evaluating their own psychological readiness. To achieve high performance and skill enhancement, athletes must systematically develop the necessary psychological and physical fitness through organizational, longitudinal, empirical, and comparative methods.

## RESEARCH METHODOLOGY

The methods used in sports psychology to study the psychological characteristics of athletes, coaches, and sports teams are largely the same as those applied in general psychology. These methods are typically divided into four categories: organizational, empirical, and quantitative-qualitative analysis.

Organizational methods determine the strategy of the study and include both comparative (including cross-sectional or age-comparative methods) and longitudinal approaches.

The comparative method is used to examine the psychological states and differences among athletes involved in various sports. This includes athletes of different genders, qualifications, and characteristics of the training process, as well as other influencing factors.

The longitudinal method enables the analysis of psychological and psychomotor states of individual athletes or groups over time, particularly during training. It is important to note that such studies are conducted over an extended period.

Empirical methods are diverse and include objective observation, self-observation, experimental methods, and psychodiagnostics.

Training is also considered a method, as it is inherently connected with the education and development of the athlete’s moral and volitional qualities—such as willpower, the desire to win, goal orientation, self-control, persistence, resilience in facing difficulties, determination, courage, self-confidence, and the ability to exert volitional efforts to overcome obstacles and maintain discipline.

These volitional qualities are not developed as abstract traits but emerge from the specific conditions of sports activity.

In the current era—marked by the increasing professionalization of elite sports and the revival of mass and youth sports—the study of the psychological foundations of volitional development, and the psychological preparation of athletes in various disciplines, taking into account their individual characteristics and sports specialization, is an essential area of scientific inquiry.

## ANALYSIS AND RESULTS

In order to avoid negative psychological stress, it is advisable for athletes to know the basics of sports training, as well as to study and master the main types of physical activity. An athlete must independently or with the help of a specially trained coach choose the intensity, variety, and volume of physical exercises to be performed. Also, athletes and their coaches must take into account that rest is an integral part of sports training,





since excessively prolonged physical activity inevitably leads to physical fatigue, and what is most dangerous – to psychological fatigue.

In this case, the athlete, in sports terminology, “burns out.” It is the consistent and systematic alternation of all the above characteristics of sports activity that subsequently affects the physical fitness (agility, speed, strength, endurance) of people involved in sports. According to Yu. V. Baykovsky, author of the book “Fundamentals of Sports Training”, there are general and special physical training types for athletes. [General physical training of an athlete is aimed at the comprehensive development of physical qualities. This type of training is especially important in the early stages of athletic development, as it allows for a significant increase in the overall level of the body’s functional capabilities.] It is this type of physical training that physical education teachers in schools and universities typically provide in order to develop all the above qualities in each individual. Therefore, we can say that the goal of competent physical training is to avoid overload, which in turn helps the athlete protect themselves from serious physical injuries – ranging from muscle and ligament strains to disability and other sport-related conditions – which can lead to anxiety, stress, depression, and ultimately, failure in sports. Special physical training of an athlete is aimed at developing physical abilities specific to the chosen sport, focusing on achieving the highest possible level of performance. From this passage, we can conclude that a person who has chosen a certain sport as a profession must thoroughly study the specifics of both physical and emotional training.

Professional athletes are exposed to psychological stress daily, related to competitive pressure, unfair judging, or adverse weather conditions. To help the athlete cope with such factors, the coach must continuously motivate them, emphasize their uniqueness, offer support, and provide emotional comfort in the face of failure – because athletes, like all people in society, are susceptible to emotions. Today, there are various methods to assess an athlete’s emotional state. One of these is the M. Luscher test, which involves a survey using eight colored cards. Based on the results, it is possible to assess whether the athlete struggles with overcoming physical stress and exerting willpower, whether they are in a pathological emotional state, or whether their body requires longer recovery periods after intensive training. The gender of the athlete plays an important role in sports psychology. Many studies have focused on gender differences in sports, but one fact remains consistent across cultures, countries, time periods, and even social status and wealth – from birth, the upbringing of boys and girls differs significantly.

Boys are usually allowed and encouraged to explore the physical world. Their upbringing is linked to messages such as: be stronger, be braver, be more courageous. Girls, in contrast, are raised in a different atmosphere. Physical accomplishments are generally not expected from them. They are viewed as assistants to their mothers or grandmothers, taught skills aligned with that role, and guided with messages like: don’t hurt yourself, don’t get dirty or tear your dress, stay close and don’t wander far. Thus, from childhood, boys tend to receive more physical training opportunities and are psychologically inclined toward more extreme activities.

They are socially more independent in seeking and choosing physical activity, and therefore, often more prepared for sports. The modern world is changing rapidly before our eyes. What seemed unimaginable ten years ago has now become an integral part of our everyday lives. This applies to nearly all aspects of our existence. Sports, physical education, and healthy lifestyles are also evolving significantly. This did not begin yesterday – in 1896, in Athens, Pierre de Coubertin revived the Olympic movement. Fourteen countries and 241 athletes participated. Not a single woman. At the time, sports were likely perceived as a pastime for the wealthy elite. For an average working person, expending energy on seemingly pointless activities like lifting weights or running appeared strange and unnecessary.

In patriarchal societies, the idea of women participating in sports was even more unthinkable. However, sport inherently contains a competitive, even gambling element – one infused with national pride. Against the backdrop of the military conflicts that shook Europe in the first half of the 20th century, sports began to be taken more seriously. Scientists from various countries, supported by their governments, started to provide a scientific basis for achieving better sports performance. Rulers realized that a strong athlete also makes a strong soldier.

## CONCLUSION

Is proper physical activity and balanced nutrition enough? No. It has been shown that an athlete’s moral spirit and psychological state are no less important than the number of correctly executed squats or the consumption of precise proportions of carbohydrates, fats, and proteins.

Time and again, physically weaker opponents—bolstered by moral and psychological strength and guided by the right coaching attitude—have managed to outperform more muscular, resilient athletes who lacked motivation and suffered from psychological fatigue.

Moreover, it was clearly a mistake to assume that women were incapable of significant sports achievements. More than a century of sports history has repeatedly disproven this misconception.

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



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**Ingliz tili muharriri:** Feruz Hakimov

**Musahhih:** Alibek Zokirov

**Sahifalovchi va dizayner:** Iskandar Islomov

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