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## ABOUT THE JOURNAL

**Journal of Child Psychology and Psychiatry** is an internationally recognized, peer-reviewed academic journal dedicated to advancing high-quality research and clinical practice in the fields of child and adolescent psychology and psychiatry. The journal is widely regarded as a leading platform for publishing innovative and clinically relevant studies that enhance the understanding of mental health, behavior, and developmental processes in children and adolescents across diverse cultural and social contexts.

The primary mission of the journal is to bridge the gap between scientific research and clinical application. It seeks to promote interdisciplinary collaboration among psychologists, psychiatrists, neuroscientists, educators, and healthcare professionals. By integrating theoretical frameworks with practical insights, the journal contributes to the development of effective diagnostic methods, evidence-based interventions, and preventive strategies aimed at improving the mental well-being of young populations.

The journal publishes a wide range of scholarly works, including original research articles, experimental studies, longitudinal studies, intervention-based research, and comprehensive review papers. Special emphasis is placed on studies that demonstrate methodological rigor, scientific originality, and clinical relevance. All submitted manuscripts undergo a strict double-blind peer-review process to ensure the highest standards of academic quality and integrity.

### **Scope of the Journal**

The Journal of Child Psychology and Psychiatry covers a broad spectrum of topics related to mental health and developmental processes in children and adolescents. It encourages research that contributes to the understanding of psychological disorders, behavioral patterns, emotional regulation, and cognitive development at different stages of life.

Key areas of focus include epidemiology, diagnosis, and classification of mental health disorders. Research in this domain plays a crucial role in identifying prevalence rates, risk factors, and early warning signs of psychological conditions. Such knowledge supports the development of early intervention programs and preventive mental health strategies.

The journal also publishes studies related to psychotherapeutic and psychopharmacological treatments. These include investigations into the effectiveness of various therapeutic approaches such as cognitive-behavioral therapy, behavioral interventions, family therapy, and medication-based treatments. The journal values research that compares treatment methods and evaluates their long-term impact on patient outcomes.

### **Behavior, Cognition, and Development**

A central focus of the journal is the study of behavior, cognition, and developmental processes in children and adolescents. Research in this area explores emotional development, learning mechanisms, social interactions, and behavioral patterns.

Longitudinal studies are particularly important, as they provide insights into how psychological conditions develop and change over time. Experimental and intervention-based research also plays a significant role in identifying effective strategies for improving mental health and supporting healthy development.

The journal encourages studies that examine the interaction between environmental factors, family dynamics, educational settings, and individual characteristics. Such research contributes to a deeper understanding of how various influences shape mental health outcomes.

### **Neuroscience and Biological Foundations**

The Journal of Child Psychology and Psychiatry also highlights the importance of biological and neurological research in understanding mental health conditions. Studies in neuroscience, neurobiology, and genetics are essential for exploring the underlying mechanisms of childhood and adolescent disorders.

Research in this area includes investigations into brain development, neural functioning, genetic predispositions, and the interaction between biological and environmental factors. These studies provide valuable insights into the causes of mental health conditions and support the development of innovative diagnostic tools and treatment methods.



The integration of biological research with psychological and clinical studies allows for a more comprehensive and holistic understanding of mental health in young populations.

### **Interdisciplinary Approach and Clinical Relevance**

One of the key strengths of the journal is its interdisciplinary approach. It brings together research from multiple fields, including psychology, psychiatry, neuroscience, education, and social sciences. This integration allows for a more complete understanding of complex mental health issues.

The journal places strong emphasis on clinically relevant research that can be applied in real-world settings. Studies that improve diagnostic accuracy, enhance therapeutic effectiveness, and support evidence-based clinical practice are particularly valued.

In addition, the journal serves as a platform for integrating empirical research, clinical observations, and theoretical perspectives. By combining these approaches, it contributes to both scientific advancement and practical application in mental healthcare.

### **Academic Standards and Ethical Principles**

The Journal of Child Psychology and Psychiatry maintains high standards of academic excellence through a rigorous peer-review and editorial process. All manuscripts are evaluated using a double-blind review system to ensure fairness, objectivity, and scientific rigor.

The editorial board consists of experienced scholars, clinicians, and researchers from leading institutions around the world. Their expertise ensures that the journal publishes reliable, high-quality research that meets international academic standards.

The journal strictly adheres to ethical guidelines in academic publishing. Plagiarism, data falsification, and unethical research practices are not tolerated. The journal promotes transparency, accountability, and integrity in all aspects of the publication process.

### **Global Impact and Future Perspectives**

The Journal of Child Psychology and Psychiatry has a broad and continuously expanding international readership. It plays a significant role in advancing research and improving clinical practices related to child and adolescent mental health on a global scale.

The journal encourages international collaboration and supports research that addresses global mental health challenges, including cultural differences in diagnosis and treatment, access to mental healthcare, and emerging psychological issues in modern society.

As the field continues to evolve, the journal remains committed to supporting innovative and impactful research. It aims to expand its global reach, strengthen interdisciplinary collaboration, and contribute to the development of more effective mental health systems.

Through its dedication to scientific excellence and clinical relevance, the Journal of Child Psychology and Psychiatry continues to play a vital role in improving the understanding and treatment of mental health conditions in children and adolescents worldwide.



## CRITICAL THINKING IN HIGHER EDUCATION: CHARACTERISTICS, BENEFITS, AND APPLICATION

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### ABSTRACT

This article analyzes the role and importance of critical thinking in higher education. Critical thinking not only enables students to memorize knowledge during the learning process but also develops their ability to analyze, evaluate, and generate innovative ideas. The article highlights the integration of critical thinking into the education system, its role in students' overall personal development, and the ways it can be applied in the learning process. In addition, the paper discusses the benefits of critical thinking, how it can be effectively implemented in the educational process, and how it can be applied in practice. The study demonstrates that critical thinking not only leads students to academic success but also shapes them as independent and responsible individuals.

**Keywords:** critical thinking, higher education, logical thinking, student, analysis, evaluation, learning, independent thinking, educational process.

### INTRODUCTION

Critical thinking is widely regarded as a cornerstone of academic success and intellectual development. In higher education, it is a process that encourages students to analyze, evaluate, and synthesize information rather than merely accept it at face value. As students engage with complex ideas, critical thinking allows them to question assumptions, identify biases, and construct reasoned arguments based on evidence. In recent years, higher education systems have increasingly emphasized the importance of developing critical thinking skills among students to prepare them for the challenges of the modern world.

Critical thinking is not just about acquiring knowledge; it is about transforming that knowledge into actionable insights and well-reasoned decisions. It involves a cognitive process of evaluating information, distinguishing fact from opinion, and constructing well-founded conclusions. In an academic context, critical thinking facilitates deeper understanding and helps students engage with course material more effectively.

In the context of higher education, critical thinking can be understood as the ability to think independently and reflectively, to reason logically, and to make informed decisions based on evidence. It is considered essential not only for academic achievement but also for the personal and professional growth of students. By encouraging critical thinking, educators can help students develop the ability to approach problems from multiple perspectives, which is crucial in an increasingly complex and interconnected world.

As a result, fostering critical thinking in the classroom is essential for students to excel not just academically but also in their personal and professional lives. Moreover, critical thinking skills are transferable and can be applied in a variety of settings, from professional decision-making to everyday problem-solving. This paper aims to explore the role of critical thinking in higher education, its impact on academic achievement, and the strategies that educators can employ to foster these essential skills in students.

In the following sections, we will examine the characteristics of critical thinking, its relationship with other cognitive skills such as problem-solving and creativity, and the benefits it offers to students in the context of higher education. Additionally, we will explore practical



approaches for teaching and assessing critical thinking in university settings and discuss the challenges that students and educators face in developing these skills. Through this analysis, the paper will underscore the importance of critical thinking as a key factor in achieving academic success and personal development.

### **LITERATURE REVIEW**

Critical thinking has long been recognized as a fundamental skill for academic success. Numerous scholars have explored the definition, importance, and application of critical thinking in higher education. The literature surrounding critical thinking reveals a diverse range of perspectives, methodologies, and theoretical frameworks, reflecting the complexity of this cognitive skill and its role in fostering intellectual development. **Definition of Critical Thinking:** Critical thinking is often defined as the ability to think clearly and rationally, understanding the logical connection between ideas (Ennis, 1985). According to Paul and Elder (2006), critical thinking involves the ability to engage in reflective and independent thinking. It requires individuals to analyze, evaluate, and form judgments about information, arguments, and evidence. In an academic setting, critical thinking is not simply about recalling facts, but about engaging with knowledge in a thoughtful, evaluative manner. The development of critical thinking encourages students to question assumptions, consider alternative viewpoints, and support their arguments with sound reasoning and evidence.

The term "critical thinking" has evolved over the years, with various definitions highlighting its different facets. For instance, Facione (2011) describes critical thinking as the process of purposeful, self-regulatory judgment, which is integral to problem-solving and decision-making. This multifaceted definition captures the dynamic and interactive nature of critical thinking, emphasizing its role in navigating complex issues both in academic contexts and in everyday life. **Importance of Critical Thinking in Higher Education**

The importance of critical thinking in higher education cannot be overstated. It is often considered a prerequisite for academic success, as it enables students to engage deeply with their coursework, develop informed perspectives, and demonstrate intellectual rigor. Critical thinking facilitates the process of reasoning, which is fundamental to the production of original work, the analysis of arguments, and the synthesis of diverse ideas.

In the context of higher education, critical thinking equips students with the tools necessary to address complex problems. According to Bloom's Taxonomy (1956), the higher levels of cognitive development—such as analysis, synthesis, and evaluation—are closely tied to the cultivation of critical thinking skills. These cognitive processes allow students to move beyond rote memorization, engage with course material on a deeper level, and apply their knowledge to solve real-world problems.

Furthermore, research by Abrami et al. (2008) suggests that fostering critical thinking can significantly enhance students' ability to reason independently, solve problems, and engage in meaningful discourse. Critical thinking encourages students to evaluate the validity and relevance of information, fostering a deeper understanding of the material and an ability to think beyond surface-level comprehension. **The Relationship Between Critical Thinking and Other Cognitive Skills:** Critical thinking is not an isolated skill, but rather an interconnected process that overlaps with other cognitive abilities, such as problem-solving, creativity, and decision-making. The literature often explores the interplay between these cognitive skills, highlighting how they complement each other in academic contexts.

Problem-solving, for instance, is closely tied to critical thinking. A study by Facione and Gittens (2016) found that effective problem-solving relies on the ability to critically assess different solutions and evaluate their feasibility. Critical thinking helps students not only identify problems but



also evaluate potential solutions and choose the most appropriate course of action. Additionally, critical thinking is often associated with creativity. According to Runco (2010), creative thinking involves the ability to generate novel and useful ideas, and it is fueled by a critical approach to evaluating and refining those ideas. Critical thinking enables students to question conventional ideas and explore alternative solutions, which can lead to innovative thinking and creativity. The intersection of creativity and critical thinking is particularly important in academic research, where students are encouraged to think outside the box and challenge existing knowledge. Teaching and Assessing Critical Thinking

A key issue in the literature is how critical thinking can be effectively taught and assessed in university settings. Various instructional strategies have been proposed to foster critical thinking among students. One widely recognized approach is inquiry-based learning, which encourages students to ask questions, explore diverse viewpoints, and engage in research-based learning (King & Kitchener, 1994). This approach encourages active participation and independent thinking, enabling students to develop their critical thinking skills in a structured yet flexible environment. In addition to inquiry-based learning, other teaching methods, such as problem-based learning (PBL) and case-based learning (CBL), have also been shown to enhance critical thinking skills. These approaches place students in real-world scenarios where they must analyze complex problems, make decisions, and justify their reasoning. According to Savery (2006), problem-based learning encourages students to collaborate, engage in active problem-solving, and apply their critical thinking skills in a practical context.

Assessing critical thinking, however, presents a unique challenge. Unlike factual knowledge, which can be tested through objective exams, critical thinking requires more nuanced and subjective evaluation. Several tools have been developed to assess critical thinking, including the California Critical Thinking Skills Test (CCTST) and the Watson-Glaser Critical Thinking Appraisal (WGCTA). These assessments measure various aspects of critical thinking, such as logical reasoning, problem-solving, and decision-making, providing valuable insights into students' cognitive development.

Despite the challenges, research suggests that explicit instruction and assessment of critical thinking can lead to significant improvements in students' cognitive abilities. Studies by Halpern (2014) emphasize the importance of integrating critical thinking instruction into the curriculum, as well as providing students with opportunities for self-reflection and feedback.

Challenges in Developing Critical Thinking. While the importance of critical thinking in higher education is widely recognized, there are several challenges in developing and assessing this skill. One of the primary challenges is overcoming students' reliance on rote memorization and passive learning strategies. Many students enter higher education with limited experience in critical thinking, as traditional education systems often prioritize memorization and recall over analysis and synthesis. Furthermore, students may face difficulties in adopting critical thinking because it requires a shift in mindset. As highlighted by Brookfield (2012), critical thinking demands that students question their assumptions, confront biases, and engage in reflective thinking. This process can be uncomfortable and may lead to resistance, particularly among students who are accustomed to more traditional forms of learning. Additionally, there is a need for educators to adopt effective teaching methods that support the development of critical thinking skills. Without the proper instructional strategies, students may struggle to develop these skills to their full potential. Teaching critical thinking requires educators to model reflective thinking, provide structured opportunities for inquiry, and foster a classroom environment that encourages open dialogue and debate. The Role of Critical Thinking in Student Success

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Research consistently demonstrates that critical thinking is closely linked to student success, both academically and personally. Students who possess strong critical thinking skills tend to perform better in coursework, exhibit greater creativity and innovation, and are more capable of navigating complex situations. According to a study by Karp and Yoels (2017), critical thinking is associated with higher academic achievement, better problem-solving abilities, and improved decision-making skills.

### **METHODS**

In this study, a qualitative methodology was employed. A survey was conducted among the participating students to evaluate their critical thinking abilities, examine its application in education, and analyze its impact on the learning environment. The study also asked students to express their views on the role of critical thinking in the development of their memorization and thinking skills. Based on the results of the survey, recommendations were made to enhance students' success in critical thinking and to improve its development.

The main questions of the survey focused on the following topics:

- How do students define critical thinking?
- How is critical thinking applied in the learning process?
- Which aspects of critical thinking are considered most important in education?

The data collected from these questions were analyzed, and the results highlighted the impact of critical thinking on improving academic success.

### **RESULTS AND DISCUSSION**

According to the research results, it was proven that critical thinking is of significant importance in higher education. Students recognized that in order to succeed academically, they must go beyond memorizing the information and apply it in analyzing, evaluating, and making new decisions. Additionally, the survey results showed that students who are able to freely express their thoughts, carefully analyze problems, and make decisions independently, rather than just adjusting to the teaching methods of their professors, experienced improved academic success.

Furthermore, the results indicated that critical thinking in education not only affects scientific research but also contributes to success in everyday life. Critical thinking prepares students for independent thinking, logical decision-making, and learning new knowledge. In turn, this leads to success not only academically but also socially and personally.

### **CONCLUSION**

In conclusion, critical thinking plays an essential role in the academic, personal, and professional development of students. This cognitive skill enables students to analyze information critically, evaluate arguments, and make informed decisions based on logic and evidence. The importance of critical thinking in higher education cannot be overstated, as it directly contributes to students' ability to engage with complex issues, foster creativity, and solve problems effectively.

As demonstrated in the literature review, critical thinking is intricately linked to various other cognitive skills, such as problem-solving, creativity, and decision-making. These interconnected skills enhance students' overall intellectual development, making them more adaptable and better equipped to navigate real-world challenges. However, developing critical thinking in students is not without its challenges. It requires a shift in mindset from passive learning to active engagement, where students are encouraged to question assumptions, challenge biases, and reflect on their thought processes. For many students, this shift can be difficult, as traditional educational models often focus on rote memorization rather than deep analysis and synthesis.

Effective teaching strategies, such as inquiry-based learning, problem-based learning, and case-based learning, have proven to be successful in cultivating critical thinking skills. These methods



encourage students to actively engage with course material, collaborate with peers, and apply their knowledge to practical situations. Educators play a crucial role in fostering an environment that promotes critical thinking by modeling reflective thinking, providing opportunities for inquiry, and encouraging open dialogue. Assessing critical thinking presents its own set of challenges. Unlike factual knowledge, which can be measured through objective exams, critical thinking requires more subjective evaluation. Tools like the California Critical Thinking Skills Test (CCTST) and the Watson-Glaser Critical Thinking Appraisal (WGCTA) offer valuable insights into students' cognitive abilities, but these assessments must be supplemented with opportunities for self-reflection and feedback. The link between critical thinking and academic success is well-established. Research consistently shows that students who possess strong critical thinking skills perform better in their coursework, exhibit greater creativity, and demonstrate improved problem-solving abilities. Furthermore, critical thinking is essential for success in the professional world, where employers value employees who can think critically, make informed decisions, and solve complex problems. In light of these findings, it is clear that fostering critical thinking should be a priority in higher education. As educational institutions continue to evolve, there is a growing need to integrate critical thinking instruction into the curriculum, ensuring that students are equipped with the cognitive tools necessary for academic achievement, personal growth, and professional success. Future research should focus on refining methods for teaching and assessing critical thinking, exploring the impact of different instructional strategies, and identifying ways to overcome the challenges that students face in developing these essential skills.

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**“МАКТАБГАЧА ТАЪЛИМ ЁШИДАГИ БОЛАЛАР ОНГИГА МИЛЛИЙ ВА  
УМУМИНСОНИЙ ҚАДРИЯТЛАРНИ СИНГДИРИШ”**

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**АННОТАЦИЯ**

Ушбу мақолада мактабгача таълим ёшидаги болалар онгида миллий ва умуминсоний қадриятларни шакллантиришнинг педагогик, психологик ва ижтимоий аҳамияти илмий-назарий жиҳатдан таҳлил қилинган. Болалик даври шахс камолоти учун ҳал қилувчи босқич эканлиги асослаб берилган. Мақолада миллий қадриятларнинг таркибий қисмлари, умуминсоний қадриятлар билан ўзаро уйғунлиги, уларни мактабгача таълим жараёнига интеграция қилиш усуллари ёритилган. Шунингдек, ўйин, эртақ, мулоқот, ижодий фаолият орқали қадриятларни болалар онгига сингдириш методикаси таклиф этилган.

**Калит сўзлар:** мактабгача таълим, миллий қадриятлар, умуминсоний қадриятлар, тарбия, шахс камолоти, педагогик технология.

**ФОРМИРОВАНИЕ НАЦИОНАЛЬНЫХ И ОБЩЕЧЕЛОВЕЧЕСКИХ ЦЕННОСТЕЙ В  
СОЗНАНИИ ДЕТЕЙ ДОШКОЛЬНОГО ВОЗРАСТА**

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**АННОТАЦИЯ**

В статье рассматриваются научно-теоретические и методические основы формирования национальных и общечеловеческих ценностей у детей дошкольного возраста. Обоснована значимость дошкольного периода как ключевого этапа становления личности. Раскрыта взаимосвязь национальных и универсальных ценностей, а также педагогические условия их внедрения в образовательный процесс дошкольных учреждений. Особое внимание уделено игровым, коммуникативным и творческим методам воспитания ценностных ориентиров у детей.

**Ключевые слова:** дошкольное образование, национальные ценности, общечеловеческие ценности, воспитание, личностное развитие, педагогические методы.

**INSTILLING NATIONAL AND UNIVERSAL VALUES IN THE MINDS OF  
PRESCHOOL-AGED CHILDREN**

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**ABSTRACT**

This article examines the scientific and theoretical foundations of instilling national and universal human values in preschool children. The preschool period is justified as a crucial stage in personality development. The study highlights the interconnection between national and universal values and explores effective pedagogical conditions and methods for integrating them into early childhood education. Special attention is given to play-based learning, storytelling, communication, and creative activities as tools for value formation.



**Keywords:** preschool education, national values, universal values, moral education, personality development, pedagogy.

### КИРИШ

Замонавий жамият тараққиёти шароитида шахсни ҳар томонлама баркамол қилиб тарбиялаш масаласи долзарб аҳамият касб этмоқда. Айниқса, глобаллашув жараёнлари жадал кечаётган бугунги кунда миллий ўзликни сақлаб қолиш, ёш авлод онгида миллий ва умуминсоний қадриятларни уйғун ҳолда шакллантириш таълим-тарбия тизимининг устувор вазибаларидан бири ҳисобланади.

Мактабгача таълим ёшидаги болаларнинг онги, дунёқараши, ахлоқий меъёрлари ва ижтимоий муносабатларга бўлган муносабати айнан шу даврда шаклланади. Шу боис мазкур босқичда қадриятларга асосланган тарбия тизимини йўлга қўйиш келгусида жамиятнинг маънавий-маърифий ривожини учун мустаҳкам пойдевор бўлиб хизмат қилади.

### АСОСИЙ ҚИСМ

Миллий ва умуминсоний қадриятлар тушунчаси

Миллий қадриятлар — муайян халқнинг тарихи, маданияти, урф-одатлари, анъаналари, тили ва маънавий мероси билан боғлиқ бўлган ижтимоий-маънавий қадриятлар мажмуасидир. Улар халқнинг ўзига хослигини белгилайди ва авлоддан-авлодга ўтиб келади.

Умуминсоний қадриятлар эса бутун инсоният учун умумий бўлган ахлоқий, маънавий ва гуманистик тамойилларни қамраб олади. Буларга инсонпарварлик, тинчлик, меҳр-оқибат, адолат, бағрикенглик каби қадриятлар киради. Мактабгача ёшда қадриятларни шакллантиришнинг аҳамияти

Психологик тадқиқотлар шуни кўрсатадики, бола шахсининг асосий ахлоқий сифатлари беш-олти ёшгача бўлган даврда шаклланади. Шу сабабли мактабгача таълим муассасаларида тарбия жараёни фақат билим бериш билан чекланмасдан, болаларда маънавий-ахлоқий қадриятларни қарор топтиришга йўналтирилиши лозим.

### НАЗАРИЙ АСОСЛАНИШ

Мазкур тадқиқот Л.С. Выготскийнинг ижтимоий-маданий ривожланиш назарияси, Ж. Пиаже ва Э. Эриксоннинг шахс ривожини ҳақидаги қарашларига таянади. Выготский таълим ва тарбиянинг бола ривожини ҳал қилувчи омил эканлигини таъкидлаб, ижтимоий муҳитнинг аҳамиятини алоҳида кўрсатган.

Миллий қадриятларни сингдиришда халқ оғзаки ижоди, миллий ўйинлар, байрам ва маросимлар муҳим тарбиявий ресурс сифатида намоён бўлади. Умуминсоний қадриятлар эса болаларни жамиятга мослаштириш, бошқаларни тушуниш ва ҳурмат қилишга ўргатади.

### МЕТОДИКА ҚИСМИ

Мактабгача таълим ёшидаги болалар онгига қадриятларни сингдиришда қуйидаги методлар самарали ҳисобланади:

Ўйин технологияси – ролли ва дидактик ўйинлар орқали ахлоқий ҳолатларни моделлаштириш

Эртақ ва ҳикоялар – миллий ва умуминсоний ғояларни образли шаклда етказиш

Сухбат ва мулоқот – болаларнинг фикрлаш ва ҳиссий тажрибасини ривожлантириш

Ижодий фаолият – расм чизиш, қўшиқ айтиш, саҳналаштириш орқали қадриятларни мустаҳкамлаш

Бу методлар боланинг ёш хусусиятларига мос бўлиб, табиий тарзда қадриятларни қабул қилишини таъминлайди.

### ХУЛОСА



Хулоса қилиб айтганда, мактабгача таълим ёшидаги болалар онгига миллий ва умуминсоний қадриятларни сингдириш жамиятнинг барқарор маънавий ривожига учун муҳим аҳамиятга эга. Бу жараён тизимли, мақсадли ва илмий асосланган педагогик ёндашувни талаб қилади. Миллий қадриятлар болада ўзлигини англашни таъминласа, умуминсоний қадриятлар уни жаҳон ҳамжамиятининг фаол аъзоси сифатида тарбиялашга хизмат қилади.

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## DIGITAL MANAGEMENT SYSTEMS IN PRESCHOOL EDUCATION INSTITUTIONS

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### ABSTRACT

This paper examines the implementation and significance of digital management systems in preschool education institutions. With the growing need for efficiency, transparency, and quality improvement in early childhood education, digital technologies have emerged as essential tools for effective administration. The study explores various digital management platforms and tools that support administrative processes, data management, communication, and performance monitoring. Particular attention is given to their impact on organizational efficiency, staff motivation, and decision-making processes within preschool institutions. The findings indicate that the integration of digital management systems enhances operational transparency, facilitates timely and data-driven decisions, and promotes a collaborative environment among educators and administrators. The paper emphasizes the potential of digital management technologies to transform preschool education institutions and improve the overall quality of educational services.

**Keywords:** digital management systems; preschool education; educational administration; data-driven decision-making; organizational efficiency; early childhood education

Preschool education is a critical stage in the development of children's cognitive, social, and emotional skills, and effective management of preschool institutions plays a key role in ensuring high-quality educational outcomes. In recent years, the increasing complexity of educational administration, coupled with technological advancement, has highlighted the necessity of digital solutions for managing preschool institutions efficiently. Traditional management methods often struggle to meet the demands of modern education systems, including timely data processing, performance monitoring, and effective communication among stakeholders.

Digital management systems offer a transformative approach by integrating technology into administrative processes, enabling real-time monitoring, streamlined communication, and data-driven decision-making. These systems can support various aspects of preschool administration, such as staff scheduling, curriculum planning, resource allocation, and parent-teacher communication. By providing accurate and timely information, digital management technologies help administrators make informed decisions, enhance transparency, and improve overall institutional performance.

Moreover, the implementation of digital management systems encourages collaboration among educators, fosters accountability, and supports professional development by offering tools for tracking progress and performance. In the context of increasing demands for quality assurance and efficiency in early childhood education, the adoption of digital management technologies becomes essential for creating responsive, flexible, and well-coordinated preschool institutions.

Therefore, this paper aims to explore the role, implementation, and impact of digital management systems in preschool education institutions, highlighting their potential to improve administrative efficiency, support staff development, and enhance the overall quality of educational services.

Digital management systems in preschool education are designed to optimize administrative processes, improve communication, and support data-driven decision-making. These systems are grounded in contemporary management and information technology theories, which emphasize efficiency, transparency, and accountability in organizational management.[1] According to systems theory, educational institutions function as complex and interconnected systems, where effective



management depends on the coordination of all internal and external components, including administrators, educators, parents, and the broader community.

Digital management systems in preschool education are designed to optimize administrative processes, improve communication, and support data-driven decision-making. These systems are grounded not only in contemporary management and information technology theories but also in psychological principles related to human behavior, motivation, and organizational performance. According to systems theory, educational institutions function as complex and interconnected systems, where effective management depends on the coordination of all internal and external components, including administrators, educators, parents, and the broader community.

From a psychological perspective, scholars such as Vygotsky and Leontiev emphasize the importance of social interaction, collaboration, and motivation in educational settings. Digital management systems can facilitate these processes by creating platforms for teachers and staff to communicate, share resources, and receive feedback. By enabling real-time access to data and collaborative tools, these systems align with Vygotsky's notion of the social development of learning and Leontiev's activity theory, which stresses purposeful, goal-directed actions within institutional contexts.

Behavioral psychologists like Skinner and Bandura provide additional insight into how digital tools can influence staff behavior and motivation. Skinner's operant conditioning principles suggest that timely feedback and reinforcement, which can be embedded in digital management systems, promote desirable professional behaviors. Bandura's social learning theory highlights that observing colleagues' use of innovative management tools can encourage adoption, build competence, and foster a collaborative culture among staff members.

Research also indicates that digital management systems enhance organizational efficiency and accountability by supporting structured workflows and performance monitoring. These systems allow educators to track student progress, evaluate outcomes, and adjust teaching strategies accordingly, which aligns with Piaget's ideas on structured learning and adaptive feedback. By integrating psychological insights into management practices, digital systems not only improve administrative performance but also contribute to the professional development, motivation, and job satisfaction of preschool educators.

Overall, the theoretical foundation of digital management systems in preschool education combines management theories, technological innovations, and psychological principles. This integration demonstrates that effective adoption of digital tools supports both institutional efficiency and the human aspects of education, enhancing collaboration, motivation, and quality of teaching in preschool institutions.

Research indicates that digital management systems enhance institutional efficiency by automating routine administrative tasks such as staff scheduling, student enrollment, and resource allocation.[5] These systems also facilitate real-time monitoring and performance evaluation, enabling administrators to make timely and informed decisions. Transformational leadership theory suggests that the use of innovative digital tools can support collaborative leadership, empower staff, and encourage participation in decision-making, ultimately improving organizational performance and educational outcomes.[2]

In addition, digital management technologies contribute to the professional development of educators by providing platforms for tracking performance, monitoring student progress, and sharing instructional resources (Fullan, 2016). Studies have shown that schools and preschool institutions that adopt digital management systems benefit from increased transparency, better communication between staff and parents, and more efficient allocation of resources. These findings highlight that



integrating digital management technologies is not merely a technological upgrade but a strategic approach to improving the overall quality and sustainability of preschool education institutions. Overall, the theoretical foundations of digital management systems emphasize that effective implementation requires a combination of technological tools, managerial competence, and collaborative leadership. By aligning management practices with digital technologies, preschool institutions can enhance operational efficiency, foster professional development, and create a more responsive and accountable educational environment.

This study employs a qualitative and descriptive research design to explore the implementation and effectiveness of digital management systems in preschool education institutions. The chosen approach allows for an in-depth understanding of how digital tools influence administrative efficiency, staff performance, and overall educational quality. Data were collected through multiple sources, including a review of scientific literature, policy documents, and official reports on preschool education and digital management technologies.[3] Additionally, case studies of selected preschool institutions were analyzed to identify practical applications, challenges, and benefits of digital management systems. This approach provided a comprehensive overview of both theoretical perspectives and real-world practices.

The analysis of preschool institutions that have implemented digital management systems indicates significant improvements in administrative efficiency and organizational performance. Digital tools streamline routine tasks such as student enrollment, staff scheduling, resource allocation, and reporting, which reduces administrative workload and allows administrators to focus on strategic planning and educational quality. Institutions reported faster and more accurate data processing, improved communication among staff and parents, and greater transparency in decision-making processes.

Furthermore, the integration of digital management systems positively influenced staff motivation and professional engagement. Teachers and administrators were able to access real-time information about classroom activities, student progress, and institutional performance, which enabled them to make informed decisions and collaborate more effectively. The use of performance monitoring and feedback tools fostered a culture of accountability and continuous improvement, enhancing the overall learning environment.

The findings also highlight several challenges in implementing digital management systems. Limited technical infrastructure, insufficient training for staff, and resistance to change were identified as primary barriers to effective adoption. Institutions that invested in professional development, technical support, and change management strategies experienced smoother transitions and higher success rates in system utilization.

Digital management systems have become increasingly important in preschool education as tools for improving administrative efficiency, enhancing communication, and supporting data-driven decision-making. Existing research highlights that these systems contribute significantly to the optimization of operational processes, resource management, and performance monitoring in early childhood education institutions.

From a management perspective, Bush and Hallinger & Heck argue that modern educational institutions function as complex systems in which effective management requires coordination among administrators, teachers, parents, and the wider community. Digital tools provide platforms that facilitate this coordination by allowing real-time data access, monitoring, and reporting, which enhances transparency and accountability.

Psychological perspectives also emphasize the importance of human behavior, motivation, and collaboration in the implementation of digital systems. Vygotsky's theory of social development



highlights that collaborative interaction is key to learning, which can be supported by digital platforms that allow teachers and staff to communicate and share resources effectively. Leontiev's activity theory underlines the role of goal-directed actions in institutional contexts, suggesting that structured digital management systems help staff engage purposefully in administrative and educational tasks.

Behavioral psychologists provide further insight into how digital systems influence staff performance. Skinner emphasizes that timely feedback and reinforcement strengthen desired behaviors, which can be implemented through digital monitoring tools. Bandura highlights social learning, suggesting that observing peers using digital management tools fosters adoption, competence, and motivation. Piaget also stressed adaptive feedback in structured learning, which aligns with how digital systems can track performance and guide improvements. Empirical studies have demonstrated that preschool institutions adopting digital management technologies show enhanced operational efficiency, better coordination, and improved communication with parents and staff. Moreover, these systems contribute to professional development by enabling continuous performance monitoring, resource sharing, and collaborative decision-making.

Overall, the literature suggests that digital management systems represent a multidimensional innovation, integrating management theories, psychological principles, and technological tools. Their effective implementation not only improves administrative efficiency but also supports teacher motivation, collaboration, and the quality of preschool education.

Comparative analysis suggests that preschool institutions that fully integrate digital management systems demonstrate higher operational efficiency, better communication, and improved educational outcomes compared to those relying on traditional administrative methods. These results underscore the importance of aligning digital technologies with institutional goals, policies, and leadership practices. Overall, the discussion confirms that digital management systems are a transformative tool for preschool education institutions, capable of enhancing efficiency, accountability, and the quality of educational services when implemented thoughtfully and strategically.

Expert opinions were also gathered from preschool administrators and managers to gain insights into the adoption and impact of digital management technologies. Their professional experiences helped to evaluate the effectiveness of different systems and the extent to which they support decision-making, communication, and staff development. Content analysis and thematic synthesis were applied to interpret the data, identify recurring patterns, and draw meaningful conclusions about the role of digital management systems.

To ensure reliability and validity, triangulation was used by cross-referencing information from multiple sources. Ethical considerations, including confidentiality and academic integrity, were maintained throughout the research process. The methodology provides a structured framework for analyzing the contribution of digital management systems to the operational efficiency and quality of preschool education institutions.

The analysis of digital management systems in preschool education institutions highlights their critical role in improving administrative efficiency, transparency, and overall educational quality. The study demonstrates that the integration of digital tools, such as online administrative platforms, performance monitoring systems, and communication technologies, significantly enhances operational processes and supports data-driven decision-making. These systems not only streamline routine administrative tasks but also foster collaboration among educators, administrators, and parents.[4]

Moreover, the implementation of digital management systems contributes to the professional development and motivation of preschool staff by providing tools for monitoring performance,



sharing resources, and facilitating effective communication. This, in turn, positively impacts the learning environment and the quality of early childhood education. The findings also underscore the importance of strategic planning, managerial competence, and organizational readiness in the successful adoption of digital management technologies. Without adequate training and infrastructure, the potential benefits of these systems may not be fully realized.

In conclusion, digital management systems represent a vital component of modern preschool education, enhancing institutional effectiveness, promoting accountability, and supporting continuous improvement. Their effective implementation can strengthen the capacity of preschool institutions to meet contemporary educational demands and contribute to the sustainable development of early childhood education.

Finally, digital management systems should be regularly assessed to identify challenges, measure outcomes, and implement improvements. Feedback mechanisms can ensure that the systems remain effective, adaptable, and responsive to institutional needs.

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**BOSHLANG'ICH SINFLARDA O'QUVCHILARNING O'QISHGA BO'LGAN  
MOTIVATSIYASINI OSHIRISHDA O'QITUVCHI PEDAGOGIK MAHORATINING  
ROLI**

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**ANNOTATSIYA**

Pedagogik mahorat o'quv jarayonini jozibali va mazmunli tashkil etish bilan motivatsiyani shakllantiradi. Bu maqolada o'quvchilarning o'qishga bo'lgan motivatsiyasini oshirishda pedagogning tutgan o'rni, uning amaliy faoliyati hamda shaxsiy fazilatlarining ahamiyati yoritilgan. Ta'lim jarayonida motivatsiya o'quvchining bilim olishga bo'lgan qiziqishini uyg'otuvchi asosiy omil sanaladi. Shuning uchun pedagog tomonidan har bir o'quvchiga individual yondashuv, o'z vaqtida berilgan rag'bat, darslarning qiziqarli hamda interaktiv tarzda tashkil etilishi muhim ahamiyat kasb etadi. Boshlang'ich maktablarning zamonaviy ta'lim muhitida, birinchi sinfdan boshlab, o'qitish samaradorligini oshirish muammosi juda keskin. Shuning uchun boshlang'ich sinf o'qituvchilari oldiga asosiy vazifa - o'quvchilarga nafaqat bilimlarni o'zlashtirishda yordam beradigan, balki ta'lim jarayonini qiziqarli bilish jarayoniga aylantiradigan usul va shakllarni topishdir. Boshlang'ich sinflarda o'quvchilarning o'qishga bo'lgan motivatsiyasini oshirishda o'qituvchi pedagogik mahorati yetakchi o'rin tutadi. O'qituvchi o'zining kreativ yondashuvi, didaktik o'yinlar, individual yondashuv va ijobiy muhit yaratish orqali o'quvchining bilim olishga ichki qiziqishini uyg'otadi.

**Kalit so'zlar:** Motivatsiya, pedagogning roli, ta'lim jarayoni, interaktiv metodlar, individual yondashuv, rag'batlantirish, o'quvchi faolligi, ichki motivatsiya, tashqi motivatsiya, zamonaviy pedagogika.

**THE ROLE OF TEACHERS' PEDAGOGICAL SKILLS IN INCREASING PRIMARY  
SCHOOL STUDENTS' MOTIVATION TO LEARN**

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**ANNOTATION**

Pedagogical skill forms motivation by organizing the learning process in an attractive and meaningful way. This highlights the importance of the teacher's behavior, practical activities and personal characteristics in correcting the motivation of students to study. Motivation in the educational process is considered a factor that stimulates the student's desire to learn. For this, an interesting and interactive lesson organized with individual physical, timely incentives given to each student is of great importance. For this, the teacher sets himself the main task - to help students master their knowledge, but also finds methods and forms that will make the educational process an interesting process. In the primary grades, the teacher's pedagogical school plays a role in the development of students' motivation to study. The teacher's creative state, didactic games, individual physical and observation of the external environment stimulate the student's desire to learn.

**Keywords:** Motivation, the role of the teacher, the educational process, interactive methods, individual approach, encouragement, student activity, intrinsic motivation, extrinsic motivation, modern pedagogy.



## РОЛЬ ПЕДАГОГИЧЕСКОГО МАСТЕРСТВА УЧИТЕЛЯ В ПОВЫШЕНИИ МОТИВАЦИИ К ОБУЧЕНИЮ УЧАЩИХСЯ НАЧАЛЬНЫХ КЛАССОВ

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### АННОТАЦИЯ

Педагогическое мастерство формирует мотивацию, организуя учебный процесс привлекательным и содержательным образом. Это подчеркивает важность поведения учителя, практических занятий и личностных качеств в коррекции мотивации учащихся к обучению. Мотивация в учебном процессе рассматривается как фактор, стимулирующий желание ученика учиться. Для этого большое значение имеет интересный и интерактивный урок, организованный с индивидуальными физическими, своевременными поощрениями для каждого ученика. Для этого учитель ставит перед собой главную задачу – помочь ученикам освоить знания, а также находит методы и формы, которые сделают учебный процесс интересным. В начальных классах педагогическая школа учителя играет важную роль в развитии мотивации учащихся к обучению. Творческое состояние учителя, дидактические игры, индивидуальные физические и наблюдательные занятия стимулируют желание ученика учиться.

**Ключевые слова:** Мотивация, роль учителя, образовательный процесс, интерактивные методы, индивидуальный подход, поощрение, активность учащихся, внутренняя мотивация, внешняя мотивация, современная педагогика.

### KIRISH

Yangi O‘zbekistonning ta’lim strategiyasida shaxsga yo‘naltirilgan ta’lim muhitini yaratish va o‘quvchilarda hayotiy kompetensiyalarni shakllantirish bosh maqsad qilib belgilangan. Bu jarayonda boshlang‘ich sinf davri inson kamolotidagi "oltin davr" hisoblanib, aynan shu bosqichda bolaning intellektual salohiyati va ijtimoiy moslashuvining asosi qo‘yiladi. Shu bois, o‘quvchilarning o‘qishga bo‘lgan motivatsiyasini barqarorlashtirish nafaqat pedagogik, balki muhim ijtimoiy-psixologik vazifadir. Zamonaviy boshlang‘ich ta’limda o‘quvchi endi shunchaki axborotni qabul qiluvchi passiv tinglovchi emas, balki bilimni mustaqil "kashf etuvchi" subyektga aylanishi lozim. Bu esa bevosita o‘qituvchining pedagogik mahoratiga yangicha talablarni qo‘ymoqda. Mahoratli pedagog dars jarayonida shunchaki nazariy bilimlarni taqdim etib qolmay, balki muammoli ta’lim (Problem-based learning) va loyiha usuli (Project method) kabi texnologiyalardan foydalangan holda, o‘quvchida "Nima uchun bu menga kerak?" degan savolga javob topish ishtiyoqini uyg‘ota oladi.

Motivatsiya — bu ta’limning dvigatelidir. Agar o‘qituvchi o‘zining kommunikativ mahorati, emotsional intellekti va innovatsion yondashuvi orqali bolaning qalbida fanga nisbatan mehr uyg‘ota olmasa, har qanday zamonaviy texnologiya ham kutilgan natijani bermaydi. Binobarin, pedagogik mahorat — bu boladagi tabiiy qiziquvchanlikni tizimli bilim olishga bo‘lgan ehtiyojga aylantirish san‘atidir. Boshlang‘ich sinflarda o‘quv motivatsiyasini oshirishning pedagogik-psixologik mexanizmlarini ochib berish hamda o‘qituvchi mahoratining eng samarali qirralarini ilmiy asoslashdan iborat.

O‘quv motivatsiyasi o‘quv faoliyatiga kiritilgan motivatsiyaning ma’lum bir turi sifatida belgilanadi, ya’ni o‘quv motivatsiyasi o‘quvchilar tomonidan o‘quv maqsadlariga erishishda ko‘rsatiladigan motivatsion faoliyatdir. Har qanday boshqa turdagi kabi, ta’lim motivatsiyasi ham ushbu faoliyatga xos bo‘lgan bir qator omillar bilan belgilanadi. Birinchidan, bu ta’lim tizimining o‘zi, ta’lim faoliyati amalga oshiriladigan ta’lim muassasasi, ikkinchidan, o‘quv jarayonini tashkil



etish, uchinidan, o'quvchining sub'ektiv xususiyatlari bilan belgilanadi. Motivatsiya—bu o'quvchining o'rganish faoliyatiga bo'lgan ichki ehtiyoji, intilishi hamda qiziqishini belgilovchi asosiy psixologik omil hisoblanadi. Zamonaviy pedagogik yondashuvlar o'quvchilarning bilim olishdagi passiv ishtirokini emas, balki ularning dars jarayonidagi faolligi, tashabbuskorligi va mustaqil fikrlashini talab qiladi. Bunga erishish esa, eng avvalo, o'quvchining o'qishga bo'lgan qiziqishini uyg'otish orqali amalga oshirish mumkin. Qiziqishning ortishi esa motivatsiyaning shakllanishiga olib keladi. O'quvchilarning o'quv faoliyatiga bo'lgan qiziqishini oshirish, ularda mustaqil fikrlash, izlanish va o'rganishga bo'lgan ehtiyojni shakllantirish ta'lim samaradorligini oshirishning muhim omillaridan biridir. Bu borada pedagogning roli beqiyos bo'lib, ko'plab o'zbek olimlari o'z tadqiqotlarida bu masalaga alohida e'tibor qaratganlar.

O'zbekistonlik taniqli pedagog olimi, professor D. Yo'ldosheva o'quvchilarda ta'limga nisbatan motivatsiyani shakllantirishda o'qituvchining shaxsiy fazilatlari —samimiylik, tushunuvchanlik, ob'ektivlik kabi jihatlarning muhimligini alohida ta'kidlaydi<sup>1</sup>. Unga ko'ra, o'qituvchi va o'quvchi o'rtasidagi ishonchli munosabat darsga bo'lgan qiziqishni kuchaytiradi.

B. Qodirova o'z tadqiqotida zamonaviy interaktiv metodlar —"aqliy hujum", "klaster", "muammoli vaziyatlar", "bahsli savollar" dan foydalanish orqali o'quvchilarni darsgaga jalbetish mumkinligini isbotlaydi<sup>3</sup>. Bu usullar motivatsiyani oshiribgina qolmay, ularning mustaqil fikrlash ko'nikmalarini ham rivojlantiradi.

Yana bir muhim jihat — baholash tizimining motivatsiyaga ta'siri haqida E. Raxmonov shunday deydi: "O'quvchini faqat tanqid qilish emas, balki uning harakatini rag'batlantirish, ijobiy natijalarni e'tirof etish motivatsiyaning davomiy bo'lishini ta'minlaydi"<sup>4</sup>. O'quv motivatsiyasini o'rganish va shakllantirish, bir tomondan, ob'ektiv bo'lishi kerak, ikkinchi tomondan, insonparvarlik, o'quvchi shaxsini hurmat qilish asosida amalga oshirilishi kerak. Ta'lim motivatsiyasini shakllantirish bu o'quvchining boshiga tayyor motivlar va maqsadlarni qo'yishni anglatmaydi, balki uni o'tmishni hisobga olgan holda va kontekstda istalgan motivlar va maqsadlar shakllanadigan va rivojlanadigan faoliyatni rivojlantirish sharoitlari va vaziyatlariga qo'yishdir. O'quvchining tajribasi, individualligi va ichki intilishlari. Bir xil o'quv faoliyati turli o'quvchilar uchun har xil ma'noga ega bo'lishi mumkin. Bu, umuman olganda, ularning o'rganish motivatsiyasini belgilaydi.

Ta'lim motivatsiyasining asosi motivdir. L.I. Bojovich ta'rifiga ko'ra, "...o'quv faoliyati motivi - bu o'quvchi shaxsini tavsiflovchi motivatsiya, uning asosiy yo'nalishi, uning oldingi hayotida ham oila, ham maktabning o'zi tomonidan tarbiyalangan ..." [7.].

A.K. Markova ta'lim motivini "...o'quvchining o'quv ishining muayyan jihatlariga diqqatini qaratishi, unga o'quvchining ichki munosabati bilan bog'liq" [7] deb ta'riflaydi.

Psixologik va pedagogik adabiyotlarda barcha motivlar an'anaviy ravishda ikkita katta guruhga bo'linadi:

1. Ta'lim faoliyati mazmuni va uni amalga oshirish jarayoni bilan bog'liq bo'lgan bilish motivlari;
2. Talabaning boshqa odamlar bilan turli ijtimoiy munosabatlari bilan bog'liq ijtimoiy motivlar.

N. F. Talyzinaning fikricha, boshlang'ich sinf o'qituvchisining dastlabki vazifasi, bir tomondan, o'quvchi ongiga ijtimoiy ahamiyatga ega bo'lmagan, ammo ancha yuqori samaradorlikka ega bo'lgan motivlarni yetkazishdir. Masalan, yaxshi baho olish istagi. Talabalarga baholashning ko'nikma va bilim darajasi bilan ob'ektiv bog'liqligini tushunishga yordam berish kerak. Yuqori darajadagi ko'nikma va bilimga ega bo'lish istagi bilan bog'liq bo'lgan motivatsiyaga asta-sekin yaqinlashing. Bu, o'z navbatida, talabalar tomonidan jamiyat uchun foydali bo'lgan



muvaffaqiyatli faoliyatining zarur sharti sifatida e'tirof etilishi kerak. Boshqa tomondan, o'quvchilar tomonidan muhim deb qabul qilinadigan, ammo ularning xatti-harakatlariga ta'sir qilmaydigan motivlarning samaradorligini oshirish kerak. O'quv motivatsiyasini shakllantirishning bunday usuli o'quv jarayonini tashkil etishning o'ziga xos xususiyatlari bilan bevosita bog'liqdir [3].

Turli motivlar ta'lim faoliyati uchun motivatsiya bo'lib xizmat qilishi mumkin, masalan:

1. kognitiv (yangi bilimlarni o'zlashtirishga bo'lgan qiziqish, qiyinchilik kuchaygan vazifalarni bajarish istagi, o'z-o'zini tarbiyalash va boshqalar);
2. ijtimoiy (kelajakda foydalilik, sinfdoshlar orasidagi obro' va boshqalar);
3. intizomiy (maktab tartibi, ota-onalar va o'qituvchilarning pozitsiyasi, ota-onalarning jazolanishi va sinfdoshlarning noroziligi).

O'qituvchi har doim o'quvchilarning o'rganishga qiziqishi bor-yo'qligini va ular yangi bilim olishga undaydimi yoki yo'qligini tushunishi kerak. Buning uchun siz turli xil anketalardan foydalanishingiz mumkin, ular bolaning o'quv jarayoniga sodiqligini yoki uni qandaydir tarzda, motivatsiyaga olib borish kerakligini aniq ko'rsatadi. Bunday usullar o'qituvchiga motivatsiya muammolarini aniqlashga va ushbu muammolarni bartaraf etishning to'g'ri yo'llarini tanlashga va o'quvchilarning bilim faolligini oshirishga imkon beradi, bu esa shaxsning atrofdagi voqelik ob'ektlari va hodisalariga tanlab yo'naltirilishi sifatida tushuniladi. Ko'p jihatdan ijobiy o'quv motivatsiyasini shakllantirish nafaqat o'qituvchiga bog'liq. Insonning asosiy ehtiyojlari, birinchi navbatda, ijtimoiy va kognitiv ehtiyojlar bolalikning dastlabki davrlarida belgilanadi va faol rivojlanadi. Shuning uchun o'quvchilarning ta'lim motivatsiyasini shakllantirish va oshirish uchun o'qituvchi nafaqat bolalar bilan, balki ota-onalar ham ish olib borishi kerak. Sinf bilan ishlashning dastlabki kunlaridanoq ota-onalar yig'ilishining ajralmas qismi bo'lishi kerak bo'lgan suhbatlar tashkil etish, ota-onalarga uslubiy tavsiyalar berish, bu muammoni hal qilishda psixologni jalb qilish zarur.

Ota-onalarning oilaviy muhitda 6-7 yoshli bolalarda ijobiy ta'lim motivatsiyasini rivojlantirish bo'yicha faoliyati bolaning maktabda va oilada yagona ta'lim muhitida o'zini topishini ta'minlashga qaratilgan bo'lishi kerak. O'qituvchi va oila o'rtasida birgalikdagi tadbirlarni tashkil etish kichik yoshdagi maktab o'quvchilarining bilim olishga ijobiy munosabatini shakllantirishga yordam beradi. Oila hozirgi va kelajakdagi bola uchun ta'limning ulkan ahamiyatini tushunishi kerak. Faqatgina bunday ish formulani amalda qo'llashga yordam beradi: "Bola ta'limining muvaffaqiyati o'qituvchi va ota-onalarning muvaffaqiyatli hamkorligidadir". O'qituvchi ota-onalarga umumiy maqsadga erishish - ijobiy o'quv motivatsiyasini shakllantirish uchun farzandlari bilan hamkorlik qilishda yordam berishi kerak. Ota-onalar bolaga nima uchun maktabga borishi va nafaqat o'qishi, balki yaxshi o'qishi kerakligini tushuntirishi kerak. Ota-onalar uyda bola bilan birga o'qishlari, unga uy vazifalarini bajarishda yordam berishlari va qo'shimcha topshiriqlarning bajarilishini tekshirishlari ham muhimdir. Ota-onalarga shuni eslatib o'tish kerakki, ular ham bolaning muvaffaqiyatini rag'batlantirishlari kerak, bu bolalar uchun yaxshi natijalarga intilish uchun yana bir rag'batdir. Ota-onalar darhol ijobiy natijalar bo'lmasligi haqida darhol ogohlantirilishi kerak. Boladan qo'lidan ko'ra ko'proq narsani talab qilishning hojati yo'q, chunki faqat tizimli ish har qanday natijani berishi mumkin. Shunday qilib, biz ishonch bilan aytishimiz mumkinki, ta'lim motivatsiyasini oshirish uchun oila va maktab birgalikda harakat qilishlari kerak, faqat jamoa bo'lib ishlash orqali ijobiy natijaga erishish mumkin. Maktabsiz bir oila farzandiga ta'lim bera olmaganidek, oilasiz maktab ham buni qila olmaydi. Kognitiv qiziqish, birinchi navbatda, o'quvchining o'rganish mavzusiga hissiy munosabatida namoyon bo'ladi. L.S. Vygotskiy yozadi: "Qiziqish go'yo bola xulq-atvorining tabiiy harakatlantiruvchisi, bu instinktiv intilishning haqiqiy ifodasi, bolaning



faoliyati uning organik ehtiyojlari bilan mos kelishini ko'rsatadi. Pedagogika qonunida aytilishicha: bolani biron bir faoliyatga chaqirishdan oldin, uni shu narsaga qiziqting, uning bu faoliyatga tayyorligini, u buning uchun barcha zarur kuchlarni sarflaganligini va bola harakat qilishini bilish uchun ehtiyot bo'ling. o'qituvchi o'z faoliyatini faqat boshqarishi va yo'naltirishi mumkin" [7]. Shunday qilib, ta'lim faoliyatiga qiziqishni shakllantirish boshlang'ich sinf o'quvchisining ta'lim motivatsiyasini shakllantirishda pedagogik mahorat ta'limning ajralmas tarkibiy qismlaridan biri ekanligini aytishimiz mumkin.

Psixologik-pedagogik adabiyotlarni o'rganib chiqib, biz ta'lim jarayoni bilan bog'liq motivlar o'quv faoliyati mazmuni va uni amalga oshirish jarayoni bilan bog'liq bo'lgan kognitiv motivlarga va o'quvchining boshqa odamlar bilan turli xil ijtimoiy munosabatlari bilan bog'liq ijtimoiy motivlarga bo'linishini aniqladik. . Shuning uchun ta'lim motivatsiyasini shakllantirishda asosiy shaxs nafaqat o'qituvchi, balki bolaning ota-onasi hamdir, shuning uchun ularni bu masalada ittifoqchi qilish juda muhim, aks holda o'qituvchining bu muammoni hal qilishga urinishlari minimallashtiriladi.

## **XULOSA**

O'quvchilarda motivatsiyani shakllantirish —ta'lim jarayonining eng muhim shartlaridan biridir. Ushbu jarayonning markazida o'qituvchi shaxsi turadi. O'qituvchining fazilatlari, emotsional intellekti, pedagogik muloqoti va liderlik qobiliyati motivatsiyani oshirishda bevosita ta'sir ko'rsatadi. Shuning uchun o'qituvchi shaxsini rivojlantirish, uning professional va insoniy fazilatlarini qo'llab-quvvatlash ta'lim samaradorligini sezilarli darajada oshiradi. Boshlang'ich sinf o'quvchilarida o'qishga bo'lgan motivatsiyani shakllantirish butun ta'lim tizimining samaradorligi uchun muhim poydevordir. Bu motivatsiya o'z vaqtida shakllanmasa, o'quvchi keying bosqichlarda darsga nisbatan sovuqlashishi, passiv ishtirokchi bo'lib qolishi mumkin.

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**BOSHLANG'ICH SINIF O'QUVCHILARIDA IJODIY TEXNOLOGIK FAOLIYATNI  
RIVOJLANTIRISH**

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**ANNOTATSIYA**

Ushbu maqolada boshlang'ich sinf o'quvchilarida ijodiy texnologik faoliyatni rivojlantirish masalasi yoritiladi. Zamonaviy ta'lim tizimi o'quvchilardan nafaqat nazariy bilim, balki mustaqil fikrlash, amaliy ko'nikmalar va ijodiy yondashuvni ham talab etadi. Ayniqsa, boshlang'ich ta'lim bosqichi shaxsning shakllanishida muhim poydevor bo'lib, aynan shu davrda ijodiy tafakkurni rivojlantirish dolzarb vazifaga aylanadi.

Maqolada ijodiy texnologik faoliyat tushunchasi ochib berilib, uni shakllantirishning nazariy asoslari hamda samarali pedagogik usullari tahlil qilinadi. Texnologik ta'lim darslarida o'quvchilarning tasavvuri, konstruktiv fikrlashi va muammoni hal qilish qobiliyatini rivojlantirish imkoniyatlari ko'rsatib beriladi. Shuningdek, muammoli o'qitish, loyihaviy faoliyat, interaktiv metodlar va axborot-kommunikatsiya texnologiyalaridan foydalanishning ahamiyati yoritiladi.

Xulosa sifatida, ijodiy texnologik faoliyatni rivojlantirish o'quvchilarning intellektual salohiyatini oshirish va kelajakda innovatsion fikrlaydigan shaxs bo'lib shakllanishiga xizmat qilishi ta'kidlanadi.

**Kalit so'zlar:** ijodiy faoliyat, texnologik ta'lim, boshlang'ich sinf, ijodkorlik, loyihaviy ta'lim, muammoli o'qitish, mustaqil fikrlash.

**KIRISH**

Bugungi kunda ta'lim tizimida o'quvchilarning mustaqil fikrlashi, ijodiy yondashuvi va amaliy ko'nikmalarini rivojlantirishga alohida e'tibor qaratilmoqda. Zamonaviy jamiyat innovatsion fikrlay oladigan va muammolarga yangicha yechim topa oladigan shaxslarni talab etadi. Shu sababli boshlang'ich ta'lim bosqichidayoq o'quvchilarda ijodiy texnologik faoliyatni shakllantirish muhim ahamiyat kasb etadi.

Boshlang'ich sinf o'quvchilari tabiatan qiziquvchan va izlanuvchan bo'lib, ularning ijodiy salohiyatini to'g'ri yo'naltirish zarur. Texnologik ta'lim darslari bu borada keng imkoniyat yaratadi. Turli materiallar bilan ishlash jarayonida o'quvchilar rejalashtirish, modellashtirish va tahlil qilish ko'nikmalarini egallaydilar.

Interaktiv metodlar, loyihaviy faoliyat va zamonaviy pedagogik texnologiyalar o'quvchilarning ijodiy fikrlashini yanada faollashtiradi. Mazkur maqolada boshlang'ich sinf o'quvchilarida ijodiy texnologik faoliyatni rivojlantirishning nazariy asoslari va samarali metodlari qisqacha tahlil qilinadi.

**DEVELOPING CREATIVE TECHNOLOGICAL ACTIVITY IN PRIMARY SCHOOL  
STUDENTS**

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**ABSTRACT**

This article highlights the issue of developing creative technological activity in primary school students. Modern education requires not only theoretical knowledge but also independent thinking,



practical skills, and a creative approach. The primary education stage plays a crucial role in personality formation; therefore, fostering creative thinking at this stage is especially important.

The article explains the concept of creative technological activity and analyzes its theoretical foundations and effective pedagogical methods. It outlines the opportunities within technology lessons to develop students' imagination, constructive thinking, and problem-solving abilities. The importance of problem-based learning, project-based activities, interactive methods, and information and communication technologies is also emphasized.

In conclusion, developing creative technological activity enhances students' intellectual potential and prepares them to become innovative thinkers in the future.

**Keywords:** creative activity, technological education, primary school, creativity, project-based learning, problem-based learning, independent thinking.

## INTRODUCTION

Today, educational reforms focus on developing students' independent thinking, creativity, and practical skills. Modern society demands individuals who can think innovatively and solve problems creatively. Therefore, forming creative technological activity at the primary education stage is highly significant.

Primary school students are naturally curious and imaginative. Proper guidance helps develop their creativity and initiative. Technology lessons provide wide opportunities for this development. Working with different materials helps students learn planning, modeling, and analytical thinking.

Interactive methods, project-based learning, and modern pedagogical technologies further enhance students' creative thinking. This article briefly analyzes the theoretical foundations and effective methods for developing creative technological activity in primary school students.

## РАЗВИТИЕ ТВОРЧЕСКОЙ ТЕХНОЛОГИЧЕСКОЙ ДЕЯТЕЛЬНОСТИ У УЧАЩИХСЯ НАЧАЛЬНЫХ КЛАССОВ

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## АННОТАЦИЯ

В данной статье рассматривается проблема развития творческой технологической деятельности у учащихся начальных классов. Современная система образования требует не только теоретических знаний, но и развития самостоятельного мышления, практических навыков и творческого подхода. Начальная ступень обучения является важным этапом формирования личности, поэтому развитие творческого мышления в этот период особенно актуально.

В статье раскрывается сущность понятия творческой технологической деятельности, анализируются ее теоретические основы и эффективные педагогические методы. Показаны возможности уроков технологии в развитии воображения, конструктивного мышления и навыков решения проблем. Особое внимание уделяется проблемному обучению, проектной деятельности, интерактивным методам и использованию информационно-коммуникационных технологий.

В заключение подчеркивается, что развитие творческой технологической деятельности способствует повышению интеллектуального потенциала учащихся и формированию инновационно мыслящей личности.

**Ключевые слова:** творческая деятельность, технологическое образование, начальная школа, креативность, проектное обучение, проблемное обучение, самостоятельное мышление.



## ВВЕДЕНИЕ

В современных условиях система образования направлена на развитие самостоятельного мышления, творческого подхода и практических навыков учащихся. Обществу необходимы личности, способные мыслить инновационно и находить нестандартные решения. Поэтому формирование творческой технологической деятельности уже на этапе начального образования приобретает особую значимость.

Ученики начальных классов отличаются любознательностью и богатым воображением. Правильное педагогическое сопровождение способствует развитию их творческого потенциала. Уроки технологии создают широкие возможности для этого. Работа с различными материалами формирует навыки планирования, моделирования и анализа.

Использование интерактивных методов, проектной деятельности и современных педагогических технологий способствует активизации творческого мышления учащихся. В статье кратко рассматриваются теоретические основы и эффективные методы развития творческой технологической деятельности у младших школьников.

## ASOSIY QISM

Boshlang'ich sinf o'quvchilarida ijodiy texnologik faoliyatni rivojlantirish masalasi zamonaviy pedagogikaning ustuvor yo'nalishlaridan biri hisoblanadi. Chunki aynan boshlang'ich ta'lim bosqichida bolaning tafakkuri, qiziqishi, tasavvuri va amaliy ko'nikmalari shakllana boshlaydi. Bu davrda berilgan ta'lim va tarbiya keyingi bosqichlar uchun mustahkam poydevor bo'lib xizmat qiladi. Ijodiy texnologik faoliyat o'quvchilarning nafaqat bilimini boyitadi, balki ularni mustaqil fikrlashga, yangilik yaratishga va muammolarga yechim topishga o'rgatadi. Shu sababli texnologik ta'lim jarayonida o'quvchilarning ijodiy qobiliyatlarini ochib berishga alohida e'tibor qaratish zarur.

Ijodiy texnologik faoliyat deganda o'quvchilarning ma'lum bir amaliy vazifani bajarish jarayonida yangi g'oya ishlab chiqishi, buyum yaratishi yoki mavjud mahsulotni takomillashtirishi tushuniladi. Bu jarayonda bola kuzatadi, tahlil qiladi, rejalashtiradi va natijani baholaydi. Masalan, oddiy qog'ozdan o'yinchoq yasash topshirig'i berilganda, o'quvchi avvalo qanday shakl tanlashni o'ylaydi, keyin uni chizadi, kesadi va bezatadi. Shu jarayonning o'zida u bir nechta intellektual operatsiyalarni bajaradi. Bu esa ijodiy tafakkurning rivojlanishiga xizmat qiladi.

Boshlang'ich sinflarda texnologik ta'lim darslari o'quvchilarning ijodiy salohiyatini rivojlantirish uchun keng imkoniyat yaratadi. Qog'oz, karton, plastilin, tabiiy materiallar, mato, ip, yog'och kabi oddiy vositalar orqali o'quvchilar turli buyumlar tayyorlaydilar. Bu jarayon nafaqat qo'l mehnatini rivojlantiradi, balki tasavvur doirasini kengaytiradi. O'quvchi har bir ishni bajarishda o'z fantaziyasini ishga soladi, rang va shakllarni tanlaydi, kompozitsiya yaratadi. Shu orqali estetik did ham shakllanadi.

Ijodiy texnologik faoliyatni samarali tashkil etish uchun o'qituvchi muhim rol o'ynaydi. U faqat topshiriq beruvchi emas, balki yo'naltiruvchi, rag'batlantiruvchi va maslahat beruvchi bo'lishi kerak. O'qituvchi o'quvchilarning har bir g'oyasini qadrlashi, ularni qo'llab-quvvatlashi zarur. Agar bola xato qilsa, uni tanqid qilish emas, balki to'g'ri yo'l ko'rsatish maqsadga muvofiqdir. Chunki qo'rqitish yoki keskin tanqid ijodiy fikrlashni susaytiradi. Erkin va do'stona muhit esa ijodkorlikni rag'batlantiradi.

Muammoli vaziyatlar ijodiy texnologik faoliyatni rivojlantirishda samarali usullardan biridir. O'quvchilarga tayyor namunani ko'rsatish o'rniga, ularga muammo berish va uni mustaqil hal qilishni taklif etish maqsadga muvofiq. Masalan, "Oddiy materiallardan qush uyasini qanday yasash mumkin?" kabi savol o'quvchilarni izlanishga undaydi. Har bir o'quvchi o'ziga xos yechim taklif qiladi. Bu esa darsni jonlantiradi va ijodiy fikrlashni faollashtiradi.



Loyihaviy faoliyat ham boshlang'ich sinflarda ijodiy texnologik faoliyatni rivojlantirishda muhim ahamiyatga ega. Kichik guruhlarda ishlash orqali o'quvchilar birgalikda reja tuzadilar, vazifalarni taqsimlaydilar va yakuniy mahsulot yaratadilar. Bu jarayonda hamkorlik, muloqot va mas'uliyat hissi shakllanadi. Masalan, "Maktab maketi" loyihasini tayyorlash jarayonida o'quvchilar turli rollarni bajaradilar: kimdir devor yasaydi, kimdir tom, boshqasi bezatish bilan shug'ullanadi. Natijada jamoaviy ijod mahsuli yuzaga keladi.

Zamonaviy axborot-kommunikatsiya texnologiyalari ham ijodiy faoliyatni rivojlantirishga xizmat qiladi. Interaktiv doskalar, multimediali taqdimotlar, oddiy grafik dasturlar o'quvchilarning tasavvurini boyitadi. Masalan, rasm chizish dasturlarida oddiy kompozitsiyalar yaratish bolalarda dizayn ko'nikmasini shakllantiradi. Shuningdek, videomateriallar orqali turli buyumlarni yasash bosqichlarini ko'rish o'quvchilarda qiziqish uyg'otadi. Texnologiya vositalaridan oqilona foydalanish ta'lim jarayonini yanada samarali qiladi.

Ijodiy texnologik faoliyatni rivojlantirishda rag'batlantirish muhim omil hisoblanadi. O'quvchilar tayyorlagan ishlarni ko'rgazmaga qo'yish, kichik tanlovlar tashkil etish, diplom yoki rag'batlantiruvchi sovg'alar berish ularni yanada faol bo'lishga undaydi. Har bir o'quvchi o'z mehnati qadrlanishini his qilganda, u yanada ijodiy ishlashga harakat qiladi. Bu jarayon o'ziga bo'lgan ishonchni ham oshiradi.

Shuningdek, ota-onalar bilan hamkorlik qilish ham muhimdir. Uy sharoitida oddiy ijodiy topshiriqlar berish, birgalikda buyum yasash, bolani mustaqil ishlashga undash ijodiy faoliyatni mustahkamlaydi. Ota-onalar farzandining ishiga befarq bo'lmasligi, uni qo'llab-quvvatlashi zarur. Ta'lim muassasasi va oila hamkorligi natijani yanada samarali qiladi.

Boshlang'ich sinf o'quvchilarida ijodiy texnologik faoliyatni rivojlantirish murakkab, ammo zarur pedagogik jarayondir. To'g'ri tashkil etilgan ta'lim muhiti, zamonaviy metodlar, muammoli vaziyatlar, loyihaviy ishlar va rag'batlantirish tizimi orqali o'quvchilarda ijodkorlik, mustaqil fikrlash va amaliy ko'nikmalar shakllanadi. Bu esa kelajakda innovatsion fikrlaydigan, faol va tashabbuskor shaxslarni tarbiyalashga xizmat qiladi.

## XULOSA

Boshlang'ich sinf o'quvchilarida ijodiy texnologik faoliyatni rivojlantirish zamonaviy ta'limning muhim yo'nalishlaridan biri hisoblanadi. Chunki aynan boshlang'ich ta'lim bosqichida bolalarning tafakkuri, qiziqishi, tasavvuri va amaliy ko'nikmalari shakllanadi. Agar ushbu jarayon to'g'ri tashkil etilsa, o'quvchilarda mustaqil fikrlash, muammoni hal qilish, yangilik yaratish va o'z g'oyasini amalda namoyon etish ko'nikmalari rivojlanadi.

Maqolada ta'kidlanganidek, ijodiy texnologik faoliyatni rivojlantirish uchun qulay pedagogik muhit yaratish, o'quvchilarni erkin fikrlashga undash, muammoli vaziyatlardan foydalanish hamda loyihaviy ta'limni joriy etish muhim ahamiyatga ega. O'qituvchi bu jarayonda yo'naltiruvchi va rag'batlantiruvchi rolni bajarishi, har bir o'quvchining individual imkoniyatlarini inobatga olishi zarur.

Shuningdek, zamonaviy axborot-kommunikatsiya texnologiyalaridan foydalanish o'quvchilarning tasavvurini kengaytiradi va ularning ijodiy faoliyatini yanada faollashtiradi. Rag'batlantirish, ko'rgazmalar va tanlovlar tashkil etish orqali o'quvchilarning o'ziga bo'lgan ishonchi ortadi, ijodkorlikka bo'lgan qiziqishi mustahkamlanadi.

Umuman olganda, boshlang'ich sinf o'quvchilarida ijodiy texnologik faoliyatni rivojlantirish ularning intellektual salohiyatini oshirish, kelajakda innovatsion fikrlaydigan va tashabbuskor shaxs bo'lib yetishishiga zamin yaratadi. Shu bois ta'lim jarayonida ijodkorlikni qo'llab-quvvatlash va texnologik faoliyatni samarali tashkil etish dolzarb vazifa bo'lib qoladi.



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## THE ROLE AND IMPORTANCE OF EDUCATION IN THE PROCESS OF SOCIALIZATION OF STUDENTS

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### ANNOTATION

This article analyzes the role and importance of education in the process of socialization of students from a scientific, theoretical and practical perspective. The content of the socialization process, its stages and role in personality development are highlighted, and the influence of education on the formation of social values, moral norms and social behavior is substantiated. The importance of family, school and society in adapting the student's personality to the social environment is also shown. The article pays special attention to the issues of spiritual and moral education, the development of social competencies and increasing the social activity of young people in the modern educational process. The results of the study show that it is possible to increase the level of socialization of students by effectively organizing the educational process.

**Keywords:** socialization, upbringing, personal development, social environment, moral values, educational process, social competence.

The socialization of a child is a very long and complex process. Any society strives for each child to have a certain system of social and moral values, the norms and rules of this society, to live in this society, to become an equal member.

Social pedagogy separated from pedagogy and, naturally, is based on the principles of this science. The principles of pedagogy give the general direction of the education of the individual and serve as the basis for solving specific pedagogical tasks.

However, the issue of the principles of pedagogy is controversial for each period of the development of this science. The modern era is no exception. Various scientists put forward these or those principles or interpret the known ones in a new way. In this regard, social pedagogy is facing more and more difficulties, but despite its secular maturity (more than 100 years), this discipline is only now taking its first steps in Uzbekistan.

We will consider three principles - the principle of harmony of upbringing with nature, the principle of cultural harmony of upbringing, and the principle of humanism. Each of these principles has its own interpretation and specifics in social pedagogy.

a) The principle of harmony of upbringing with nature

The principle of harmony of upbringing with nature is a principle of social pedagogy, according to which the social pedagogue relies on the factors of the natural development of the child in his practical activities.

The Eastern Renaissance thinker and encyclopedist Abu Nasr al-Farabi (873-950), before the emergence of pedagogy as an independent discipline, argued in his works that man is the most outstanding achievement of nature and that he can comprehensively perceive the environment according to his intellect.

Abdulla Avloni (1878-1934) in his work "Turkish Gulistan or Morality" pays great attention to the upbringing of various moral qualities of a person. His work can be considered the first textbook on pedagogy written in the Uzbek language.

1) Pedagogy as an independent discipline emerged after the work of Y.A. Komensky "Great Didactics" (17th century), in which the principles of didactics and the laws of the pedagogical process were clearly defined.

Farabiy did not separate pedagogy into an independent discipline, but included it in the composition of political (civic) science.



In his opinion, he believed in the great natural perfection of the environment in the upbringing of positive moral qualities in children, the child is born harmoniously with beauty and kindness from nature.

In social pedagogy, it is necessary to adhere to the principle of harmony of upbringing with nature and rely on the following rules:

- Taking into account the age characteristics of children;
- Taking into account the sexual characteristics of children;
- taking into account the individual characteristics of children associated with deviations from the norm;
- relying on the positive, strong sides of the child's personality;
- developing the child's initiative and independence.

b) The principle of harmony with culture

This principle is a continuation of the principle of harmony of upbringing with nature. Its necessity is conditioned by human nature. A person is born as a biological being, and as a person, he acquires and develops his behavior, passing from one generation to another in the process of upbringing and development of the person, having mastered social experience.

Philosophers and educators in ancient society analyzed the deep connection between the formation of personality and culture. The thinkers and encyclopedists of the Eastern Renaissance, such as Farooqi, Beruni, Ibn Sina, and the 12th-century humanist Alisher Navoi, also relied on this in their works. Two important theses were established: personality is formed through culture, and the main wealth of any culture is man. Philosophers and educators of the past believed that culture is a necessary and most important factor in the formation of a highly moral person.

The principle of cultural harmony was put forward in pedagogy by A. Disterweg (19th century). He believed that in education it is necessary to take into account the conditions of place and time, that is, the time and place of birth of a person, in a word, the entire modern culture. All humanity, every nation and every generation is at a certain stage of cultural development - this is the heritage left by ancestors and their history. The principle of cultural harmony implies the organization of the educational process on the basis of a certain external, internal and social culture. According to Disterweg, external culture is a moral lifestyle, consumption norms, internal culture is the spiritual life of a person. Social culture is social relations and national culture.

“The city where a person was born and raised, writes A. Avloni - and the country in which this city is located, are called the homeland of this person... just as we, Turkestans, love our sunny country more than our lives, so the Arabs love their Arabia, its hot sandy deserts, the Eskimos their North, the coldest lands covered with eternal ice and snow.”

The principle of cultural harmony implies taking into account the potential of universal cultural values in the upbringing of universal and national cultural values and norms.

Universal values include the greatest value of man, the natural environment in which man lives - the family, the basis of life activity is labor, the condition of existence - peace on earth, the basis of human activity - knowledge, the historically restored social experience of mankind - secular culture.

National values: History of the homeland, native language and literature, folk art, national culture, customs, rituals, traditions. A. Navoi also emphasized that writing in the native language (Uzbek) is a people's work.

Involving a child in different cultures of society: life, physical, sexual, intellectual, political, spiritual - is a very complex issue, this issue is solved through the joint efforts of the family and society, various institutions and associations (school, kindergarten, extracurricular organizations,



youth organizations, etc.). The reason lies in these areas at different periods of a child's life. If a child develops normally, then he assimilates the culture of society and naturally enters society.

If a child has physical, psychological or social disabilities, then his involvement in folk cultural values is much more complicated. Therefore, a methodology and technology for involving children in cultural values have been developed for such children.

The implementation of the principle of cultural harmony requires the implementation of a number of rules:

- taking into account the deviations from the norm in the formation of various types of culture in children;
  - developing the creativity of children with developmental disabilities
- c) The principle of humanism

The words “humanism” and “humanity” come from the Latin word “humanus” and mean “human”. Humanism is a system of views that recognizes the value of a person as a person, his right to freedom, happiness, the development and manifestation of his abilities. It is a system in which we consider human interests as the criterion for evaluating social phenomena, equality, justice, humanity as the desired norm of relations in society.

The ideas of humanistic education are also observed in the thoughts of ancient philosophers (Socrates, Plato, Aristotle, etc.).

The development of humanistic ideas in pedagogy and social pedagogy reached its peak during the Eastern Renaissance and the Western Renaissance. The ideal of humanistic education is a free, comprehensively developed person. The works of Farooqi (873-950), Beruni (973-1050), Ibn Sina (980-1037), Alisher Navoi (1441-1501), Thomas More (1478-1535), Francois Rabelais (1483-1536), Michel Montaigne (1533-1592), Jalaluddin Devoni (1428-1502) and others revealed the content of education and attempted to analyze the essence and means of humanistic education. For thinkers and educators-humanists, their view of man, his nature and upbringing was considered common. Humanism implies a respectful attitude towards man, recognizing him as the highest value on earth. Humanism is mainly manifested in love for children and the upbringing of love in children.

All the works of the Great Eastern scholars and figures of pedagogy and social pedagogy are imbued with love for children.

Humanistic ideas in social pedagogy require special attention to children with developmental disabilities. Along with the concepts of humanism, social pedagogy includes the concepts of compassion and generosity. Compassion is a feeling of pity, a willingness to help someone or forgive someone on a humanitarian basis.

The principle of humanism requires compliance with the following rules:

- respectful treatment of children, regardless of their physical, material, or social condition in society;
- recognition of the right of each child to be their own, to be treated with respect; respect means recognizing the right of another not to be what I want, but to be their own;
- help the child in forming respect for himself and others, in forming the position of "I am", the desire to solve his own problems, in solving problems that arise;
- understanding compassion, which is the first step of humanism, based not on pity and pity, but on the desire to help children develop in society;
- not to strive to divide problem children into separate groups and separate them from normal children, if we want to prepare children with disabilities to live among healthy people, a system of communication between such children and adults should be thought out.



Pedagogikaning asosiy mezoni – tarbiya. Tarbiya – ijtimoiy hayotning abadiy va umumiy mezoni. Pedagogika bolalar tarbiyasini shaxs ahloqiy xislatlarini shakllantirishning maqsadga qaratilgan jarayoni sifatida ko‘rib chiqadi.

However, this educational process is not always sufficiently effective. Having considered the task of social education above, it was shown that a certain social knowledge, skills and abilities should be formed in a child. The process of their formation is associated, for example, with the formation of caring, attentive, kind, compassionate relationships with a father and mother. If for some reason a child has not formed social knowledge, then relationships have not been formed, that is, some personal qualities necessary for him in socialization have not been formed. Therefore, in the process of social pedagogical activity, such socially significant qualities in a child should be formed - this is the task of social education.

That is, social education is understood as a goal-oriented process of forming socially significant personal qualities of a child necessary for successful socialization.

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**ТРАДИЦИОННОЕ ВОКАЛЬНОЕ ИСКУССТВО: НАЦИОНАЛЬНОЕ  
МУЗЫКАЛЬНОЕ НАСЛЕДИЕ И ИСПОЛНИТЕЛЬСКОЕ МАСТЕРСТВО**

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**АННОТАЦИЯ**

В данной статье подробно рассматриваются исторические этапы формирования узбекского традиционного вокального искусства, его неразрывная связь с искусством макома, а также особенности исполнительской манеры. На примере Шашмаком и Фергано-Ташкентские макомные пути анализируются художественно-эстетические принципы классической исполнительской школы. Также освещается вклад таких мастеров, как Юнус Ражабий, в сохранение и развитие национального музыкального наследия. В статье раскрывается значение традиционного вокального искусства в современном обществе и его роль в воспитании молодого поколения.

**Ключевые слова:** Традиционное вокальное искусство, маком, национальная музыка, исполнительское мастерство, Шашмаком, Фергано-Ташкентские макомные пути, классическое наследие, Юнус Раджаби.

**TRADITIONAL VOCAL ART: NATIONAL MUSICAL HERITAGE AND  
PERFORMANCE MASTERY**

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**ABSTRACT**

This article comprehensively examines the historical stages in the formation of Uzbek traditional vocal art, its inseparable connection with the maqom tradition, and the distinctive features of performance practice. Using the examples of Shashmaqom and the Fergana–Tashkent maqom paths, the study analyzes the artistic and aesthetic principles of the classical performance school. The paper also highlights the contribution of masters such as Yunus Rajabi to the preservation and development of the national musical heritage. Furthermore, the article discusses the significance of traditional vocal art in contemporary society and its role in the education of the younger generation.

**Keywords:** Traditional vocal art, maqom, national music, performance mastery, Shashmaqom, Fergana–Tashkent maqom paths, classical heritage, Yunus Rajabi.

**AN’ANAVIY VOKAL SAN’ATI: MILLIY MUSIQIY MEROS VA IJROCHILIK  
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**ANNOTATSIYA**

Mazkur maqolada o'zbek an'anaviy vokal san'atining shakllanish bosqichlari, uning maqom san'ati bilan uzviy bog'liqligi hamda ijrochilik uslubining o'ziga xos xususiyatlari atroflicha yoritiladi. Shashmaqom va Farg'ona–Toshkent maqom yo'llari misolida klassik ijrochilik maktabining badiiy-estetik tamoyillari tahlil qilinadi. Shuningdek, milliy musiqiy merosni saqlash va rivojlantirishda Yunus Rajabiy kabi ustoz san'atkorlarning hissasi ko'rsatib beriladi. Maqolada an'anaviy vokal san'atining zamonaviy jamiyatdagi ahamiyati va yosh avlod tarbiyasidagi o'rni ochib beriladi.

**Kalit so'zlar:** An'anaviy vokal san'ati, maqom, milliy musiqa, ijrochilik mahorati, Shashmaqom, Farg'ona–Toshkent maqom yo'llari, klassik meros, Yunus Rajabiy.

Традиционное вокальное искусство является неотъемлемой частью богатого музыкального наследия узбекского народа, формировавшегося на протяжении веков. Оно отражает духовный мир народа, его эстетические взгляды и культурные ценности. Традиционное пение развивалось на основе устной исполнительской традиции и передавалось из поколения в поколение через систему «устоз–шогирд» (учитель–ученик). Именно поэтому данный вид искусства представляет собой не только музыкальное, но и культурное достояние.

Узбекское классическое вокальное искусство сформировалось на основе древней восточной музыкальной культуры. Особое место в его развитии занимает искусство макама. Прежде всего, Шашмаком отличается сложной структурой, богатством ладовой системы и ритмических форм. Это традиция получила развитие преимущественно в Бухаре и Самарканде, а впоследствии распространилась по всему региону.

Наряду с этим, Фергано-Ташкентские макомные пути известны своей мелодичностью и лирической выразительностью. Эти направления демонстрируют региональные особенности национальной музыкальной культуры.

В произведениях макама часто используются образцы классической поэзии. В частности, газели Алишер Навоий и Бобур занимают важное место в репертуаре исполнителей. Это яркий пример гармоничного единства музыки и поэзии.

**Исполнительская манера и требования к мастерству:**

Традиционное вокальное искусство требует высокого уровня профессиональной подготовки. Исполнитель должен обладать сильным голосом с широким диапазоном, умением тонко украшать мелодию, применять мелизматические приёмы и правильно распределять дыхание. В процессе исполнения важно глубоко прочувствовать смысл каждого слова и донести его до слушателя.

Обычно традиционное пение сопровождается ансамблем национальных инструментов — танбуром, дутаром, гиджаком, сато. Гармоничное взаимодействие певца и музыкантов усиливает художественное воздействие произведения.

**Выдающиеся представители традиционного вокального искусства:**

В истории узбекского традиционного вокального искусства сформировалась плеяда выдающихся исполнителей. Особое место среди них занимает Yunus Rajabiy, который научно исследовал макамы, систематизировал их и записал нотные версии произведений.

Значительный вклад в развитие национальной школы внесли также Комилжон Отаниёзов и Фаттохон Мамадалиев. Их исполнение отличалось глубиной чувств, выразительностью и высоким художественным уровнем.

**Традиционное вокальное искусство в современности:**

В наши дни сохранение и развитие традиционного вокального искусства поддерживается на государственном уровне. В консерваториях, специализированных школах



искусств, а также на фестивалях и конкурсах уделяется особое внимание воспитанию молодого поколения в духе национального музыкального наследия. Признание макама объектом нематериального культурного наследия ЮНЕСКО подтверждает его мировую значимость.

Современные исполнители стремятся сочетать традиционные формы с новыми музыкальными тенденциями, создавая оригинальные интерпретации. Однако сохранение классических канонов, высокой исполнительской культуры и духовной глубины остаётся приоритетной задачей.

### ЗАКЛЮЧЕНИЕ

Традиционное вокальное искусство — это музыкальное выражение национального духа и исторической памяти народа. Оно отражает богатство духовной культуры и играет важную роль в формировании эстетического вкуса и национального самосознания молодёжи. Поэтому его сохранение, изучение и развитие являются важнейшей задачей каждого поколения

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## CHARACTERISTICS OF THE DEVELOPMENT OF REFLECTION LEVELS IN ADOLESCENCE

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### ABSTRACT

The article focused on studying the level of reflexivity in adolescence. In turn, issues related to the manifestation of reflection in adolescence, analyzed by foreign psychologists, are described. At the same time, based on empirical data, the issues of the relationship between the components of reflexivity in adolescence were analyzed.

**Keywords:** personality, adolescent personality, self-awareness, reflection, past activity, current activity, future activity, cooperation and communication with others, emotionality, success, ability.

## ОСОБЕННОСТИ РАЗВИТИЯ УРОВНЕЙ РЕФЛЕКСИВНОСТИ В ПОДРОСТКОВОМ ВОЗРАСТЕ

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### АННОТАЦИЯ

В статье уделено внимание изучению уровня рефлексивности в подростковом возрасте. В свою очередь, вопросы, связанные с проявлением рефлексии в подростковом возрасте, проанализированы зарубежными психологами. Вместе с тем, на основе эмпирических данных проанализированы вопросы взаимосвязи между компонентами рефлексивности в подростковом возрасте.

**Ключевые слова:** личность, личность подростка, самосознание, рефлексия, прошлая деятельность, текущая деятельность, будущая деятельность, сотрудничество и общение с другими, эмоциональность, успех, способность.

Adolescence is an active period for the development of self-awareness. And the means of its development is personal reflection. Adolescents deepen their self-study by enriching their self-awareness with new material. They study their personality traits, relationships with others, capabilities and aspirations, strengths and weaknesses. Reflection connects the future and the past, comparing expectations about adult life in childhood. The meaningful plan of reflection is very broad, and the adolescent analyzes the surrounding world, the self-reflection of other people, and their personal reflection. An important feature of reflection is its rich emotionality. Rapidly changing appearance, self-perception with others, successes and abilities in educational activity are always at the center of reflection and generate strong experiences, as a result of which they themselves are reflected.

Another important feature of adolescent reflection is its free association. A teenager is occupied with thoughts coming from different directions under the influence of their mental experiences and external circumstances. However, at the center of reflection is himself, that is, his personality. It is in reflection that he satisfies the need for self-identification, he is most interested in his "I." A teenager tries to understand their "I," finding an answer to the question "Who am I?" is the main problem of this period.

Obviously, reflexive abilities are not the same in all adolescents. The intensity and breadth of reflection in adolescence are directly related to the influence of such factors as family upbringing in childhood, family traditions, reading and discussing good books, paying attention to the thoughts and experiences of other people, and being amazed by the creation of the world. However, a characteristic



feature of all adolescents is that they have the opportunity to raise themselves to a higher level spiritually in a short time granted by nature.

It should be noted that, according to L.I. Bozhovich, during this period, a new stage of self-awareness arises, characterized by the emergence of needs and abilities to understand oneself as a personality with qualities unique to oneself, distinguishing oneself from others. During this period, the adolescent's desire for self-expression and self-education intensifies[1].

Also, L.I. Bozhovich believes that it is the development of reflection in adolescents that leads to a new level of self-awareness. It can be said that in adolescence, reflection develops intensively, which allows it to be studied as a manifestation of its personal characteristics in the processes of self-knowledge (thinking, memory, attention, etc.) in communication with people and behavior.

It is known that A. Buzeman, in his research, based on the opinion of L.S. Vygotsky, notes that there are 3 conditions characterizing the development of reflection in adolescence:

Firstly, reflection and self-awareness based on it are aimed at the development of the adolescent's personality. Self-awareness is considered not only as a phenomenon of awareness, but also in a broader sense as a biologically and socially assimilated variant. According to A. Buzeman, the roots of reflection should be sought deeply in the living world, the biological basis of which is manifested everywhere not only in the reflection of the external world, but also in the reflection of the organism itself.

Secondly, A. Buzeman specifically notes the existence of a connection between the development of adolescent self-awareness and social development. According to him, the development of self-awareness can be connected with the cultural environment, some aspect of his spiritual life.

Thirdly, it calls for attention to the fact that self-awareness is not some kind of metaphysical existence that cannot be analyzed, but that it can influence reflection on the subject as an image that transforms it [9].

In adolescence, a person has a special pleasure in entering their own world, analyzing their thoughts, feelings, and actions.

It should be noted that the following aspects of the problem of studying the psychological characteristics of reflection in adolescents can be clarified:

- the pedagogical aspect is that a high level of reflection in adolescents is one of the necessary conditions for understanding the dynamics of achieving success in their educational activities;

The social aspect is linked to the individual's success in entering a new system of internal (reflexive) and external active social relations. This allows them to prevent potential conflict situations and eliminate communication barriers;

- psychologically, reflection ensures the effectiveness and harmony of personal development, manifested by the adolescent as a form of understanding their inner world [2].

According to L.S. Vygotsky, L.I. Bozhovich, V.I. Slobodchikova, E. Spranger, N.I. Gutkina, S.Yu. Stepanova, and others, reflection is distinguished as renewal in adolescence. This renewal is considered from the point of view of the process of psychological development of the individual. In particular, the child initially realizes himself, imagines himself as a whole person, and develops the ability for self-development.

According to L.S. Vygotsky, reflection is the reflection of processes occurring in the adolescent's consciousness. The development of the emergence of reflection and self-awareness acquires a new principle, that is, internal regulation of mental processes and behavior. The development of reflection in adolescents is not limited to their own internal personal changes; with its emergence, the adolescent understands other people more broadly and deeply [7].



According to E. Erikson, the main task of development before an adolescent is the formation of personal identity, uniqueness, requires a reaction to his thoughts, feelings, and his personality in general, while realizing himself as a person.

It should be noted that personal reflection - on the one hand, as a method of organizing reflexive processes based on the value-spiritual orientation of the adolescent, ensures the creation of his new image, and on the other hand, ensures relationships with the social-objective world, manifested in the assimilation of adequate knowledge about the world.

Yu.M.Linetskiy asserts that personal reflection in adolescence depends on their achieved capabilities and developed reflexive abilities. The main goal of the research process is to study the development of reflexive abilities in adolescents [4].

Researcher P.P. Blonsky also paid special attention to the problem of reflection in adolescence, that is, self-awareness and self-assessment, and tried to explain the problem by connecting it with the level of development of thinking. In his opinion, the development of thinking in adolescence teaches them to control their behavior and intellectual activity.

Issues related to the sense of reflection and its manifestation in the personality of adolescents can also be seen in the research of V.G. Maralov. Researchers define the sense of reflection, manifested in adolescence, as the facet of "self-reflection." When studying it, it is necessary to take into account four main directions, namely cooperation, communication, and personal intellectuality in the activities of adolescents. According to him, reflection is carried out as follows: awareness - focusing one's views on oneself;

- thinking;
- analyzing other knowledge to obtain new knowledge or identify unclear knowledge;
- conscious self-observation;
- self-expression in life activities;
- self-directed analysis by a person, etc. [5].

It is known that, according to L.I. Bozhovich, a new stage of self-awareness arises in adolescence. In this case, the need and abilities arise for the adolescent to understand himself as a personality with distinct characteristics from others. As a result, adolescents develop characteristics such as self-expression and self-affirmation[1].

According to L.I. Bozhovich, the development of reflection in adolescence leads to a new stage of self-awareness. From this point of view, by adolescence, reflection develops rapidly and helps to control cognitive processes (imagination, attention, memory, thinking) and one's personal characteristics. According to A. Buzeman, according to L.S. Vygotsky, there are 3 characteristics that characterize reflection in adolescence:

- firstly, reflection is accompanied by the development of adolescents;
- secondly, they begin to understand themselves. According to A. Buzeman, the roots of reflection go back to the animal world; from the second, self-awareness begins. According to A. Buzeman, the roots of reflection go back to the animal world; self-awareness and social development are interconnected phenomena. In his opinion, self-awareness is directly related to the social environment;
- thirdly, self-awareness is not considered a metaphysical phenomenon. It directly affects the reflection and is directly related to the subject [9].

With the help of reflection, a person begins to develop the experience of controlling their behavior. This is directly related to the process of value thinking. It also helps the individual adapt to external conditions. Most importantly, it also creates conditions for the effective use of other possibilities of the psyche. In adolescence, as a result of immersion in one's own world, a person



derives pleasure from reflecting on their thoughts, feelings, and actions. A teenager performs reflection as a result of relationships and communication with others. In it, an internal dialogue arises regarding the acceptance or rejection of surrounding events and thoughts. He rejects or accepts such opinions and views [6].

Reflection helps to make the process of self-awareness purposeful and conscious.

In the candidate dissertation of T.Yu. Kaminskaya on the topic "The Motivational Component of the "I" Image in the Development of Self-Awareness in Schoolchildren," the role of the motivational component in the development of the "I" image, the management of situation assessment, the influence of personal values on the consciousness of students, and the relationship between goal selection and behavioral styles in adolescents are analyzed. Especially in adolescence, the unity of cognitive and motivational components and age characteristics in the development of the "I" image of behavioral control qualities are highlighted [3].

At the same time, the question of reflection, self-awareness, and its structural components has been studied by a number of researchers. In particular, in the candidate dissertation of N.G. Serkovnikova on the topic "Psychological Features of Moral Self-Awareness of Adolescents in the Process of Adaptation to the Environment," the structural components of moral self-awareness in the individual, the formation of moral self-awareness of adolescents in various environmental conditions, and gender differences in it were investigated. One of the characteristic aspects of the research work is the analysis of the formation of moral self-awareness from the point of view of adolescents with deviant behavior [8].

In conclusion, reflection is of great importance in the life of an adolescent, contributing to self-awareness, self-control, and the development of one's inner world. At the same time, reflection plays an important role in the sociability and social activity of the individual. An adolescent with developed reflection is capable of setting socially significant goals and finding ways to achieve them. In many cases, a person's ability to understand the environment and the ability to recognize social values is important in communication and active life.

It is known that the formation of personality has its own stage of development. In particular, it is characterized by the development of reflexive processes such as self-awareness, self-control, self-management, and self-education. Therefore, in the study, in particular, in order to check the level of development of reflexivity in different age periods, empirical data were collected using the methodology "Determining the Level of Reflexibility" (V.V. Ponamaryov) and the questionnaire "Study of Priority Strategies of Reflexibility."

Initially, this methodology was analyzed separately from the point of view of each age period. The results of the quantitative analysis are reflected in the table.

**Table 1**

**Features of the manifestation of levels of reflexivity in adolescence (according to the Pearson correlation criterion)**

Directions of reflexivity	To past activity	Current activity	For future activity	Collaborate and communicate with others
To past activity	1	0,20**	0,05	0,02
Current activity	0,20**	1	0,09	0,12



For future activity	0,05	0,09	1	0,18*
Collaborate and communicate with others	0,01	0,12	0,18*	1

note: \* $p \leq 0.05$ , \*\*  $p \leq 0.01$ .

According to the results of the methodology, reflection on current activity with reflection on past activity ( $r=0.20$ ;  $p \leq 0.01$ ) has a high degree of significance. No person can achieve success in their current activities without the knowledge, skills, and abilities acquired in the past. Therefore, the experience of the past plays an invaluable role in the successes achieved in our current activities.

Reflection on future activity has a significant correlation with reflection on cooperation and communication with others ( $r=0.18$ ;  $p \leq 0.05$ ). It is known that the future activity of a person is largely determined by effective interaction with surrounding people and the formation of communication skills.

From the results of the methodology, it can be seen that the development of reflexivity in the personality of adolescents is determined by the development of their communication skills.

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## THE IMPORTANCE OF GENETIC SCREENING IN ONCOLOGICAL DISEASES

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### ABSTRACT

Oncological diseases are among the most widespread and life-threatening conditions worldwide. In recent years, the role of genetic screening in early detection and prevention of cancer has increased significantly. Genetic screening allows identification of mutations associated with cancer predisposition, enabling risk assessment and improvement of early diagnostic strategies.

This article analyzes the importance of genetic screening in oncological diseases. It discusses genetic factors associated with cancer, modern screening methods, and technological advancements. Based on statistical data from Uzbekistan and the Surkhandarya region, the article highlights the significance of genetic screening for the local population. The current oncological situation in Uzbekistan and Surkhandarya is examined, and the potential of genetic screening in improving public health is demonstrated.

The study also considers the challenges of implementing genetic screening in Uzbekistan, including limited resources and infrastructure. The findings emphasize the medical and social importance of genetic screening and outline future research directions. Early detection through genetic screening may open new opportunities in the fight against cancer.

**Keywords:** oncological diseases, genetic screening, genetic mutations, early diagnosis, oncology, genetic factors, cancer prevalence, oncological risk, tumor markers, cancer prevention, medical technologies, healthcare system, genetic counseling.

## ONKOLOGIK KASALLIKLARDA GENETIK SKRININGNING AHAMIYATI

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### ANNOTATSIYA

Onkologik kasalliklar dunyo bo'ylab eng keng tarqalgan va xavfli kasalliklar sirasiga kiradi. So'nggi yillarda onkologik kasalliklarni erta bosqichda aniqlash va ularning oldini olishda genetik skriningning o'rni oshib bormoqda. Genetik skriningning yordamida onkologik kasalliklarga predispozitsiya ko'rsatadigan genetik mutatsiyalarni aniqlash mumkin, bu esa kasallikning yuzaga kelish xavfini baholash va erta diagnostika usullarini takomillashtirishda muhim omil hisoblanadi. Mazkur maqola onkologik kasalliklarda genetik skriningning ahamiyatini tahlil qiladi. Maqolada, onkologik kasalliklar bilan bog'liq genetik faktorlar va ularning o'rganilishi, shuningdek, genetik skrining usullari va texnologiyalarining rivojlanishi muhokama qilinadi. Ayniqsa, O'zbekiston va Surxondaryo viloyatidagi onkologik kasalliklar bo'yicha statistik ma'lumotlarga tayanib, bu mintaqadagi aholi orasida genetik skriningning ahamiyatini ko'rsatish maqsad qilingan. O'zbekistonning onkologik kasalliklar bilan bog'liq umumiy holati va Surxondaryo viloyatidagi statistikalar tahlil qilinib, genetik skriningning salomatlikni yaxshilashdagi potentsiali ko'rsatiladi. Maqolada genetik skrining orqali onkologik kasalliklarni oldindan aniqlash imkoniyatlari,



diagnostika jarayonlaridagi yutuqlar, va ilg'or tadqiqotlar natijalari muhokama qilinadi. Shuningdek, O'zbekistondagi genetik skriningni amalga oshirishdagi muammolar, resurslar va amaliy muammolar haqida fikr yuritiladi. Tadqiqotlar va statistik ma'lumotlar O'zbekistonning turli viloyatlarida onkologik kasalliklarning tarqalishini va genetik skriningning ahamiyatini ko'rsatadi. Maqola onkologik kasalliklar bo'yicha genetik skriningning ijtimoiy va tibbiy ahamiyatini yoritib, bu sohada kelajakda amalga oshirilishi kerak bo'lgan ilmiy-tadqiqot ishlarining yo'nalishlarini belgilaydi. Genetik skriningning erta bosqichlarda kasalliklarni aniqlash va davolashdagi o'rni mamlakatdagi onkologik kasalliklar bilan kurashda yangi ufqlar ochishi mumkin.

**Kalit so'zlar:** onkologik kasalliklar, genetik skrining, genetik mutatsiyalar, erta diagnostika, onkologiya, genetik faktorlar, kasalliklar tarqalishi, onkologik xavf, genetik tadqiqotlar, tumor markerlari, onkologik profilaktika, kasalliklarning oldini olish, tibbiy texnologiyalar, sog'liqni saqlash tizimi, genetik maslahat, genetik tekshiruvlar, kasalliklarni erta aniqlash.

### **ЗНАЧЕНИЕ ГЕНЕТИЧЕСКОГО СКРИНИНГА В ОНКОЛОГИЧЕСКИХ ЗАБОЛЕВАНИЯХ**

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### **АННОТАЦИЯ**

Онкологические заболевания являются одними из самых распространенных и опасных болезней в мире. В последние годы роль генетического скрининга в ранней диагностике и профилактике онкологических заболеваний значительно возросла. С помощью генетического скрининга можно выявить генетические мутации, предрасположенные к онкологическим заболеваниям, что является важным фактором в оценке риска заболевания и совершенствовании методов ранней диагностики. Данная статья анализирует значимость генетического скрининга в онкологических заболеваниях. В статье рассматриваются генетические факторы, связанные с онкологическими заболеваниями, и их изучение, а также развитие методов и технологий генетического скрининга. Особое внимание уделяется статистическим данным о онкологических заболеваниях в Узбекистане и Сурхандарьинской области, с целью продемонстрировать значимость генетического скрининга для населения этого региона. Анализ состояния онкологических заболеваний в Узбекистане и статистика по Сурхандарьинской области показывают потенциал генетического скрининга в улучшении здоровья. В статье обсуждаются возможности ранней диагностики онкологических заболеваний с помощью генетического скрининга, достижения в процессе диагностики и результаты передовых исследований. Также рассматриваются проблемы, ресурсы и практические вопросы, связанные с проведением генетического скрининга в Узбекистане. Исследования и статистические данные демонстрируют распространенность онкологических заболеваний в различных регионах Узбекистана и подчеркивают важность генетического скрининга. Статья освещает социальное и медицинское значение генетического скрининга в онкологических заболеваниях и определяет направления будущих научных исследований в этой области. Раннее выявление заболеваний и лечение с помощью генетического скрининга может открыть новые горизонты в борьбе с онкологическими заболеваниями в стране.

**Ключевые слова:** онкологические заболевания, генетический скрининг, генетические мутации, ранняя диагностика, онкология, генетические факторы, распространенность



заболеваний, онкологический риск, генетические исследования, опухолевые маркеры, онкологическая профилактика, профилактика заболеваний, медицинские технологии, система здравоохранения, генетическое консультирование, генетические обследования, раннее выявление заболеваний.

## INTRODUCTION

Oncological diseases are one of the most dangerous and urgent health problems worldwide and claim the lives of millions of people every year. These diseases are rapidly increasing not only in high-income countries but also in low-income regions. Compared to other diseases, oncological diseases are characterized by a high mortality rate. According to the World Health Organization, approximately 19 million new oncological disease cases are diagnosed annually worldwide, and more than 10 million people die due to cancer. In particular, developing effective strategies for prevention and treatment of these diseases, as well as early diagnosis, is of great importance.

Genetic screening is recognized as an important tool in identifying risk factors associated with oncological diseases and diagnosing them at an early stage. Through genetic screening, it is possible to detect genetic mutations that predispose to oncological diseases and provide patients with preventive measures in advance. This method is successfully applied in many developed countries; however, developing countries, including Uzbekistan and the Surkhandarya region, still face limited resources and opportunities.

The article focuses on analyzing the role of oncological diseases and genetic screening, including the current situation in Uzbekistan and the Surkhandarya region. It also discusses the importance of using global experience and expanding genetic screening. The goal is to highlight the role of genetic screening in early detection and treatment of oncological diseases and thereby propose new approaches to combating the increase of diseases.

## RELEVANCE OF THE PROBLEM

Global statistics on oncological diseases (2023): Approximately 19 million new oncological disease cases are diagnosed annually worldwide. In 2020, this figure was 18.1 million, and it continues to increase. Oncological diseases cause more than 10 million deaths worldwide. In 2020, this number was 9.9 million. Oncological diseases rank second among causes of death worldwide (first place is occupied by cardiovascular diseases). Breast cancer is the most common oncological disease worldwide, with 2.3 million new cases diagnosed annually. Lung cancer (among both men and women) is also widespread, with 2.2 million new cases annually. Blood cancer (leukemia) and gastric cancer also have high incidence rates. In high-income countries, the prevalence of oncological diseases is usually higher. For example, in the United States, Europe, and Australia, cancer diseases are more common. In low-income countries, oncological diseases are often diagnosed at late stages due to the lack of resources for early diagnosis and treatment. In Africa, South Asia, and East Asia, oncological diseases are rapidly increasing, but opportunities for early diagnosis and treatment remain limited. Oncological diseases mainly affect individuals over 50 years of age; however, in recent years, they are also increasing among younger people. Lung cancer and breast cancer are more common among individuals aged 40–50. One of the emerging trends is the increasing incidence of cancer among young people, especially in the 30–40 age group.

The global survival rate from cancer is approximately 55%. This figure is higher in high-income countries and lower in low-income and developing countries. For example, in the United States, the cancer survival rate is 68%, while in less developed countries it is around 30–40%.

## RESEARCH

Genetic screening is of great importance in early detection and treatment of oncological diseases. In Europe and North America, genetic screening and individualized treatment plans are



widespread, whereas in certain parts of Africa and Asia, this method is still rarely applied. Genetic tests such as BRCA1 and BRCA2 genes play an important role in early detection of breast and ovarian cancer. Through these tests, women who are at high risk can be identified and provided with preventive treatment. The high global prevalence of oncological diseases and their mortality necessitate the development of rapid diagnostic and effective treatment methods. Genetic screening and new research can lead to major achievements in early detection of diseases, especially in considering genetic factors that predispose to oncological diseases. However, access to these services still varies across different regions of the world, which requires further improvement of the global healthcare system.

Statistical Data on Oncological Diseases in Uzbekistan (for 2023). In Uzbekistan, more than 60,000 new oncological disease cases are diagnosed annually. In 2023 alone, approximately 55,000 new cases were registered. At the beginning of 2023, nearly 40,000 deaths due to oncological diseases were recorded in Uzbekistan. The mortality rate from oncological diseases per 100,000 population constitutes 25–30 deaths. Among the most common oncological diseases in Uzbekistan are lung, liver, breast, and gastric cancers. Lung cancer (among men) and breast cancer (among women) are considered the most widespread diseases in Uzbekistan.

Statistical Data on Oncological Diseases in the Surkhandarya Region (for 2023). In 2023, more than 1,500 new oncological disease cases were diagnosed in the Surkhandarya region. On average, 1,300–1,500 new diagnoses are made annually in the region. Approximately 900–1,000 deaths due to oncological diseases are recorded each year in Surkhandarya. This constitutes 15–20 percent of the overall mortality rate in the region. Currently, the opportunities for implementing genetic screening in Surkhandarya remain limited. Genetic examinations are available only in certain medical institutions of the region, which reduces the possibility of identifying many patients. The prevalence of oncological diseases in Uzbekistan has sharply increased in recent years. According to statistical data from the Ministry of Health and other organizations, nearly 60,000 new oncological disease cases were registered in Uzbekistan in 2023. Similar trends are observed in various regions of the country, including the Surkhandarya region.

In Surkhandarya, an average of 1,500–1,700 new oncological diagnoses are made annually. Studies conducted in the region's medical institutions indicate that lung cancer, breast cancer, and gastric cancer are among the most widespread diseases. Research results also show a high mortality rate from oncological diseases, with nearly 1,000 deaths recorded annually. These figures emphasize the importance of early diagnosis and treatment within the regional healthcare system.

Studies demonstrate that genetic screening plays a significant role in early detection of oncological diseases. Although genetic tests and consultations have been introduced in some major oncological centers in Uzbekistan, including Tashkent, these services are not sufficiently developed nationwide. Research has shown that the demand for genetic screening is around 5–7 percent, meaning many patients are either not interested in genetic testing or have limited access to it.

Oncological diseases have a significant impact not only on the healthcare system but also on the economy and social sectors. Research provides data on economic losses caused by oncological diseases in Uzbekistan and the Surkhandarya region. In some regions of Uzbekistan, including Surkhandarya, treatment costs related to oncological diseases are high, placing many families in financial difficulty.

Studies indicate that implementing early diagnosis and genetic screening helps reduce treatment costs by identifying diseases at early stages and improves public health outcomes. The importance of genetic screening in prevention and early detection of oncological diseases is increasing. Research suggests that expanding genetic screening in Uzbekistan's oncological centers



and healthcare system could lead to significant achievements in early detection. Identifying high-risk groups and offering them preventive treatment plays a crucial role in disease prevention.

Additionally, to expand genetic screening in Uzbekistan and the Surkhandarya region, it is necessary to improve the qualifications of medical personnel, introduce modern laboratory equipment, and increase public awareness.

Research findings demonstrate the importance of genetic screening in the prevalence and early detection of oncological diseases. Statistical data from Uzbekistan and the Surkhandarya region indicate concerning trends and emphasize the necessity of expanding genetic screening. Implemented research and strategies provide an important foundation for introducing new approaches and improving medical services in combating oncological diseases.

**Prevention and Treatment of Oncological Diseases.** In combating oncological diseases, prevention and treatment strategies always play an important role. In oncology, preventive measures are recognized as the primary tools for disease prevention, early diagnosis, and increasing treatment effectiveness. The application of effective prevention, genetic screening, and advanced treatment methods is essential in reducing disease prevalence and improving patients' quality of life.

Prevention of Oncological Diseases. Preventive measures are of great importance in preventing oncological diseases.

### **1 Promotion of a Healthy Lifestyle**

**Healthy nutrition:** Maintaining a balanced and varied diet and limiting fried, fatty, and processed foods reduce the risk of oncological diseases. Proper nutrition is especially important in preventing breast, intestinal, and gastric cancers.

**Physical activity:** Regular physical activity and sports participation prevent overweight and obesity and reduce the risk of oncological diseases along with cardiovascular diseases.

**Reduction of tobacco and alcohol consumption:** Lung cancer and many other oncological diseases are directly associated with tobacco use and alcohol consumption. Therefore, quitting smoking and moderate alcohol consumption are key preventive measures.

### **2 Early Diagnosis and Screening**

**Genetic screening:** Genetic screening is particularly necessary for individuals with a family history of oncological diseases. Tests such as BRCA1 and BRCA2 help identify breast cancer risk in advance. Early diagnostic tests are also important for colorectal cancer and prostate cancer.

**Regular examinations:** Mammography for early detection of breast cancer in women, PSA tests for prostate cancer in men, and colonoscopy are recommended. These tests increase treatment effectiveness by detecting cancer at early stages.

### **3 Vaccination**

**HPV vaccination:** Vaccination against Human papillomavirus (HPV) helps prevent leading cancer types, including cervical cancer, especially when administered to young girls and boys.

**Hepatitis B vaccination:** The Hepatitis B virus can cause liver cancer. Vaccination against this virus plays an important role in prevention.

**Treatment of Oncological Diseases.** Various methods are used in the treatment of oncological diseases. Treatment effectiveness depends on the type and stage of the disease, as well as the patient's age and general health condition.

#### **1 Surgical Treatment**

Surgical methods are applied at the initial stage of treatment to prevent tumor growth or metastasis. If the cancer is localized, surgery is performed to remove it.



## 2 Chemotherapy

Chemotherapy involves the use of chemical drugs to destroy cancer cells. It is particularly used in metastatic or advanced cancers. Side effects may include hair loss, nausea, fatigue, and immunosuppression.

## 3 Radiotherapy

Radiotherapy aims to destroy cancer cells using high-energy radiation. It is effective in local stages or in reducing metastases and is often combined with surgery or chemotherapy.

## 4 Immunotherapy

Immunotherapy strengthens the body's immune system against cancer cells. It is developing as an effective method especially for melanoma, lung cancer, and breast cancer. Its advantage is systemic action throughout the body.

## 5 Hormone Therapy

Hormone therapy is used in hormone-dependent cancers such as breast and prostate cancer by reducing or blocking hormones.

## 6 Targeted Therapy

Targeted therapy is a modern treatment method directed at specific genetic alterations of cancer cells. It aims to stop tumor growth and spread by targeting altered cells.

## CONCLUSION

It is necessary to apply effective methods in the treatment of oncological diseases. Through prevention and early diagnosis, it is possible to reduce disease prevalence, save patients' lives, and increase treatment effectiveness.

Introducing innovative approaches such as genetic screening, immunotherapy, and targeted therapy plays a significant role in combating oncological diseases. The fight against oncological diseases is important not only from a medical perspective but also from social, economic, and cultural viewpoints.

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**PATHOGENESIS AND MODERN THERAPEUTIC APPROACHES IN  
NEURODEGENERATIVE DISEASES**

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**ANNOTATION**

Neurodegenerative diseases are characterized by progressive and irreversible damage to the central nervous system, representing a major global health challenge. This article analyzes the pathogenesis, molecular mechanisms, and current therapeutic strategies for Alzheimer's disease and Parkinson's disease. In Alzheimer's disease, key pathogenic factors include  $\beta$ -amyloid plaque accumulation, tau protein hyperphosphorylation, synaptic dysfunction, and neuroinflammation. In Parkinson's disease, degeneration of nigrostriatal dopaminergic neurons,  $\alpha$ -synuclein aggregation, and mitochondrial dysfunction are primary mechanisms. Recently, biomarkers (cerebrospinal fluid and plasma A $\beta$ 42, phosphorylated tau, neurofilament light chain, and  $\alpha$ -synuclein) have gained importance for early diagnosis and disease monitoring. Current treatments go beyond symptomatic therapy and include disease-modifying approaches, such as monoclonal antibodies, neuroprotective strategies, and gene therapy. Gene therapy using adeno-associated viral (AAV) vectors to deliver neurotrophic factors or modulate pathological protein expression is considered a promising avenue. Analyses suggest that molecular biomarkers and gene-based therapies may play a key role in developing individualized treatment concepts in the future.

**Keywords:** Neurodegenerative diseases, Alzheimer's disease, Parkinson's disease, beta-amyloid, tau protein, alpha-synuclein, dopaminergic neurons, neuroinflammation, oxidative stress, mitochondrial dysfunction, biomarkers, A $\beta$ 42, phosphorylated tau (p-tau), neurofilament light chain (NfL), gene therapy, AAV vectors, monoclonal antibodies, disease-modifying therapy, molecular diagnostics, precision medicine.

**INTRODUCTION**

Neurodegenerative diseases are complex pathological conditions characterized by progressive and irreversible neuronal loss, leading to continuous decline in cognitive and motor functions. In recent decades, increasing life expectancy has made these disorders a significant global medical and social concern. Alzheimer's disease and Parkinson's disease are among the most common neurodegenerative disorders, contributing significantly to disability and mortality rates.

Alzheimer's disease primarily manifests with cognitive decline, memory loss, and dementia. Its pathogenesis involves extracellular accumulation of  $\beta$ -amyloid peptides and hyperphosphorylation of tau protein, resulting in neurofibrillary tangles. These molecular changes lead to synaptic dysfunction, neuroinflammation, mitochondrial impairment, and apoptotic neuronal death, causing progressive atrophy of the cerebral cortex and hippocampus.

Parkinson's disease is mainly characterized by motor disturbances, including tremor, rigidity, bradykinesia, and postural instability. Its pathogenesis centers on degeneration of dopaminergic neurons in the substantia nigra pars compacta and  $\alpha$ -synuclein aggregation. Oxidative stress, mitochondrial dysfunction, and neuroinflammation further exacerbate the disease. Dopamine deficiency disrupts nigrostriatal pathways, leading to clinical motor symptoms.

Currently available treatments are mostly symptomatic and cannot fully address the molecular basis of these diseases. Therefore, developing pathogenesis-targeted, disease-modifying approaches remains a critical need. Recent advances in biomarkers (A $\beta$ 42, phosphorylated tau, neurofilament

light chain,  $\alpha$ -synuclein) have expanded early diagnostic capabilities, while innovative strategies such as monoclonal antibodies, neuroprotective agents, and gene therapy represent a new frontier. In particular, adeno-associated viral (AAV) vector-based gene therapy to deliver neurotrophic factors or modulate pathological protein expression is considered promising. Thus, understanding the molecular pathogenesis of neurodegenerative diseases, identifying molecular biomarkers, and developing gene-based therapies are crucial for early diagnosis, effective treatment, and the advancement of precision medicine. This article systematically analyzes the molecular mechanisms, diagnostic biomarkers, and modern therapeutic approaches for Alzheimer's and Parkinson's diseases.

## MATERIALS AND METHODS

**Study Design.** This work is based on a systematic review and analytical-synthesis approach, summarizing recent scientific evidence on the pathogenesis, biomarkers, and modern therapeutic methods of neurodegenerative diseases, particularly Alzheimer's and Parkinson's disease. The study follows the IMRAD structure.

**Data Sources.** Scientific literature was searched in the following international databases: PubMed, Scopus, Web of Science, and Google Scholar. Search terms included: "neurodegeneration", "Alzheimer's disease pathogenesis", "Parkinson's disease biomarkers", "beta-amyloid", "tau protein", "alpha-synuclein", "gene therapy", "AAV vectors", "disease-modifying therapy".

### Inclusion Criteria

- Articles published between 2010 and 2025
- Randomized clinical trials (RCTs), meta-analyses, and systematic reviews
- Experimental and clinical studies on molecular biomarkers and gene therapy
- Full-text articles in English or Russian

### Exclusion Criteria

- Short reports focusing only on symptomatic therapy
- Experimental studies without sufficient clinical evidence
- Redundant or methodologically limited studies

**Data Analysis.** Selected articles were analyzed using content and comparative analysis. Pathogenesis mechanisms were systematized from a molecular-biological perspective. Biomarkers were compared in terms of diagnostic sensitivity and specificity. Gene therapy results were evaluated based on preclinical models and clinical trial phases (I–III). Statistical measures included 95% confidence intervals, p-values ( $<0.05$ ), and effect sizes. Meta-analytic results were used when available.

**Ethics.** This study used secondary data only, with no direct patient involvement; therefore, ethics committee approval was not required. All data were obtained from international scientific publications following principles of academic integrity.

## RESULTS

**Molecular Mechanisms of Pathogenesis.** Alzheimer's disease pathogenesis involves  $\beta$ -amyloid aggregation and tau protein hyperphosphorylation, leading to synaptic dysfunction and neuroinflammation. Neuronal loss in the hippocampus and cortex is directly correlated with cognitive decline. Parkinson's disease is characterized by degeneration of dopaminergic neurons in the substantia nigra pars compacta,  $\alpha$ -synuclein aggregation, and mitochondrial dysfunction. Oxidative stress and neuroinflammation accelerate disease progression.

**Biomarkers.** Molecular markers in biological fluids have high clinical significance for early diagnosis and differential diagnosis. In Alzheimer's disease, changes in  $A\beta_{42}$  and phosphorylated tau (p-tau) levels are highly sensitive biomarkers. In Parkinson's disease,  $\alpha$ -synuclein and neurofilament light chain (NfL) correlate with disease severity and progression.

**Table 1. Key Biomarkers and Clinical Significance**

Disease	Biomarker	Biological Source	Diagnostic Significance
Alzheimer's	A $\beta$ 42	CSF / Plasma	Early-stage detection, indicates amyloid pathology
Alzheimer's	Phosphorylated tau (p-tau)	CSF	Marker of neurofibrillary degeneration
Alzheimer's	Neurofilament light chain (NfL)	Blood / CSF	Indicates neuronal damage
Parkinson's	$\alpha$ -synuclein	CSF / Plasma	Marker of synucleinopathy
Parkinson's	NfL	Blood	Monitors disease progression

**Therapeutic Approaches.** Disease-modifying therapies were evaluated as promising strategies. Monoclonal antibodies targeting amyloid reduced amyloid burden and showed modest clinical benefit in Alzheimer's disease. In Parkinson's disease, dopaminergic therapy provides symptomatic control but does not halt progression.

Gene therapy using AAV vectors to increase neurotrophic factor expression (e.g., GDNF) or modulate pathological protein synthesis demonstrated positive results. Preclinical models showed improved neuronal survival and motor function.

**Table 2. Modern Therapeutic Approaches in Neurodegenerative Diseases**

Therapy Type	Target Mechanism	Disease	Clinical Outcome
Monoclonal antibodies	Neutralize $\beta$ -amyloid	Alzheimer's	Slows cognitive decline
Tau-targeted therapy	Reduce tau aggregation	Alzheimer's	Attenuates neurodegeneration
Dopaminergic therapy	Compensate dopamine deficiency	Parkinson's	Reduces motor symptoms
Gene therapy (AAV)	Neurotrophic factor expression	Parkinson's	Neuroprotective effect
$\alpha$ -synuclein-targeted therapy	Reduce pathological aggregation	Parkinson's	Potentially slows progression

Results suggest that understanding molecular mechanisms, combined with biomarker-guided early diagnosis and gene-based therapies, supports the development of individualized treatment strategies.

## DISCUSSION

This study confirms the complex, multi-step, and multifactorial nature of Alzheimer's and Parkinson's disease pathogenesis. Protein aggregation, neuroinflammation, mitochondrial dysfunction, and oxidative stress are primary mechanisms, forming a pathogenic "chain reaction" that accelerates progression.



In Alzheimer's disease, the relationship between  $\beta$ -amyloid and tau pathology remains debated. While the amyloid cascade hypothesis proposes  $\beta$ -amyloid as the initiating factor, recent evidence shows tau pathology correlates more strongly with neurodegeneration, highlighting the need for combination therapy. Monoclonal antibodies targeting amyloid have entered clinical use, but long-term efficacy and safety remain unclear.

In Parkinson's disease, while dopaminergic neuron loss is central,  $\alpha$ -synuclein aggregation is increasingly recognized. The synucleinopathy hypothesis suggests peripheral-to-central propagation, emphasizing early biomarkers and preclinical diagnosis. Biomarkers such as  $\alpha$ -synuclein and NfL are promising for monitoring disease progression. Advancements in non-invasive fluid-based biomarkers (CSF, plasma p-tau, A $\beta$  fractions) improve early detection. However, standardized reference values remain to be globally established.

Gene therapy, particularly AAV vector-based delivery of neurotrophic factors or modulation of pathological protein expression, shows promise in preclinical studies, though long-term safety, immune responses, and expression control require further investigation. Disease-modifying therapy efficacy depends on disease stage, emphasizing early intervention and individualized approaches. Overall, integrating molecular pathogenesis knowledge with biomarker-guided gene-based therapy may form the basis of precision medicine in neurodegenerative disorders. Future studies should focus on early-stage, multicenter, and molecular-genetic stratified trials.

### CONCLUSION

Neurodegenerative diseases, particularly Alzheimer's and Parkinson's disease, remain major and complex challenges in modern medicine. This study demonstrates that pathogenesis is multifactorial and interlinked, with protein aggregation ( $\beta$ -amyloid, tau,  $\alpha$ -synuclein), neuroinflammation, mitochondrial dysfunction, and oxidative stress playing central roles.

Advances in biomarkers (A $\beta$ 42, phosphorylated tau, NfL) have expanded early diagnosis and disease monitoring capabilities. Fluid-based biomarkers (CSF and plasma) offer promising non-invasive diagnostic options. Modern therapeutic strategies are shifting from symptomatic care toward disease-modifying interventions. Monoclonal antibodies, tau and  $\alpha$ -synuclein-targeted therapies, and AAV-based gene therapy are emerging as promising approaches. Long-term efficacy and safety require further investigation.

Integrating molecular pathogenesis analysis, biomarkers, and gene-based therapies provides a solid scientific foundation for early detection and precision treatment of neurodegenerative diseases. Future research should prioritize early-stage, multicenter, and molecular-genetic stratified studies.

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## FORMATION OF STUDENTS' ENGINEERING THINKING BASED ON ROBOTICS

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### ANNOTATION

In recent years, the integration of robotics into the educational process has become an important tool for developing students' engineering thinking and practical skills. Robotics-based education encourages learners to engage in problem-solving, critical thinking, creativity, and teamwork. This article examines the role of robotics in shaping students' engineering thinking and highlights its impact on improving technical knowledge and innovative abilities. The study analyzes modern approaches to teaching robotics and their effectiveness in developing students' interest in engineering and technology. The results indicate that robotics-based learning helps students better understand engineering concepts, enhances logical thinking, and promotes independent learning.

**Keywords:** Robotics education, engineering thinking, innovative learning, STEM education, technical skills, problem-solving, creativity, educational technology.

### INTRODUCTION

The rapid development of modern technologies has significantly influenced the educational system, especially in the field of engineering and technical sciences. One of the most promising directions in modern education is the integration of robotics into the learning process. Robotics education combines knowledge from different disciplines such as physics, mathematics, programming, and engineering, allowing students to develop interdisciplinary thinking and practical problem-solving skills. Developing engineering thinking among students is an essential task of contemporary education. Engineering thinking involves analytical skills, creativity, the ability to design and build systems, and the capability to solve complex technical problems. Robotics-based learning provides an effective environment where students can experiment, design models, and test their ideas in practice. Through such activities, learners gain a deeper understanding of engineering principles and develop innovative thinking. In recent years, many educational institutions have started implementing robotics courses and laboratories to improve students' technical competencies. These initiatives not only increase students' interest in engineering fields but also prepare them for future careers in science, technology, and industry. Therefore, studying the role of robotics in developing students' engineering thinking has become an important topic in modern pedagogical research.

### MATERIALS AND METHODS

This study investigates the role of robotics-based learning in developing students' engineering thinking. The research was conducted using both theoretical and practical methods. The theoretical part of the study involved the analysis of scientific literature, educational resources, and international experiences related to robotics education and engineering thinking. The practical part of the research was carried out with a group of students participating in robotics-based learning activities. During the study, students were introduced to basic concepts of robotics, including programming, mechanical construction, and problem-solving tasks. Special robotics kits and educational platforms were used to help students design and build simple robotic models. To evaluate the effectiveness of robotics education, observation, comparative analysis, and assessment methods were applied. Students' participation, creativity, problem-solving ability, and teamwork skills were monitored throughout the learning process. In addition, questionnaires and feedback from students were collected to determine their level of interest in engineering and technology. The collected data were analyzed to identify how robotics-based education influences the development of engineering thinking and technical competencies among students.



## RESULTS

The results of the study showed that the integration of robotics into the educational process has a positive impact on students' engineering thinking and learning motivation. Students who participated in robotics-based activities demonstrated higher levels of creativity, analytical thinking, and practical problem-solving skills. During the robotics lessons, students actively engaged in designing, assembling, and programming robotic models. These activities helped them better understand engineering concepts and technological principles. Students were able to apply theoretical knowledge from subjects such as mathematics, physics, and computer science to real-world practical tasks. Another important outcome of the research was the improvement of teamwork and communication skills among students. Working in small groups encouraged collaboration, idea exchange, and collective problem-solving. The study also revealed that robotics education significantly increased students' interest in engineering and technology-related careers.

## DISCUSSION

The findings of this research confirm that robotics-based learning plays an important role in the development of engineering thinking among students. Robotics education creates an interactive and practical learning environment where students can experiment, design, and test their ideas. This approach supports active learning and encourages students to think creatively and analytically. Engineering thinking requires not only theoretical knowledge but also practical experience in designing and solving technical problems. Robotics provides an effective platform for integrating these elements into the educational process. Through robotics projects, students learn how to identify problems, develop solutions, and evaluate the effectiveness of their designs. Furthermore, robotics education supports the principles of STEM (Science, Technology, Engineering, and Mathematics) learning by combining knowledge from different academic disciplines. Such interdisciplinary learning helps students develop a deeper understanding of scientific and technical concepts. The results of the study are consistent with international research, which highlights robotics as an effective tool for improving students' technological literacy and preparing them for future careers in engineering and innovation.

## CONCLUSION

In conclusion, robotics-based education is an effective approach for developing students' engineering thinking, creativity, and problem-solving abilities. The integration of robotics into the educational process helps students acquire practical technical skills and strengthens their interest in engineering and technology fields. The results of this research show that robotics activities enhance students' analytical thinking, teamwork, and motivation to learn. By engaging in hands-on learning experiences, students gain a better understanding of engineering principles and develop the ability to apply theoretical knowledge in practice. Therefore, it is recommended that educational institutions expand the use of robotics in teaching and learning processes. The implementation of robotics laboratories, practical projects, and STEM-based programs can significantly contribute to the development of innovative and technically skilled future specialists.

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## THEORETICAL APPROACHES TO THE STUDY OF PERSONALITY REFLECTION

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### ABSTRACT

The article presents an analysis of thoughts on the psychological factors of the formation of reflexivity during adolescence. In particular, the psychological aspects of the manifestation of such processes as self-awareness, personal reflection, self-control, and self-control in thinking are revealed in the adolescent personality. Also, age-related development characteristics of situational, personal, cooperative, communicative (social-psychological), cognitive or intellectual, situational reflection, retrospective, prospective reflections during adolescence are explained.

**Keywords:** adolescence, personality, reflection, reflexivity, self-control, self-management, thinking, independence of thought, situational, personal, cooperative, communicative (social-psychological), cognitive or intellectual, situational reflection, retrospective, prospective reflection .

### ТЕОРЕТИЧЕСКИЕ ПОДХОДЫ К ИЗУЧЕНИЮ РЕФЛЕКСИВНОСТИ ЛИЧНОСТИ

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### АННОТАЦИЯ

В статье представлен анализ размышлений о психологических факторах формирования рефлексивности в подростковом возрасте. В частности, в личности подростка раскрываются психологические аспекты проявления таких процессов, как самосознание, личностная рефлексия, самоконтроль, самоконтроль в мышлении. Также объясняются возрастные особенности развития ситуативной, личностной, кооперативной, коммуникативной (социально-психологической), познавательной или интеллектуальной, ситуативной рефлексии, ретроспективной, проспективной рефлексии в подростковом возрасте.

**Ключевые слова:** подростковый возраст, личность, рефлексия, рефлексивность, самоконтроль, самоуправление, мышление, самостоятельность мышления, ситуационная, личностная, кооперативная, коммуникативная (социально-психологическая), познавательная или интеллектуальная, ситуативная рефлексия, ретроспективная, проспективная рефлексия.

Having passed through the path of the first birth and existence of a person who does not go beyond the limits of direct human relations, the adolescent, who has grown from childhood and reverently entered youth, will have a second chance. Adolescence deeply develops the ability of reflexivity. Developed reflexivity provides a sensitive feeling of one's own experiences, motives, motives of interaction, and at the same time superficial analysis and correlation of the intimate with the norm. Reflections allow the teenager to take his place in this world, taking him out of his inner world. It is at this age that a person turns to moral cynicism or begins to consciously strive for spiritual growth, to build a life based on the concept of traditional and new moral directions [8].

Thinking is one of the mechanisms of semantic self-control, therefore it is a source of freedom and stability of a person, his self-development. This is a conscious form of semantic self-control, which is different from the unconscious psychic automatisms that we have learned in the course of life and development [6]. Limitation of self-awareness, associated with weak use of reflexivity, is a serious obstacle to understand what is happening, to look at one's life holistically.

After all, reflection allows a person to look at himself from the outside, to understand the meaning of his life and activities, to see them in a temporal relationship, to establish a semantic connection of the present with the past and the future. This allows a person to create and maintain the



inner harmony necessary to change the inner world and not be completely at the mercy of the situation. Self-control allows a young person to change in accordance with the changing conditions of the outside world and his life conditions, and supports the mental activity necessary for his activity, ensures the conscious organization and correction of his actions [2]. The main thing is that the young man knows the motives of his activity and manages his needs, and this gives him the opportunity to be the owner, creator of his life, to be free from circumstances and to manage himself.

The ability to control one's own motives is one of the most important characteristics of a person, an indicator of the harmony and maturity of a person. The desire to know oneself as a person leads to reflection, deep introspection. Self-knowledge and knowledge of others leads to the formation of self-improvement tasks.

Reflection, critical re-evaluation of values, as a rule, is associated with some kind of pause, "gap" in activities or relationships with other people.

Short-term - immediate activities of today and tomorrow and their goals. Long-term perspective - long-term life plans, personal and public. Their combination occurs without difficulty in an adolescent boy.

Young people like to dream about the distant future, but at the same time they want to quickly achieve concrete results, to immediately satisfy their desires. With age, a person's view of time not only deepens, but also expands: when children are asked to describe the future, they usually talk about their personal vision, while adults answer the same question and actively discuss social and world problems.

According to P. Teyjaru de Chardenou, thanks to the reflex, man was separated from the animal world, he was able to focus on himself and master himself as an object, and also had the opportunity not only to know, but also to know himself [9].

A. Buzeman was one of the first to consider reflection in psychology, who interpreted it as "any transmission of experience from the outside world to oneself" [3].

A.V. Rossoxin identifies the following psychological features of reflection:

1. Reflection is the ability to change the content of consciousness.
2. Reflection is the ability to change the structures of consciousness [6].

In psychological research, reflection works in two ways:

- 1) as a method of understanding the researcher's research foundations and results,
- 2) as the main property of the entity, as a result of which it will be possible to implement and manage its vital activities. In one of its general and abstract interpretations, reflection can be considered related to the process of developing something (in particular, practice, thinking, consciousness, technology, etc.) and participating in this process, for example, by removing difficulties in his work can be identified.

Daily, as well as in some contexts - in the psychological sense, reflection - is the summation of any person's state, actions and past events, aimed at reviewing and analyzing himself and his activities (a kind of introspection).

At the same time, the depth of such thinking, in particular, is related to a person's interest in this process, his focus on noticing more and less, which can affect his level of knowledge and development. Also, moral feelings and ideas about morality, his level of self-control, etc.

It is believed that representatives of different social and professional groups differ in their use of reflection. One understanding is that reflection can be seen as a conversation, a dialogue of its own. Reflection is also generally considered in relation to the human capacity for self-development and the process itself.



Reflection is a subject of study and a tool used in various fields of human knowledge and its use: philosophy, psychology, acmeology, management, pedagogy, ergonomics, conflictology, etc.

In the psychology of creativity and creative thinking, reflexivity is interpreted as a process of understanding and revising stereotypes of experience by the subject, which is a necessary condition for the emergence of innovations. From this point of view, it is customary to distinguish the reflexive-innovative process, reflexive-creative thinking skills, as well as different forms (individual and collective) and types (intellectual, personal, communicative, cooperative) of reflection.

As V. E. Husserl and A. V. Rossokhin pointed out, reflection is a "method of seeing" included in the method of imaging, and besides, it changes depending on the object to which it is directed [6].

According to tradition (in particular, starting with the works of I.N. Semyonov and S.Yu. Stepanov), there are 4 approaches to the study of reflexivity (or, in other words, 4 aspects of the study of reflexivity) [1].

**Cooperative.** This is considered in the analysis of subject-subject activities, as well as in the design of collective activities, taking into account the need to coordinate the professional positions and group roles of subjects, as well as the cooperation of their joint actions.

**Communicative (social-psychological).** Reflection is considered as an important component of developed communication and interpersonal perception, as a characteristic quality of human cognition.

**Cognitive or intellectual.** Understanding reflexivity, the ability of the subject to separate, analyze and correlate his actions with an objective situation, as well as to consider the mechanisms of thinking, primarily in relation to theoretical learning.

**Personal (general psychological).** Creating new images of yourself, "I" as a result of communication with other people and active activity, as well as developing new knowledge about the world.

In the traditional sense, personal reflection is a psychological mechanism for changing individual consciousness.

According to A.V. Rossokhin, personal reflection is "an active subjective process of creating meanings based on a person's ability to understand the unconscious (non-reflective reflection) - internal work that leads to qualitative changes in value-semantic formations, the formation of new strategies and methods of internal communication, integration of the individual into a new, more integrated state" [6].

Depending on the functions performed by reflection in different situations, the following types are distinguished by A.V. Karpov and his other researchers, for example, A.S. Sharov: [7]

1. Reflection of the situation - actions in the form of "motivation" and "self-evaluation" that ensure direct involvement of the subject in the situation, understanding of its elements, analysis of the happenings. It includes the ability of the subject to connect his actions with the objective situation, as well as the ability to coordinate and control the elements of activity in accordance with changing conditions.

2. Retrospective reflection - serves to analyze already performed activities and events that happened in the past.

3. Prospective reflection - includes thinking about the future activity, thinking about the progress of the activity, planning, choosing the most effective ways of its implementation, as well as predicting its possible results.

Reflection should be distinguished from self-awareness. Every reflection - the appeal of the mind to its own knowledge - does not become self-awareness. Self-awareness is a reflection in which self-knowledge becomes its subject. Meditation is the result of turning the mind to the future.



Awareness is about what is happening. Reflection is bringing the mind to something that has already happened.

The peculiarity of the problem of thinking is related to the peculiarity of the characteristic of reflexivity. In fact, due to this characteristic of "consciousness itself", man realizes that he has such a unique quality, which no other living being has - the ability to be aware.

At the same time, the emergence of psychology is largely due to this characteristic, because it allows us to distinguish the mind as "knowing" and "known", and thus to form it as an object of knowledge. In this regard, it is possible to think about a certain "secondary" feature of psychological knowledge in relation to the reflexive feature. Consequently, psychological knowledge - first of all pre-scientific, and then in its scientific form - arises when the feature of reflexivity appears [5]. As an intellectual property, reflexivity is one of the main aspects of this integral psychic reality and is related to reflection in general. Reflexivity is the ability of a certain person to self-awareness of the content of his psyche and to analyze it, as well as the ability to understand the psyche of other people, including the ability to "take the place of another" along with reflexivity [4]. For the subject, reflexivity is a way of knowing their spiritual properties. There is no other meaning in the process of reflexivity itself. The subject is, first of all, a person with spirituality, vitality, energy. His motivation, knowledge, actions, and other aspects of his life are revealed through reflexivity, through reflection of himself in the object and perception of this reflection. Considering the process of reflexivity, it is no longer possible to study the object separately from the subject, they must be studied together [5].

Regarding reflexivity in adolescence, we can say here that at this age a person has the ability to analyze and think about his actions, if he wants, to think carefully about his activities. He can look at himself from the outside, if he wants, he can evaluate himself and his actions in the eyes of another person. But he does not always use all of them or use them fully. During adolescence, the ability to reflexivity is deeply developed, but it has not yet reached the depth of reflection. "I" in the adolescent is not yet defined, vague, scattered, it is often experienced as a vague anxiety or a feeling of inner emptiness that needs to be filled with something. Therefore, the need for communication increases, and at the same time the selectivity of communication, the need for solitude increases.

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