



ACADEMIC SPECTRUM

2026-yil 2-son

Ilmiy-metodik jurnal
Научно методический журнал
Scientific and Methodical Journal

ISSN

3093-9089

Вухоро - 2026



ACADEMIC SPECTRUM

Ilmiy-metodik jurnal
Научно методический журнал
Scientific and Methodical Journal

№ 2-Son 2026-yil

Jurnal O‘zbekiston Respublikasi Buxoro viloyat Axborot va Ommaviy kommunikatsiyalar boshqarmasi tomonidan 2025-yil 26-dekabrdagi №1273056 sonli guvohnoma bilan ro‘yxatga olingan

BOSH MUHARRIR:

Axmadov Nazirjon Rahmat o‘g‘li

Psixologiya fanlari bo‘yicha falsafa doktori (PhD), dotsent

TAHRIRIYAT KENGASHI A‘ZOLARI

Кулешов Валерий Владимирович - pedagogika fanlari doktori, professor
Rossiya Fanlar akademiyasining akademigi (Ukraina).

Andriyenko Yelena Vasilyevna - pedagogika fanlari doktori, professor
(Novosibirsk davlat pedagogika universiteti Fizika, matematika, axborot va
texnologiya ta‘limi instituti, Novosibirsk, Rossiya).

Romm Tatyana Aleksandrovna - pedagogika fanlari doktori, professor
(Novosibirsk davlat pedagogika universiteti Tarix, gumanitar va ijtimoiy ta‘lim
instituti, Novosibirsk, Rossiya).

Olimov Shirinboy Sharofovich — pedagogika fanlari doktori, professor
(Buxoro davlat universiteti “Pedagogika” kafedrasini mudiri).

Zaripov Lochin Rustamovich - pedagogika fanlari doktori (DSc), professor
(O‘zbekiston Respublikasi Oliy ta‘lim, fan va innovatsiyalar vazirligi huzuridagi Oliy
ta‘limni rivojlantirish ilmiy-tadqiqot markazi, O‘quv-uslubiy faoliyatni
takomillashtirish boshqarma boshlig‘i).

Safarov Dilmurod Xalimovich - psixologiya fanlari doktori (DSc), professor
(Navoiy viloyati pedagogik mahorat markazi Akademik faoliyat bo‘yicha direktor
o‘rinbosari)

Nazarov Akmal Mardonovich - psixologiya fanlari doktori (DSc), professor
(Buxoro davlat universiteti Yoshlar masalalari va ma`naviy-ma`rifiy ishlar bo‘yicha
birinchi prorektor).

Rustamov Shavkat Shuhrat o‘g‘li - psixologiya fanlari doktori (DSc), dotsent
(Buxoro davlat universiteti “Psixologiya” kafedrasini mudiri).

Ganjiyev Feruz Furqatovich - psixologiya fanlari doktori (DSc), dotsent
(Buxoro davlat universiteti “Psixologiya” kafedrasini professori).

Ismatova Dilafruz Tuymuratovna - psixologiya fanlari bo‘yicha falsafa
doktori (PhD), (Buxoro davlat universiteti “Psixologiya” kafedrasini dotsenti).

Muxlisov Sodiqjon Saidjonovich - pedagogika fanlari bo‘yicha falsafa doktori
(PhD), (Buxoro davlat universiteti “Axborot tizimlari va raqamli texnologiyalar
kafedrasini dotsenti).

Tilavov Muxtor Hasan o‘g‘li - psixologiya fanlari bo‘yicha falsafa doktori
(PhD), (Buxoro davlat universiteti “Psixologiya” kafedrasini dotsenti).

Mas‘ul kotib:

Dehqonboyev Shohjahon Oybek o‘g‘li – Buxoro davlat universiteti
Psixologiya kafedrasini o‘qituvchisi

EDITOR-IN-CHIEF:

Akhmadov Nazirjon Rahmat o‘g‘li — Doctor of Philosophy (PhD) in Psychology, Associate Professor.

MEMBERS OF THE EDITORIAL BOARD:

Valeriy Vladimirovich Kuleshov — Doctor of Pedagogical Sciences, Professor, Academician of the Russian Academy of Sciences (Ukraine).

Elena Vasilyevna Andrienko — Doctor of Pedagogical Sciences, Professor (Novosibirsk State Pedagogical University, Institute of Physics, Mathematics, Information and Technological Education, Novosibirsk, Russia).

Tatyana Aleksandrovna Romm — Doctor of Pedagogical Sciences, Professor (Novosibirsk State Pedagogical University, Institute of History, Humanities and Social Education, Novosibirsk, Russia).

Shirinboy Sharofovich Olimov — Doctor of Pedagogical Sciences, Professor (Bukhara State University, Head of the “Pedagogy” Department).

Lochin Rustamovich Zaripov — Doctor of Pedagogical Sciences (DSc), Professor (Research Center for the Development of Higher Education under the Ministry of Higher Education, Science and Innovations of the Republic of Uzbekistan, Head of the Department for Improvement of Educational and Methodological Activities).

Dilmurod Xalimovich Safarov — Doctor of Psychological Sciences (DSc), Professor (Navoi Regional Center for Pedagogical Excellence, Deputy Director for Academic Affairs).

Akmal Mardonovich Nazarov — Doctor of Psychological Sciences (DSc), Professor (Bukhara State University, First Vice-Rector for Youth Affairs and Spiritual-Educational Work).

Shavkat Shuhrat o‘g‘li Rustamov — Doctor of Psychological Sciences (DSc), Associate Professor (Bukhara State University, Head of the “Psychology” Department).

Feruz Furqatovich Ganjiyev — Doctor of Psychological Sciences (DSc), Associate Professor (Bukhara State University, Professor of the “Psychology” Department).

Dilafroz Tuymuratovna Ismatova — Doctor of Philosophy (PhD) in Psychological Sciences, Associate Professor (Bukhara State University, “Psychology” Department).

Sodiqjon Saidjonovich Mukhlisov — Doctor of Philosophy (PhD) in Pedagogical Sciences, Associate Professor (Bukhara State University, “Information Systems and Digital Technologies” Department).

Muxtor Hasan o‘g‘li Tilavov — Doctor of Philosophy (PhD) in Psychological Sciences, Associate Professor (Bukhara State University, “Psychology” Department).

EXECUTIVE SECRETARY:

Dehqonboyev Shohjahon Oybek o‘g‘li — Lecturer, Department of Psychology, Bukhara State University.



ГЛАВНЫЙ РЕДАКТОР:

Ахмадов Назирджон Рахмат угли — доктор философии по психологии (PhD), доцент.

ЧЛЕНЫ РЕДАКЦИОННОГО СОВЕТА:

Кулешов Валерий Владимирович — доктор педагогических наук, профессор, академик Российской академии наук (Украина).

Андрienко Елена Васильевна — доктор педагогических наук, профессор (Новосибирский государственный педагогический университет, Институт физики, математики, информационных и технологических наук, г. Новосибирск, Россия).

Ромм Татьяна Александровна — доктор педагогических наук, профессор (Новосибирский государственный педагогический университет, Институт истории, гуманитарных и социальных наук, г. Новосибирск, Россия).

Олимов Ширинбой Шарофович — доктор педагогических наук, профессор (Бухарский государственный университет, заведующий кафедрой «Педагогика»).

Зарипов Лочин Рустамович — доктор педагогических наук (DSc), профессор (Научно-исследовательский центр развития высшего образования при Министерстве высшего образования, науки и инноваций Республики Узбекистан, начальник управления совершенствования учебно-методической деятельности).

Сафаров Дилмурод Халимович — доктор психологических наук (DSc), профессор (Навоийский областной центр педагогического мастерства, заместитель директора по академической деятельности).

Назаров Акмал Мардонович — доктор психологических наук (DSc), профессор (Бухарский государственный университет, первый проректор по делам молодежи и духовно-просветительской работе).

Рустамов Шавкат Шухрат угли — доктор психологических наук (DSc), доцент (Бухарский государственный университет, заведующий кафедрой «Психология»).

Ганжиев Феруз Фуркатович — доктор психологических наук (DSc), доцент (Бухарский государственный университет, профессор кафедры «Психология»).

Исмадова Дилафруз Туймуратовна — доктор философии (PhD) по психологическим наукам, доцент (Бухарский государственный университет, кафедра «Психология»).

Мухлисов Содикжон Саиджонович — доктор философии (PhD) по педагогическим наукам, доцент (Бухарский государственный университет, кафедра «Информационные системы и цифровые технологии»).

Тилавов Мухтор Хасан угли — доктор философии (PhD) по психологическим наукам, доцент (Бухарский государственный университет, кафедра «Психология»).

ОТВЕТСТВЕННЫЙ СЕКРЕТАРЬ:

Дехконбоев Шохжахон Ойбек угли — преподаватель кафедры «Психология» Бухарского государственного университета.

Ziyadilloeva Malikabonu Abdulloyevna

Buxoro davlat universiteti psixologiya ta'lim yo'nalishi 2 bosqich talabasi

APPROACHES TO STUDYING INDIVIDUAL SOLDIER PERFORMANCE AND GROUP INTERACTION IN THE ARMED FORCES

Annotation. *communicating with people and watching them, you can witness that some of them are calm, others are active, others are quiet and sad, and others are cheerful. Differences between people are explained by differences in their temperaments. (The concept of temperament is derived from the Latin word "temperamentum", which means "mixture" or "proportion of parts". Temperament represents the dynamics of psyche and behavior.*

Key words: *soldier, temperament, nerve, I.P. Pavlov, soldiers, ability, feeling, commander, character, science.*

Аннотация. *Общаясь с людьми и наблюдая за ними, можно заметить, что одни из них спокойны, другие активны, третьи молчаливы и грустны, а некоторые — жизнерадостны. Различия между людьми объясняются различиями их темпераментов. (Понятие темперамента происходит от латинского слова «temperamentum», что означает «смесь» или «соотношение частей»). Темперамент отражает динамику психики и поведения.*

Ключевые слова: *солдат, темперамент, нерв, И. П. Павлов, солдаты, способность, чувство, командир, характер, наука.*

Introduction.

Temperament and characters in military personnel.

Communicating with people and watching them, you can witness that some of them are calm, others are active, others are quiet and sad, and others are cheerful. Differences between people are explained by differences in their temperaments. (The concept of temperament is derived from the Latin word "temperamentum", which means "mixture" or "proportion of parts". Temperament represents the dynamics of psyche and behavior.

Temperament is a set of individual-psychological characteristics that are manifested in the general mobility of each person in the speed and strength of the emergence of emotions. It is an innate quality of a person.

Discussion results.

The famous Russian physiologist I.P. Pavlov explains the reasons for the variety of temperaments in his teaching on the types of higher nervous activity. According to him, the basis of temperament is the activity of the shell of the cerebral hemispheres. The processes of excitation and inhibition in the cortex of the brain are manifested with different strength in different people, and these processes also have the characteristics of mobility and stability. The strength of nervous impulses is determined by the following qualities: activity, attentiveness, endurance, emotional stability, and the ability to work even in adverse conditions. Stability is expressed in the uniform manifestation of behavior. Instability is characterized by qualities such as lack of self-control. Ability to quickly change skills and habits, as well as easily adapt to new conditions, are signs of mobility. When nervous processes are weak, a person experiences rapid fatigue, emotional instability, and lack of self-control in difficult situations. These features of the nervous process combine to form the types of the nervous system. These types, in turn, form the physiological basis of 4 temperaments.

A choleric type of temperament corresponds to a strong, excitable, angry, enthusiastic, full of clear gestures and facial expressions, unstable type; Strong, mobile, instability of feelings - to sanguine temperament; Less active, inert type - phlegmatic temperament, it is not easy to get a phlegmatic person out of the usual calm state. He is not in a hurry to move and speak, his facial expressions are also expressive, his movements are slow; A weak type corresponds to a melancholic temperament, which is characterized by a relatively low variety of emotions and their slow emergence. Emotions are almost invisible from the outside. Not much bothers a melancholic person,

but when feelings do arise, they are usually deep, lasting, and intense. A melancholic person often has a sad mood.

Although temperament is considered a stable characteristic of a person, it can change in the course of a person's life and work. Forming a stable character, being able to control one's temperament are the main forms of temperament development. It is necessary to take into account the temperament of military personnel in educational and educational work. Knowing the temperaments of the soldiers under their command will help the commanders to understand the behavior and actions of the soldiers, as well as to correctly determine the means of educational influence.

Timely educational influence and proper organization of soldiers' activities will help to manifest this or that temperament in a positive way. For example, it is possible to increase the response reaction in phlegmatics, in choleric it is possible to lose instability, and in melancholics it is possible to create a feeling of self-confidence. These are formed by the emergence of skills, habits, and skills in relation to self-management. Studies have shown that sanguine and choleric temperament types adapt to military life faster, and phlegmatic and melancholic types, on the contrary, adapt with difficulty.

We turn to examples.

A soldier with a choleric temperament is characterized by instability, lack of self-control, speed of reactions, lively facial expressions and mobility.

Choleric, according to I.P. Pavlov, is clearly a fighting type, he is easily and quickly agitated. Adapts to new life conditions without difficulty, communicates easily with people around. He is not afraid of the obstacles that appear in new conditions, he shows that he is an enthusiastic activity owner and inventiveness, and also quickly becomes a team leader.

Such a person can actively start work and cool down at the end of it. He is bored by slow, monotonous movements. He is passionate and prone to sudden actions. Experiments show that a person with a choleric temperament is more excited than necessary before completing a task. This can have a negative impact on shooting training and combat duty.

Sanguine temperament is characteristic of restrained people. His actions are slower than choleric, but this type quickly adapts to new conditions. The sanguine soldier quickly joins the team with his optimism and practicality. He quickly gets to know his colleagues and establishes friendly relations.

A person with a phlegmatic temperament is restrained, less active and calm. He is characterized by weak emotional arousal. He thinks about future actions for a long time, has difficulty making decisions, adapts to new conditions of life with difficulty and slowly. But he shows determination and endurance at work. Phlegmatic is not inclined to friendship, that is, prefers solitude more.

A person with a melancholic temperament is characterized by not joining others and not taking initiative. The process of getting used to it is difficult. He is satisfied with making a couple of friends, and responds to the abuses committed against him by absorbing them. They harbor resentments for a long time and live with lingering feelings.

Personality traits such as self-esteem, self-love, self-understanding, desire for independence, and community are greatly influenced by temperament. The stronger the character of a person, the more clearly his attitude towards the community or individual people is manifested.

Is it possible to change the temperament?

The probability of changing the temperament is very small compared to the formation of moral and other qualities. This situation is explained by the dependence of temperament on the types of the nervous system. The types of the nervous system do not change.

The problems of character and its education in military personnel are also among the current issues. Character has a special place among characteristics such as the orientation, temperament, and abilities of a person. This is explained by the fact that stable features of human psychology are synthesized in character.

Character as a personality trait is a set of stable mental aspects that affect all aspects of a person's behavior and express his individuality.

Moral aspects are distinguished in the structure of character: public, correctness, truthfulness, quick access to communication, emotional aspects, trust, dedication, admiration, vitality, volitional

aspects, simplicity, determination, independence, discipline, mental qualities, quickness understanding, resourcefulness, etc.

Human character has many aspects, which can be classified (classified) in a certain order.

The first group includes aspects of character, attitude to society, civil and military duty: sense of responsibility, love for one's country, hatred of enemies; to the second group, the attitude towards work, diligence, conscientiousness, ambition, laziness, or, on the contrary, laziness; to the third group, a person's attitude to other people, quick communication, vigilance, humaneness or rudeness; the fourth group includes such things as a person's self-relation, self-criticism, humility or, on the contrary, pride and slander.

Characters are divided into such types as strong and weak, public and selfish, purposeful and conflicted, silent and kindhearted.

The character of each person includes individual and general aspects. By generality, we understand the qualities characteristic of a group of individuals, society.

The common features of the character of the citizens of the Republic of Uzbekistan are as follows: love for the motherland, hard work, sense of community, etc. The general qualities characteristic of an individual character depend on a person's life path, the social and natural environment that surrounds him, the type of nervous system characteristic of him, and other factors.

There is a relationship between temperament and character, as well as phenomena and symptoms of interaction. The manifestation and development of certain aspects of character depend on temperament.

For example, a choleric person develops self-confidence quickly, while a phlegmatic person may experience stagnation or hesitancy.

Separate stable features of temperament are part of character according to their essence. In addition, temperament can change under the influence of character.

How to learn character? Does appearance always reflect character? Absolutely! Very calm, gentle, a person can have a strong, socially oriented character, and a weak, selfish character can be hidden under beautiful words. A person's look, step, mannerisms, gestures, tone of speech, facial expression can only be an auxiliary "source" for studying character.

Human character is first of all expressed in his actions. It is possible to talk about a person's character by observing his behavior and analyzing his activities.

Participating in combat shootings and shootings during field training is a leading type of activity for military personnel. For the commander, the main activities are training and leading people. Also, a person's life path, biography, and his relationships in social ethics can give a lot about his character.

Certain character flaws (laziness, indiscipline, partiality, etc.) destroy the work of educating soldiers in the spirit of national independence ideas. Negative elements of character can appear in some soldiers both before military service and during military service. This is due to failures in studies and service. Eliminating this or that defect in a soldier's character is an important task of educational work. It should be remembered that human character is not just a mechanical sum of individual aspects. The strength of character is manifested in the consistent and determined struggle to achieve the goal. A soldier with a strong character can keep himself in a psychologically stable state for a long time. In such a soldier, words and deeds are always one.

Summary

Currently, the armies of many countries use tests to determine the abilities of military personnel. There is no doubt that this method will be useful in peacetime conditions. However, in unexpected situations, this method is not always effective for a period of full war. Because, in extreme conditions, the human psyche, including its abilities, can undergo certain changes.

An officer's knowledge of abilities allows not only to assess the abilities of his subordinates, but also to develop them in the right direction. Formation of abilities of military personnel is carried out on the basis of a certain plan from the first day of their service. In this, the analysis of the mistakes made by the soldier during the training process plays a big role.

It is important to remember that a number of blunders in action ultimately stem from one common cause of incompetence on the part of the serviceman.

An incompetent soldier would perform worse under the same conditions. An individual approach to it is necessary, which ensures significant success only when a military serviceman is thoroughly studied.

List of references.

1. Sandler, B. E., & Endsley, M. R. (2019). *Team cognition and military performance: A human factors perspective*. Boca Raton, FL: CRC Press.
2. Salas, E., Goodwin, G. F., & Burke, C. S. (2009). *Team effectiveness in complex organizations: Cross-disciplinary perspectives and approaches*. New York: Routledge.
3. Gal, R., & Mangelsdorff, A. D. (1991). *Handbook of military psychology*. Chichester: John Wiley & Sons.
4. Bartone, P. T., Johnsen, B. H., Eid, J., Brun, W., & Laberg, J. C. (2002). *Factors influencing small-unit cohesion in Norwegian Navy officer cadets*. *Military Psychology*, 14(1), 1–22.
5. Shamir, B., Zakay, E., Breinin, E., & Popper, M. (1998). *Correlates of charismatic leader behavior in military units: Subordinates' attitudes, unit characteristics, and superiors' appraisals of leader performance*. *Academy of Management Journal*, 41(4), 387–409.

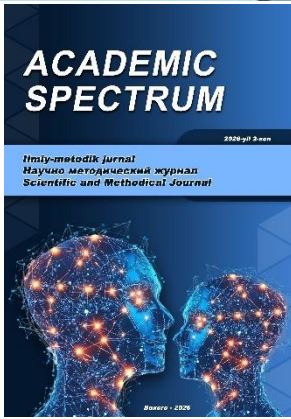
MUNDARIJA:

| | | |
|--|---|-----------|
| Qurbonov G‘ulomjon G‘afurovich Ochilboyeva Maftuna Dilshod qizi | <i>Matematik ta’limda differensial yondashuv tushunchasi va uning shakllanishining hozirgi holati</i> | 6 |
| Xusanova Gulasal Shuhratjon qizi Husanboyeva Xurshidabonu Muhammadamin qizi | <i>Axborot texnologiyalarining chet tilini o‘qitish metodikasidagi o‘rni va ahamiyati</i> | 10 |
| Nasirdinova Gulshoda Donyorbek qizi Abdumalikova Marjona Doniyorjon qizi | <i>Kollaborativ o‘qitish texnologiyasi “boshlang‘ich ta’lim pedagogikasi” faniga tatbiq etish imkoniyati</i> | 13 |
| Alimdjanova Dilbar Negmatovna | <i>Jamoat salomatligini fanini o‘qitishda mualliflik pedagogik texnologiyalari</i> | 18 |
| Raximova Nasiba Nuriddinovna | <i>O‘smirlarda agressiya muammosini o‘rganishning nazariy-metodologik asoslari</i> | 22 |
| Bozorova Nazokat Mamasoatovna | <i>Tarixiy podkastlar va videobloglar o‘quvchilarning kognitiv faolligini rivojlantirish shakli sifatida</i> | 26 |
| To‘rayeva Dilovar Naimovna | <i>Kichik yoshdagi o‘quvchilarning badiiy asarni tahlil etishdagi psixologik xususiyatlari</i> | 30 |
| Bobomurodova Mahzuna Ortiq qizi | <i>Gidronimlarda geografik va tarixiy omillarning aks etishi</i> | 33 |
| Giyasova Zuxra Raxmatullayevna | <i>Gaz molekulalarining tezliklar bo‘yicha taqsimoti: desmos yordamida raqamli vizualizatsiya va didaktik imkoniyatlar</i> | 36 |
| Bekimbetova Gulnaz Nabatovna | <i>Methodology for using educational materials on natural resources in theoretical classes</i> | 43 |
| Narmuradova Rayhon Uktamovna | <i>Huquqni muhofaza qiluvchi organlar xodimlarini psixologik tahlilga o‘rgatishning ahamiyati</i> | 48 |
| Itolmasova Nafisa Furqatovna | <i>Kasbiy qobiliyat tushunchasi va uning psixologik asoslari</i> | 51 |
| Yunusova Sohiba Abdulmamidovna Raxmataliyeva Marjona Xurshidjon qizi | <i>Jarayonlarni boshqarishda rejining va kaizen uslublari asosida samaradorlikni oshirish</i> | 54 |
| Narmuradova Rayhon Uktamovna | <i>Jinoyat sodir etishda affekt holatining psixologik va huquqiy bahosi</i> | 57 |
| Ismatova Kamola Azizjon qizi | <i>Bola psixik taraqqiyotida oilaning ahamiyati</i> | 60 |
| Ochilova Mexrubon Syratovna | <i>Значение курсов повышения квалификации учителей цифровой грамотности и применению образовательных платформ на уроках географии</i> | 64 |
| Sirojov Otajon Orifjonovich | <i>Talabalarning o‘quv faoliyatini raqamli texnologiyalar asosida tashkil qilishning integrativ mexanizmlarini takomillashtirish</i> | 69 |
| Islomov Nurtoy Nomoz o‘g‘li | <i>Talabalarda atamalar bilan ishlash ko‘nikmalarini takomillashtirish</i> | 76 |

| | | |
|--|--|------------|
| Madaminova Gulzira Gulamkadirovna | <i>Ingliz tili o‘qitishda o‘quvchilarning kognitiv kompetensiyani rivojlantirish metodlari tahlili</i> | 80 |
| Eshmuminova Oybarchin Botirovna | <i>Maktabdan tashqari ta‘lim strategiyalari: istiqbolli yo‘nalishlar, strategik rejalashtirish va amaliy tadqiqotlar</i> | 84 |
| Ibodulloyev Nurali Sheraliyevich | <i>Raqamli texnologiyalardan foydalanishning ta‘lim jarayonidagi o‘rni</i> | 88 |
| Odamova O‘g‘iljon Kenjayevna | <i>Ta‘lim muassasalarida psixologik xizmatning samaradorligini oshirishda ertak terapiyasining o‘rni</i> | 91 |
| Shikarov Tolib Tavakalovich | <i>Raqamli pedagogikada adaptiv ta‘lim texnologiyalari: talabalarning individual ehtiyojlarini qondirish va o‘quv samaradorligini oshirish</i> | 95 |
| Raximov Azizbek Normurodovich | <i>Jadid munavvarlar faoliyatida vatanparvarlik tarbiyasining pedagogik mohiyati</i> | 99 |
| Shomurodova Nozima Baxriddin qizi | <i>Maktabgacha yoshdagi bolalarda tanqidiy fikrlashni rivojlantirishda xorijiy tajribalar tahlili</i> | 104 |
| Xolmirzayeva Shahnoza Majidovna | <i>Maktabgacha yoshdagi bolalarda mustaqillik va ijodiy tashabbusni rivojlantirishning pedagogik asoslari</i> | 108 |
| Tangirov Farxodjon Mamatyakubovich | <i>Loyihaga asoslangan faoliyatning o‘quvchilar meta-fan kompetensiyalari va texnologik madaniyatini rivojlantirishga ta‘siri</i> | 112 |
| Rasulov Rustambek Odilovich Xoshimov Mirjalol Murodjon o‘g‘li | <i>Xalqaro aloqa: mohiyati, rivojlanishi, va zamonaviy tendensiyalar</i> | 119 |
| Baratova Nozima Xidirova Gavhar Rustamovna | <i>Raqamli texnologiyalar asosida barqaror turizmni rivojlantirish istiqbollari</i> | 123 |
| Urazaliyeva Dilraboxon Nishonboyevna | <i>O‘smirlarda suisid xavfining bio-psixo-fiziologik mexanizmlari: masofaviy psixogen ta‘sir sharoitida tibbiy-psixologik yondashuv</i> | 129 |
| Kurbonov Munis Ro‘zmetova Muhabbat | <i>Ta‘lim jarayonida pedagogik yondashuv axborotlashtirishning ahamiyati</i> | 137 |
| Farmonova Dildora Sobirovna | <i>Nogiron bolalarning jamiyatga moslashuvdagi to‘siqlar</i> | 140 |
| Axmadova Gulbashakar Azizbekovna | <i>Erta bolalikda emotsional befarqlikning oqibatlari</i> | 143 |
| Tojiboyev Ziyodilla A‘zamjon o‘g‘li | <i>Raqamli iqtisodiyot sharoitida milliy iqtisodiyotni rivojlantirishning nazariy va amaliy jihatlari</i> | 147 |
| Umaraliyeva Hilola Fazliddin qizi | <i>Talabalarning kommunikativ kompetentligi guruhiiy o‘zaro ta‘sir samaradorligining prediktori sifatida</i> | 149 |
| Kozieva Ikbol Komilzhonovna | <i>Onomastics funktsions</i> | 153 |
| Ismatova Dilafruz To‘ymuratovna | <i>Zamonaviy jamiyatda oilaviy qadriyatlar transformatsiyasi: an‘anaviy modeldan individualistik modelga o‘tish jarayoni</i> | 156 |
| Ziyadilloeva Malikabonu Abdulloyevna | <i>Approaches to studying individual soldier performance and group interaction in the armed forces</i> | 160 |

| | | |
|--|--|------------|
| Ashrapov Nodirbek Namoz o'g'li | <i>O'smirlik davrida kognitiv jarayonlarning shakllanishiga ta'sir etuvchi ijtimoiy-muhit omillari va ularning shaxs kamolotidagi ahamiyati</i> | 164 |
| Hamroyev Jasur Umedovich | <i>Oliy ta'lim muassasalarida sun'iy intellekt texnologiyalari asosida talabalarning innovatsion tafakkuri va muammoli vaziyatlarni hal etish kompetensiyalarini rivojlantirish mexanizmlari</i> | 169 |
| Axmadov Nazirjon Rahmat o'g'li | <i>Social and psychological factors in the development of positive behavior in adolescents</i> | 173 |
| Rustamov Shavkat Shuxratovich | <i>Pedagogical and psychological approaches to developing students' innovative competence</i> | 177 |
| Назаров Акмал Мардонович | <i>Психологические факторы развития креативного мышления и инновационного подхода у студентов</i> | 180 |
| Ганджиев Феруз Фуркатович | <i>Проявления агрессии среди подростков в социальных сетях и их психологические последствия</i> | 184 |
| Дехконбоев Шохжахон Ойбекович | <i>Методы и подходы судебно-психологической экспертизы при оценке эмоционального состояния личности</i> | 189 |
| Zoirov Abduqodir Askarovich | <i>Talabalarda diqqat sifatлари rivojlanishining psixologik determinantlari</i> | 193 |
| Xolmo'minova Yasmina Ma'murjon qizi | <i>Maxsus ehtiyojli bolalar bilan ishlashda individual ta'lim dasturlarining samaradorligi</i> | 197 |
| Khusanova Gulasal Shuhratjon kizi, Fozilova Shakhzoda Aslam kizi | <i>Comparison of the effectiveness of online and offline learning</i> | 200 |
| Raximova Moxinora Xoshimjanovna Ibrohimova Feruzabonu Ilyosbek qizi | <i>Rivojlangan xorijiy mamlakatlar ta'limi taraqqiyotining ayrim masalalari</i> | 203 |
| Шарипова Умида Шавкат кизи | <i>Факторы и проблемы исследования гендера в социолингвистике</i> | 206 |
| Тагирова Муштарий Махсудовна | <i>Своеобразные черты литературных и публицистических трудов джадидов</i> | 209 |
| Narziyeva Husnora | <i>Norasmiy savdoning shahar iqtisodidagi o'rni</i> | 212 |
| Xomidova Mahliyo Akobir qizi | <i>Elektron hisoblash mashinalari uchun yaratilgan dasturlar, ixtirolar, foydali modellar va sanoat namunalari</i> | 216 |
| To'raqulova Nargiza Ali qizi | <i>Yozuvning vujuga kelishi va tilshunoslikdagi ahamiyati</i> | 219 |
| Qovlonbekov Abdulaziz Abdullajon o'g'li. | <i>Para sportchilarni qo'llab quvvatlashning ijtimoiy psixologik determinatlari (o'smir yoshidagi parasportchilar misolida).</i> | 222 |
| Diyorbek Abrayev Mamarajab ogli | <i>Translation of culturally-bound words from english into uzbek: challenges and strategies</i> | 225 |
| Sharipova Shukronaxon Baxtiyorjon qizi | <i>O'zbek xalq og'zaki ijodi va uni maktabgacha yoshdagi bolalar emotsional intellektini rivojlantirishda qo'llashning psixologik asoslari</i> | 228 |

| | | |
|---|---|------------|
| Rahmatova Nasiba Sobirovna | <i>Gender psixologiyasida jinsiy farqlanish muammolarini tahlil qilishda erkaklar va ayollarning rollari</i> | 231 |
| Ro‘ziyev Ulug‘bek Muzzafarovich | <i>O‘smirlardagi emotsional zo‘riqishlar va ularni kelib chiqish sabablari</i> | 238 |
| Mirzayeva Dilshoda Ikromjonova Sayfidinova Aziza Tolibovna | <i>O‘zbek va ingliz leksikasida nabotot obrazlarining metaforik talqini</i> | 242 |
| Qodirova Dilnoza Murtazoyevna | <i>Talabalarda professional identifikatsiya jarayonining psixologik determinantalari</i> | 244 |
| Tajibayev Shohruh Maqsudovich | <i>The influence of psychological characteristics on guides’ communicative skills and their professional significance</i> | 251 |
| Sharopov Suxrob Shodi o‘g‘li | <i>O‘smirlarda refleksiv xususiyatlar va tanqidiy fikrlash o‘rtasidagi bog‘liqlik</i> | 256 |



“ACADEMIC SPECTRUM”

ILMIY METODIK JURNALI UCHUN MAQOLALARNI RASMIYLASHTIRISH TALABLARI

“ACADEMIC SPECTRUM” ilmiy jurnali mualliflari diqqatiga!

1. “ACADEMIC SPECTRUM” ilmiy jurnali ilmiy maqolalarni o‘zbek, rus va ingliz tillarida chop etadi.

2. E‘lon qilinadigan maqolalarga bo‘lgan asosiy talablar:

✚ ishning dolzarbligi va ilmiy yangiligi;

✚ maqolaning hajmi: adabiyotlar ro‘yxati, chizma va jadvallar inobatga olingan holatda 3-8 betgacha;

✚ maqola nomi, annotatsiya (50-60 ta so‘z) va tayanch so‘zlar (8-

10 ta) ingliz, o‘zbek va rus tillarida keltiriladi.

3. Maqola boshida mavzu, muallifning F.I.O. (to‘liq yozilishi kerak), mualliflar bir nechta bo‘lsa, ularning har biri haqida to‘liq ma‘lumotlar berilishi shart, tashkilot, shahar, mamlakat, muallifning e-maili ko‘rsatiladi. Matnda kirish qismi, tadqiqot obyekti va qo‘llanilgan metodlar, olingan natijalar va ularning tahlili, xulosa, adabiyotlar ro‘yxati, albatta, keltiriladi. Maqolada keyingi 10-15 yilda e‘lon qilingan adabiyotlarga havola qilinishi tavsiya etiladi.

4. Matn uchun: Microsoft Word; Times New Roman, 12 shrift, maqola nomi bosh harflarda, interval 1,0; abzas 1,0 sm, yuqori va pastki tomon 2 sm, chap va o‘ng tomon 2 sm.

5. Agar maqolaga rasm, jadval, diagramma, sxema, chizma, turli grafik belgilar kiritilgan bo‘lsa, ular aniq va ravshan tasvirlanishi, qisqartmalarning to‘liq izohi yozilishi lozim. Formulalar matnga maxsus kompyuter dasturlarida kiritilishi kerak.

6. Iqtibos olingan yoki foydalanilgan adabiyot satr osti izohi tarzida emas, balki maqola oxirida asosiy matndagi ketma-ketligi asosida umumiy ro‘yxatda ko‘rsatiladi. Matn ichidagi ko‘chirmadan so‘ng iqtibos olingan asarning ro‘yxatdagi tartib raqami va sahifasi kvadrat qavs ichida beriladi. Bu o‘rinda kitob, to‘plam, monografiyalar uchun mualliflarning ism-familiyalari, manbaning to‘liq nomi, nashr ko‘rsatkichi (shahar, nashriyot va nashr yili) ko‘rsatiladi. Jurnal maqolalari va boshqa davriy nashrlar uchun mualliflarning ism-familiyalari, maqola nomi, jurnal nomi, yili va soni, sahifa nomeri ko‘rsatiladi.

7. Maqola matni kamida 70-80 % muallifning shaxsiy izlanishlari natijasiga asoslanishi lozim. Topshirilgan maqolalar “Anti plagiat” tizimi yordamida tekshiriladi.

8. Tahririyatga taqdim qilingan maqolalar tahririyat tomonidan taqrizga beriladi. Maqola taqrizdan qaytgach, agar zarur bo‘lsa, barcha savol va e‘tirozlar bo‘yicha muallifga qayta ishlash uchun taqdim etiladi. Maqola nusxalari qaytarilmaydi.

9. Tahririyat maqolani taqrizga yuboradi, taqriz ijobiy bo‘lsa maqola jurnalda chop etish uchun qabul qilinadi. Jurnalda anjuman tezisleri va ma‘ruzalari chop etilmaydi. E‘lon qilingan materiallarning haqqoniyligiga va ko‘chirilmaganligiga shaxsan muallif javobgardir.

10. Tahririyat maqolaga ayrim kichik o‘zgartirishlarni kiritishi mumkin. Yuqoridagi talablarga javob bermaydigan maqolalar tahririyat tomonidan ko‘rib chiqilmaydi va muallifga qaytarilmaydi.

11. Ijobiy taqriz berilgan maqola tahririyat tomonidan qabul qilingan sanaladi. Jurnal tahririyati maqola matnini qisqartirish va unga tahririy o‘zgartirishlar kiritishga haqlidir.

12. Yuqoridagi talablarga javob bermaydigan maqolalar tahririyat tomonidan qabul qilinmaydi va ko‘rib chiqilmaydi.

Jurnal O‘zbekiston Respublikasi Buxoro viloyat Axborot va Ommaviy kommunikatsiyalar boshqarmasi tomonidan 2025-yil 26-dekabrda №1273056 sonli guvoohnoma bilan ro‘yxatga olingan.

Tahririyat manzili: 200117, O‘zbekiston Respublikasi,
Buxoro shahri Alpomish ko‘chasi, 9-uy
Elektron manzil: <https://fanistiqbollari.uz>
Telegram raqami: -998 (91) 245-46-66

“ACADEMIC SPECTRUM” ilmiy-metodik jurnal.

*Buxoro
2026. № 2-Son.*