



ACADEMIC SPECTRUM

3-Son (2026-yil, Mart)

Ilmiy-metodik jurnal
Научно методический журнал
Scientific and Methodical Journal

BUXORO - 2026



ACADEMIC SPECTRUM

Ilmiy-metodik jurnal
Научно методический журнал
Scientific and Methodical Journal

№3-Son (2026-yil, Mart)

**Jurnal O‘zbekiston Respublikasi Buxoro viloyat Axborot va Ommaviy
komunikatsiyalar 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).

Eko Sri Margianti - Gunadarma universtiteti rektori, iqtisodiyot fanlari doktori,
professor (Indoneziya).

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).

Nazarov Akmal Mardonovich - psixologiya fanlari doktori (DSc), professor
(Buxoro davlat universiteti “Psixologiya” kafedrasini mudiri).

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

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

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

Muxlisov Sodikjon 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 Shohjahan 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:

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

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

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

Eko Sri Margianti — Rector of Gunadarma University, Doctor of Economic Sciences, Professor (Indonesia).

Zarirov Lochin Rustamovich — 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 Improving Educational and Methodological Activities).

Nazarov Akmal Mardonovich — Doctor of Psychological Sciences (DSc), Professor, Head of the Department of Psychology, Bukhara State University.

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

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

Ismatova Dilafruz Tuymuratovna — Doctor of Philosophy (PhD) in Psychology, Associate Professor, Department of Psychology, Bukhara State University.

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

Tilavov Mukhtor Hasan o‘g‘li — Doctor of Philosophy (PhD) in Psychology, Associate Professor, Department of Psychology, Bukhara State University.

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).

Андриенко Елена Васильевна — доктор педагогических наук, профессор (Новосибирский государственный педагогический университет, Институт физики, математики, информационного и технологического образования, г. Новосибирск, Россия).

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

Еко Sri Margianti — ректор Университета Гунадарма, доктор экономических наук, профессор (Индонезия).

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

Назаров Акмал Мардонович — доктор психологических наук (DSc), профессор, заведующий кафедрой «Психология» Бухарского государственного университета.

Рустамов Шавкат Шухрат угли — доктор психологических наук (DSc), доцент кафедры «Психология» Бухарского государственного университета.

Ганджиев Феруз Фуркатович — доктор психологических наук (DSc), доцент кафедры психологии Бухарского государственного университета

Исматова Дилафруз Туймуратовна — доктор философии по психологии (PhD), доцент кафедры «Психология» Бухарского государственного университета.

Мухлисов Содикжон Саиджонович — доктор философии по педагогическим наукам (PhD), доцент кафедры «Информационные системы и цифровые технологии» Бухарского государственного университета.

Тилавов Мухтор Хасан угли — доктор философии по психологии (PhD), доцент кафедры «Психология» Бухарского государственного университета.

ОТВЕТСТВЕННЫЙ СЕКРЕТАРЬ:

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

Ma'ruffjonova Marjonaxon Alisher qizi

2nd-year student, FSU

EDUCATIONAL SIGNIFICANCE OF NATIONAL RELIGIOUS VALUES IN TEACHING ENGLISH TO DIFFERENT AGE GROUPS

Abstract: *In the context of globalization, the process of teaching foreign languages requires not only linguistic competence, but also the provision of moral, cultural and spiritual development of students. This study aims to explore the educational importance of integrating national and religious values in teaching English to different age groups. The main purpose of the study is to determine the impact of students on their moral education, cultural awareness and motivation for language learning through the use of materials of national-religious content in English classes. In the research process, methods of pedagogical observation, survey, educational pilot work and analysis of educational materials were used. English lessons included texts, dialogues and communicative assignments reflecting national and religious values in accordance with age characteristics*

Keywords: *national values, religious values, teaching English, moral education, age groups*

Маъруфжонова Маржонахон Алишер кизи

студентка 2-го курса, ФГУ

ОБРАЗОВАТЕЛЬНОЕ ЗНАЧЕНИЕ НАЦИОНАЛЬНО-РЕЛИГИОЗНЫХ ЦЕННОСТЕЙ В ОБУЧЕНИИ АНГЛИЙСКОМУ ЯЗЫКУ ПРЕДСТАВИТЕЛЕЙ РАЗЛИЧНЫХ ВОЗРАСТНЫХ ГРУПП

Аннотация: *В условиях глобализации процесс обучения иностранным языкам требует не только формирования лингвистической компетенции, но и обеспечения нравственного, культурного и духовного развития обучающихся. Данное исследование направлено на изучение образовательного значения интеграции национальных и религиозных ценностей в преподавание английского языка для различных возрастных групп. Основная цель исследования заключается в определении влияния использования материалов национально-религиозного содержания на нравственное воспитание учащихся, формирование их культурной осведомлённости и повышение мотивации к изучению языка. В процессе исследования были использованы методы педагогического наблюдения, анкетирования, учебно-экспериментальной работы, а также анализа учебных материалов. В уроки английского языка были включены тексты, диалоги и коммуникативные задания, отражающие национальные и религиозные ценности с учётом возрастных особенностей обучающихся.*

Ключевые слова: *национальные ценности, религиозные ценности, преподавание английского языка, нравственное воспитание, возрастные группы.*

Introduction

In today's globalization process, English has become one of the main tools of International Communication, Science and education. However, in the process of teaching foreign languages, being limited only to the formation of language skills cannot adequately ensure the spiritual and moral maturity of an individual. Therefore, ensuring the harmony of education and upbringing in the modern educational system, especially teaching, taking into account national and religious values, is considered an important pedagogical task.

In scientific research, it is noted that language cannot exist in isolation from culture, and intercultural communication plays an important role in the process of learning each foreign language (Byram, 1997). In this context, the integration of national and religious values in teaching English develops in students not only language competence, but also moral awareness, tolerance and cultural self-awareness.

In pedagogical literature, the approach to educational education is recognized as the main factor in the comprehensive development of personality (Vygotsky, 1978; Harmer, 2015). Especially taking

into account the psychological and social characteristics of those educated in different age groups, the use of materials of national-religious content increases educational efficiency.

Internationally, the issue of preserving and developing cultural and spiritual values in the educational process has also been defined as one of the important areas. In particular, UNESCO documents note that education should serve to form the moral, cultural and social responsibility of the individual. In this regard, this study is aimed at scientifically substantiating the educational significance of national and religious values in teaching English to different age groups, focusing on the issue of strengthening the educational component in modern foreign language education.

Materials and methods

This study is aimed at determining the educational significance of national and religious values in teaching English to different age groups, in which qualitative (qualitative) and partial quantitative (quantitative) research approaches are harmonized. The design of the study was organized on the basis of a pedagogical pilot model.

➤ Preparatory stage:

- In accordance with the topic of the study, educational materials (texts, stories, dialogues) reflecting national and religious values that can be used in teaching English to different age groups were selected.

- Separate lesson developments and curricula were developed for each age group (primary, secondary and senior).

- The teaching materials were adapted taking into account the age, language level and psychological characteristics of the students (Harmer, 2015).

- The survey questions used in the study and the questions prepared for the interview were reviewed by experts in the field of pedagogy and Language Teaching (Cohen et al., 2018).

➤ Main research phase:

- The study was carried out in the process of real education, that is, during English classes.

- Through the pedagogical observation method, students' activity in the lesson, communication culture, moral behavior and attitude towards assignments were regularly observed.

- Texts, dialogues and situational exercises reflecting national and religious values were gradually introduced into English lessons.

- A survey and semi-structured interviews were conducted in order to determine the level of students' motivation for Learning English and acceptance of moral values (Dörnyei, 2007).

➤ Experimental stage:

- Interactive techniques, including role-playing games, problem situations, group discussions, and reflexive assignments, were used during the pilot work.

- In each age group, a comparative analysis of the educational effectiveness of classes organized on the basis of national and religious values was carried out.

- Changes observed in readers were evaluated through written notes and a generalized table (Byram, 1997).

➤ Results analysis step:

- The information obtained was processed and summarized using descriptive and thematic analysis methods.

- The results of the study were analyzed on the basis of pedagogical theories that substantiate the relationship between the development of personality and the educational process (Vygotsky, 1978).

- In the process of analysis, the importance and effectiveness of a value-based approach in education was highlighted.

Results and discussion

The results of the study showed that the integration of national and religious values in teaching English to different age groups has a significant educational effectiveness. According to information obtained during pedagogical observation and experimental work, it is possible to more easily instill moral values in young readers, who have mastered moral behavior through fairy tales, stories and

simple texts (Harmer, 2015). At the same time, they learned to understand the cultural self and communicate respectfully with others.

Results by initial age group:

- In the experimental process, it was observed that elementary-aged students were faster to master moral concepts through fairy tales, short stories, and simple texts that reflected national and religious values in English classes.

- Positive changes were noted in the formation of moral qualities in students, such as respect, honesty, respect for adults.

- These results confirm that the educational component is important in the educational process in young students (Harmer, 2015).

Results by middle age group:

- Students in the middle age group have developed ethical decision-making and intercultural communication skills through problem situations, role-playing games, and group discussions.

- According to the survey, it was found that students in this group had a significant increase in their interest and activity in the English language.

- The results show the effectiveness of the intercultural approach (Byram, 1997; Dörnyei, 2007).

Results for the adult age group

- Older students developed moral thinking, Social Responsibility, and cultural awareness through essay writing, discussion, and reflexive assignments.

- Students attempted a comparative analysis of national and religious values in the English language expression process, which served the development of critical thinking skills.

- This case practically confirms the theory of the harmony of education and upbringing (Vygotsky, 1978).

General discussion:

The results of the study showed that the integration of national and religious values into English lessons enriches the pedagogical process and positively affects the personal and social development of students. This approach serves to shape cultural identity awareness, tolerance, and moral responsibility in students. The results show the need for education to perform not only a linguistic but also an educational function, and this situation is consistent with the principles of Education based on the values promoted by UNESCO.

Conclusion

Integrating national and religious values in teaching English to different age groups increases students' motivation for moral behavior, cultural awareness, and language learning. Elementary-aged students develop their moral and cultural competencies through fairy tales and simple texts, middle-aged through problem situations and role-playing games, and older adults through discussion and reflexive assignments. The study showed that this approach enriches the pedagogical process and forms personal and social responsibility in students. At the same time, the approach complies with the principles of UNESCO and strengthens the educational component in modern language education.

References

1. Byram, M. (1997). Teaching and assessing intercultural communicative competence. Multilingual Matters.
2. Harmer, J. (2015). How to teach English. Longman.
3. Richards, J. C., & Rodgers, T. S. (2014). Approaches and methods in language teaching. Cambridge University Press.
4. Vygotsky, L. S. (1978). Mind in society: The development of higher psychological processes. Harvard University Press.
5. UNESCO. (2017). Education for Sustainable Development Goals: Learning objectives.
6. Cohen, L., Manion, L., & Morrison, K. (2018). *Research methods in education*. Routledge.
7. Dörnyei, Z. (2007). Research methods in applied linguistics. Oxford University Press.

MUNDARIJA:

T/R	Mualliflar	Maqola sarlavhasi	Bet
1	<i>AXMADOV NAZIRJON RAHMAT O'G'LI</i>	THE ROLE OF SOCIAL AND PSYCHOLOGICAL FACTORS IN SHAPING POSITIVE BEHAVIOR AMONG ADOLESCENTS	6
2	<i>SHAROPOVA MADINA OBID QIZI</i>	RAQAMLI QARAMLIK (SMARTFON, IJTIMOYIY TARMOQLAR) STRESSI VA IMMUNITET PASAYISHI	10
3	<i>SHAROPOVA ZARNIGOR OBID QIZI</i>		14
4	<i>RAJABOV RASULBEK SOBIR O'G'LI</i>	O'ZBEK OILASIDA MEHR, HURMAT VA MAS'ULIYAT KABI PSIXOLOGIK OMILLAR IJTIMOYIY BARQARORLIKNING ASOSIY TARKIBIY QISMLARI	18
5	<i>MA'RUFJONOVA MARJONAXON ALISHER QIZI</i>	EDUCATIONAL SIGNIFICANCE OF NATIONAL RELIGIOUS VALUES IN TEACHING ENGLISH TO DIFFERENT AGE GROUPS	21
6	<i>BAHRONOVA IRODA OTABEK QIZI</i>	BOLALAR NUTQINING SHAKLLANISHIGA TA'SIR ETUVCHI IJTIMOYIY OMILLAR	24
7	<i>YOQUBOVA MAFTUNA SHOYIM QIZI</i>	BO'LALAK TARBIYA FANI O'QITUVCHILARIDA DEONTOLOGIK KOMPETENSIYALARNI RIVOJLANTIRISH MEXANIZMLARINI TAKOMILLASHTIRISH	27
8	<i>RO'ZIQULOVA UMIDA AKBAR QIZI, TUROBOVA ZIYODA SHUHRAT QIZI</i>	MAKTABGACHA TALIM TASHKILOTI TARBIYACHILARI HAMDA OTA-ONALAR MUNOSABATI ORASIDAGI NIZO VA YECHIMLAR	31
9	<i>JUMAYEV NODIR ZAYNITDINOVICH</i>	O'SMIRLARDA INTELLEKTUAL QOBILIYATLARNI TAKOMILLASHTIRISHNING PEDAGOGIK PSIXOLOGIK JIHATLARI	51
10	<i>HAMROYEV TEMURBEK JAMSHID O'G'LI</i>	CHET ELGA MEHNAT MIGRATSIYASI KETGAN OTA-ONALARNING FARZANDLARIDA IJTIMOYIY MOSLASHUV JARAYONINING PSIXOLOGIK XUSUSIYATLARI.	61
11	<i>JALILOV JAVOHIR JAMSHID O'G'LI</i>	O'QUVCHILARDA KASB MOTIVATSIIYASINING SHAKLLANISHINING PSIXOLOGIK-PEDAGOGIK OMILLARI	66

T/R	Mualliflar	Maqola sarlavhasi	Bet
12	<i>SHAROPOV SUXROB SHODI O'G'LI</i>	O'SMIRLIK DAVRIDA REFLEKSIV TAFAKKURNI RIVOJLANTIRISHNING METAKOGNITIV MEXANIZMLARI	69
13	<i>YOQUBOV SODIQJON LATIF O'G'LI</i>	QARLUQ TIL BIRLIKLARI LEKSIKASINING LUG'AT FONDI VA LUG'AT TARKIBI	73
14	<i>OLIMOV LAZIZ YARASHOVICH</i>	SUD-PSIXOLOG EKSPERTI KASBIY KOMPETENTLIGINI TAKOMILLASHTIRISHNING O'ZIGA XOSLIGI	77
15	<i>RAJABOV ELSHOD ERKINOVICH</i>	‘ILTIFOT’ NUTQIY AKTINING BADIY MATNDA VOQELANISHINING FREYM MODEL T AHLILI	83
16	<i>NAZAROV ‘KMAL MARDONOVICH</i>	YOSHLAR PSIXOLOGIYASI VA MA‘NAVIY TARBIYA: INNOVATSION JAMIYATNI RIVOJLANTIRISHDA MA‘NAVIY QOBILIYATNI OSHIRISH YO‘LLARI	88
17	<i>RUST‘M‘V SH‘VK‘T SHUHR‘T ‘G‘LI</i>	TRANSFORMATSIYA JARAYONIDAGI TA‘LIM TIZIMIDA TALABALARNING ILMIY VA IJODIY QOBILIYATLARINI RIVOJLANTIRISHNING PSIXOLOGIK ASOSLARI	94
18	<i>DEHQONBOYEV SHOHJAHON OYBEK O'G'LI</i>	SUD PSIXOLOGIK EKSPERTIZASIDA STRESS HOLATLARINI ANIQLASH VA TAHLIL QILISH	101
19	<i>AXMEDOVA ZARINA RAHMAT QIZI</i>	LOYIHAVIY YONDASHUV ORQALI KELAJAK O‘QITUVCHILARNI FASILITATORLIK FAOLIYATIGA TAYYORLASH MEXANIZMINI TAKOMILLASHTIRISH	108
20	<i>AXMEDOVA ZARRINA JAMILOVNA</i>	TALABALARNING DUAL TA‘LIM TIZIMIGA MOSLASHUVINING PEDAGOGIK-PSIXOLOGIK XUSUSIYATLARI	117
21	<i>GANJIYEV FERUZ FURQATOVICH</i>	AGRESSIV O'SMIRLARDA DESTRUKTIV AXBOROTLARNI YUZAGA KELISHINING IJTIMOY-PSIXOLOGIK OMILLARI	122
22	<i>HAMROYEV JASUR UMEDOVICH</i>	THE ROLE OF ARTIFICIAL INTELLIGENCE IN THE STUDY OF SOCIO-PSYCHOLOGICAL CHARACTERISTICS OF MODERN YOUTH	126
23	<i>SHAROPOV SUXROB SHODI O'G'LI</i>	O'SMIR VA TALABA YOSHLARIDA ICHKI MOTIVATSIYA VA REFLEKSIV TAFAKKUR O'RTASIDAGI BOG'LIQLIKNING IJTIMOY-PSIXOLOGIK XUSUSIYATLARI	130



T/R	Mualliflar	Maqola sarlavhasi	Bet
24	<i>HAFIZOV DIYORBEK ZARIF O'G'LI</i>	BOLALAR VA AYOLLARGA NISBATAN ZO'RAVONLIK, PEDOFILIYA VA ERTA NIKOH: O'ZBEKISTON TAJRIBASI VA HUQUQIY MEXANIZMLAR	136
25	<i>ASHRAPOV NODIRBEK NAMOZ O'G'LI</i>	SPECIFIC PSYCHOLOGICAL CHARACTERISTICS OF SOCIAL INTELLIGENCE IN THE DEVELOPMENT OF THE COGNITIVE SYSTEM OF ADOLESCENTS	140
26	<i>MURODOVA MADINA ATAJON QIZI</i>	IJTIMOYIY TARMOQLARDAN FOYDALANISH, UYQU SIFATI VA TALABA QIZLAR PSIXOLOGIK HOLATI O'RTASIDAGI BOG'LIQLIK	143
27	<i>ABDUVORISOVA MAFTUNAXON ABDUVOXID QIZI</i>	MAKTABGACHA YOSHDAGI BOLALARDA EMOTSIONAL INTELLEKTNI SHAKLLANTIRISHNING PSIXOLOGIK-PEDAGOGIK ASOSLARI	147



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

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

“ACADEMIC SPECTRIUM” ilmiy-metodik jurnal.
Buxoro, 2026 № - 3-Son (2026-yil, Mart)