



ACADEMIC SPECTRUM

2026-yil 1-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**

№ 1-Son 2026-yil

**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).

Tadjixodjayev Zokirxo‘ja Abdusattorvich - Texnika fanlari doktori, professor

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).

Xamidov Akmal Amrulloevich – pedagogika fanlari bo‘yicha falsafa doktori (PhD) (Buxoro viloyati Pedagogik mahorat markazi direktori)

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

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

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).

Kosimov Ubaydulla Axrorovich - psixologiya fanlari bo‘yicha falsafa doktori (PhD), dotsent (Buxoro viloyati Pedagogik mahorat markazi Pedagogika va psixologiya, ta‘lim texnologiyalari kafedrasini mudiri)

Ismatova Dilafroz 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” kafedrasida dotsenti).

Mas‘ul kotib:

Dehqonboyev Shohjahon Oybek o‘g‘li – Buxoro davlat universiteti Psixologiya kafedrasida 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).

Tadjixodjayev Zokirkhoja Abdusattorovich — Doctor of Technical Sciences, Professor.

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).

Khamidov Akmal Amrulloevich — Doctor of Philosophy (PhD) in Pedagogical Sciences, Director of the Bukhara Regional Center for Pedagogical Excellence.

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

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

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).

Kosimov Ubaydulla Axrorovich — Doctor of Philosophy (PhD) in Psychological Sciences, Associate Professor, Head of the Department of Pedagogy and Psychology, Educational Technologies at the Bukhara Regional Center for Pedagogical Excellence.

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

Kolbning tajribaviy ta'lim nazariyasi fasilitatorlik faoliyatining reflektiv komponentini asoslab, loyihaviy faoliyat orqali o'rganish samaradorligini ilmiy jihatdan isbotlagan.

Loyihaviy yondashuv masalasi xorijiy tadqiqotchilar – T. Markham, J. Larmer, E. Thomas ishlarida batafsil tahlil qilingan bo'lib, ular loyihaviy ta'lim o'qituvchidan yuqori darajadagi tashkilotchilik, kommunikativlik va fasilitatorlik kompetensiyalarini talab qilishini ta'kidlaydilar. Ushbu olimlar loyihaviy faoliyatni tashkil etish jarayonida o'qituvchining bevosita bilim beruvchi emas, balki ta'lim oluvchilarni mustaqil izlanishga undovchi fasilitator sifatidagi faoliyati muhim ekanini ko'rsatib beradilar.

Rus pedagog olimlari tomonidan ham bo'lajak o'qituvchilarni tayyorlashda faol va interaktiv yondashuvlar muammosi chuqur o'rganilgan. Jumladan, V. A. Slastenin, I. F. Isaev va E. N. Shiyanovlar kasbiy-pedagogik tayyorgarlik tizimida shaxsiy-faoliyatli yondashuvning ahamiyatini asoslab, o'qituvchining kasbiy kompetensiyalarini shakllantirishda refleksiya va mustaqil faoliyatning muhimligini ta'kidlaydilar. A. A. Verbitskiy kontekstli ta'lim nazariyasida bo'lajak o'qituvchilarni real pedagogik vaziyatlarga tayyorlashda faol metodlar, jumladan, loyihaviy faoliyat muhim o'rin tutishini ko'rsatadi. Uning qarashlariga ko'ra, bunday yondashuv o'qituvchining fasilitatorlik faoliyatiga tayyorligini oshiradi.

Shuningdek, L. S. Vygotskiy va uning izdoshlari tomonidan ishlab chiqilgan ijtimoiy-madaniy rivojlanish nazariyasi fasilitatorlik faoliyatining psixologik asoslarini yoritib beradi. Unga ko'ra, o'qituvchi ta'lim oluvchining yaqin rivojlanish zonasini hisobga olgan holda, unga yordam beruvchi va rivojlanishni qo'llab-quvvatlovchi fasilitator sifatida faoliyat yuritadi. Bu esa loyihaviy yondashuv bilan uzviy bog'liq bo'lib, ta'lim jarayonida hamkorlik va muloqotga asoslangan faoliyatni talab etadi.

Adabiyotlar tahlili shuni ko'rsatadiki, fasilitatorlik faoliyati va loyihaviy yondashuv masalalari alohida-alohida yetarlicha o'rganilgan bo'lsa-da, bo'lajak o'qituvchilarni aynan loyihaviy yondashuv asosida fasilitatorlik faoliyatiga tayyorlash mexanizmlarini kompleks takomillashtirish masalasi yetarli darajada tizimli tadqiq etilmagan. Mavjud ilmiy ishlarda ushbu jarayonning pedagogik shart-sharoitlari, bosqichlari va samaradorlik mezonlarini aniqlashga ehtiyoj mavjud. Shu bois mazkur tadqiqot mavjud ilmiy qarashlarni umumlashtirish va ularni zamonaviy pedagogik amaliyot bilan integratsiyalash orqali ilmiy bo'shliqni to'ldirishga yo'naltirilgan.

Muhokama. Mazkur tadqiqot doirasida olib borilgan tahlillar loyihaviy yondashuv asosida bo'lajak o'qituvchilarning fasilitatorlik faoliyatiga tayyorlash mexanizmini takomillashtirish zamonaviy pedagogik ta'limning muhim yo'nalishlaridan biri ekanligini tasdiqladi. Tadqiqot natijalari shuni ko'rsatadiki, an'anaviy ta'lim jarayonida bo'lajak o'qituvchilarda asosan reproduktiv bilimlar shakllanib, ularning ta'lim jarayonini boshqarish, o'qituvchilarning faolligini rag'batlantirish va mustaqil ta'lim faoliyatini tashkil etish bo'yicha fasilitatorlik ko'nikmalari yetarli darajada rivojlanmaydi. Bu holat zamonaviy ta'lim talablari bilan mavjud tayyorgarlik darajasi o'rtasida muayyan tafovut mavjudligini ko'rsatadi.

Loyihaviy yondashuv asosida tashkil etilgan ta'lim jarayoni bo'lajak o'qituvchilarning kasbiy faoliyatiga yaqin sharoitlarni yaratib, ularning nazariy bilimlarini amaliy faoliyat bilan uyg'unlashtirish imkonini beradi. Muhokama jarayonida aniqlanishicha, loyihalar asosida ishlash bo'lajak o'qituvchilarda tashabbuskorlik, mas'uliyat, muloqot madaniyati va reflektiv tafakkurni rivojlantiradi. Bu esa fasilitatorlik faoliyatining muhim tarkibiy qismlari hisoblanadi. Shu bilan birga, loyihaviy yondashuv bo'lajak o'qituvchilarning guruh bilan ishlash jarayonida yetakchi emas, balki muvofiqlashtiruvchi va yo'naltiruvchi rolni egallashiga imkon yaratadi.

Tadqiqot natijalari rus va xorijiy olimlar tomonidan ilgari surilgan nazariy qarashlar bilan uyg'unlashadi. Jumladan, gumanistik pedagogika vakillarining o'qituvchini fasilitator sifatida talqin etuvchi yondashuvlari loyihaviy faoliyat jarayonida o'z tasdig'ini topadi. Bo'lajak o'qituvchilar loyihalarni amalga oshirish jarayonida ta'lim oluvchilarning individual xususiyatlarini hisobga olish, ularning faolligini qo'llab-quvvatlash va o'zaro hamkorlik muhitini yaratish zarurligini anglay boshlaydilar. Bu holat o'qituvchining kasbiy pozitsiyasi va pedagogik tafakkurida sifat jihatdan yangi o'zgarishlarni yuzaga keltiradi.

Muhokama natijalariga ko‘ra, bo‘lajak o‘qituvchilarni fasilitatorlik faoliyatiga tayyorlash mexanizmini takomillashtirishda loyihaviy yondashuvni joriy etish faqat metodik vosita sifatida emas, balki yaxlit pedagogik tizim sifatida qaralishi lozim. Ushbu tizimda maqsad, mazmun, metodlar, shakllar va baholash mezonlari o‘zaro uzviy bog‘langan holda tashkil etilishi ta‘lim samaradorligini oshiradi. Aks holda, loyihaviy yondashuv fragmentar tarzda qo‘llanilganda, kutilgan natijalarga erishish qiyinlashadi.

Shuningdek, tadqiqot davomida aniqlanganki, bo‘lajak o‘qituvchilarning fasilitatorlik faoliyatiga tayyorligini oshirish uchun refleksiya jarayonini tizimli ravishda tashkil etish muhim ahamiyatga ega. Loyihaviy faoliyat yakunida o‘tkazilgan muhokamalar, tahliliy baholash va o‘z-o‘zini baholash jarayonlari bo‘lajak o‘qituvchilarning o‘z kasbiy faoliyatiga tanqidiy yondashuvini shakllantiradi. Bu esa ularning kelgusida ta‘lim jarayonini ongli va maqsadli tashkil etishiga xizmat qiladi.

Umuman olganda, muhokama natijalari shuni ko‘rsatadiki, loyihaviy yondashuv asosida bo‘lajak o‘qituvchilarni fasilitatorlik faoliyatiga tayyorlash mexanizmini takomillashtirish pedagogik ta‘lim sifatini oshirishga, o‘qituvchilarning kasbiy moslashuvchanligini ta‘minlashga va zamonaviy ta‘lim talablariga javob beradigan mutaxassislarni tayyorlashga xizmat qiladi. Ushbu yondashuvning samaradorligi uning tizimli, bosqichma-bosqich va maqsadga yo‘naltirilgan holda joriy etilishiga bevosita bog‘liqdir.

Xulosa. Mazkur tadqiqot loyihaviy yondashuv asosida bo‘lajak o‘qituvchilarning fasilitatorlik faoliyatiga tayyorlash mexanizmini takomillashtirish muammosiga bag‘ishlanib, zamonaviy pedagogik ta‘lim talablaridan kelib chiqqan holda ushbu jarayonning nazariy va amaliy jihatlarini yoritishga qaratildi. Tadqiqot natijalari shuni ko‘rsatdiki, ta‘lim tizimida o‘qituvchining an‘anaviy bilim beruvchi roldan fasilitatorlik faoliyatiga o‘tishi muqarrar bo‘lib, bu jarayon bo‘lajak pedagoglarning kasbiy tayyorgarligiga yangicha yondashuvni talab etadi.

Loyihaviy yondashuv bo‘lajak o‘qituvchilarning fasilitatorlik kompetensiyalarini shakllantirishda samarali pedagogik vosita ekanligi ilmiy jihatdan asoslandi. Mazkur yondashuv orqali bo‘lajak o‘qituvchilarda mustaqil fikrlash, muammoli vaziyatlarni tahlil qilish, guruh bilan samarali ishlash, kommunikativ va reflektiv ko‘nikmalarni rivojlantirish imkoniyati yaratiladi. Tadqiqot jarayonida loyihaviy faoliyat asosida tashkil etilgan ta‘lim bo‘lajak o‘qituvchilarning kasbiy faolligini oshirishga, ularning ta‘lim jarayonini boshqarish va yo‘naltirishga tayyorligini kuchaytirishga xizmat qilishi aniqlandi.

Shuningdek, tadqiqot natijalari bo‘lajak o‘qituvchilarni fasilitatorlik faoliyatiga tayyorlash mexanizmini takomillashtirishda pedagogik shart-sharoitlarning ahamiyatini ko‘rsatdi. Xususan, ta‘lim jarayonining tizimli tashkil etilishi, loyihaviy faoliyatning bosqichma-bosqich amalga oshirilishi, refleksiya va baholash mexanizmlarining joriy etilishi ushbu jarayon samaradorligini ta‘minlaydi. Mazkur mexanizmlarning uyg‘unlashuvi bo‘lajak o‘qituvchilarning kasbiy tayyorgarligini sifat jihatdan yangi bosqichga olib chiqadi.

Umuman olganda, olib borilgan tadqiqot loyihaviy yondashuv asosida bo‘lajak o‘qituvchilarning fasilitatorlik faoliyatiga tayyorlash mexanizmini takomillashtirish pedagogik ta‘lim sifatini oshirishga, zamonaviy ta‘lim talablariga javob beradigan raqobatbardosh mutaxassislarni tayyorlashga xizmat qilishini tasdiqlaydi. Tadqiqot natijalari pedagogik oliy ta‘lim muassasalari amaliyotida, bo‘lajak o‘qituvchilarni tayyorlash jarayonini modernizatsiya qilishda hamda kelgusidagi ilmiy izlanishlar uchun nazariy va amaliy asos bo‘lib xizmat qiladi.

Foydalanilgan adabiyotlar ro‘yxati.

1. Larmer, John, Mergendoller, John R., & Boss, Suzie. Setting the Standard for Project Based Learning: A Proven Approach to Rigorous Classroom Instruction. Jossey-Bass/Wiley / ASCD, 2015. - Ta‘limda loyiha asosida o‘qitish tamoyillari, reja tuzish, baholash hamda PBL pedagogikasi bo‘yicha klassik qo‘llanma.

2. Cole, Anne. An Educator’s Guide to Project-Based Learning: Turning Theory into Practice. Routledge, 2024.- PBL nazariyasi va amaliyoti bo‘yicha pedagoglar uchun yondashuv va qo‘llash yo‘riqnomasi.

3. Grossman, Pam; Herrmann, Zachary; Schneider Kavanagh, Sarah; Pupik Dean, Christopher. Core Practices for Project-Based Learning. Harvard Education Press, 2021.- O‘qituvchilar uchun projektli o‘qitishda muhim amaliy strategiyalar, fasilitatorlik mexanizmlari.

4. Thomas, John W. A Review of Research on Project-Based Learning. The Autodesk Foundation, 2000.- PBL asoslarini va tadqiqot tarixini jamlagan ilmiy sharh (review).

Khakimov Shukhrat Shodievich

State institution "Pedagogical Mastery Center of Bukhara Region".

Teacher of the department "Pedagogy and psychology, educational technologies"

METHODS OF STUDYING THE MILITARY SERVANT AND THE MILITARY TEAM

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.

How to train character in soldiers?

A person's character is formed throughout his life. The character of a military serviceman is trained under the influence of the total activities carried out in the course of military service.

Character is a stable and unstable structure at the same time. The stability of the character makes it possible to classify it, that is, to divide it into one or another group.

Ancient Greek scientists also understood the need to divide character into types. A person's conscious attitude to the surrounding reality is manifested not only in his worldview, beliefs and thoughts, but also in his character. The concept of "character" was introduced into scientific use for the first time by the Greek scientist Theophrastus, who lived in the 4th century BC. He divides character into 31 types in his work "Moral Characters". Theophrastus understood character as a reflection of the moral life of society in an individual.

Starting with Aristotle, there was a tradition of understanding character in connection with willful qualities of a person. As a result, the character is divided into strong and weak types depending on the manifestation of will characteristics. According to another basis, characters are divided into intellectual, emotional, willful, good, great, etc. types.

The classification of characters is related to the behavior of a military serviceman in war; it is also necessary to solve problems.

Currently, this problem has been solved to a certain extent. The main aspect of a person's character is his attitude to reality and the world. Another important aspect of his character is his attitude towards other people. Many relationships of a person towards other people, group, community and society arise from the unique qualities of his character. Such qualities include, for example, community, sensitivity, humanity, truthfulness, and their corresponding opposites, selfishness and rudeness.

The attitude of a military serviceman to his combat work includes at least three things: evaluation of his work as a certain social value, to his profession and specialty, which is a certain type of labor activity. attitude, treating one's work as a specific type of work in the same production conditions. These three relations are mutually distinct and, therefore, interrelated to each other as general, specific and individual phenomena. They can complement each other in various situations.

Attitude to work can include satisfaction or dissatisfaction with the activity in general, and in particular with the profession and work, but it does not end there. It is determined by a person's social status and place in the labor process. It should be noted that a military serviceman's attitude to work is an important part of his character, and it is reflected in a person's thoughts and feelings, and is transferred to his actions.

A person's self-relation has a strict connection with the relationship to other people, the community, which is an important character trait.

Here we read the following in "Letters to a Child" by the famous English politician Chesterfield, whom we referred to in our previous topics: "People are all composed of the same elements without exception, but the proportion of these same elements is not the same in different people. -there are no two people who are exactly alike. Besides, people change over the years. Any talented person can turn something into a bad one, a proud person can become unexpectedly humble, an honest person "The unscrupulous can get in the way, and when the disease comes, it can become noble. That's why it's good to observe a person for a long time, don't rush to draw the last line in his image."

All these aspects of the character (toward the world, to work, to other people, and to oneself) to one degree or another intersect, combine and influence intellectual, emotional, and volitional qualities, within volitional qualities, for example, striving for a goal, "Warmness is as important to character as bravery." At the same time, naturally, willful qualities such as stubbornness, lack of will, and cowardice are also reflected in the character.

The combination of the listed features and qualities, their level of development determines the character development indicator. The higher the level of development of the character, the stronger it will be.

Nutq texnikasining ta'lim samaradorligiga ta'siri tarbiyaviy jihatdan ham namoyon bo'ladi. O'qituvchining madaniyatli, muloyim va hurmatga asoslangan nutqi o'quvchilarda ijobiy psixologik muhitni shakllantiradi. Bu esa o'quvchilarning o'z fikrini erkin bayon etishiga, xatodan qo'rqmasdan faol qatnashishiga sharoit yaratadi. Aksincha, qo'pol yoki noaniq nutq o'quvchilarda ishonchsizlik va darsga bo'lgan salbiy munosabatni keltirib chiqarishi mumkin. Shu bois nutq texnikasi o'qituvchining pedagogik odobi va muloqot madaniyati bilan chambarchas bog'liqdir.

Shuningdek, pedagogik jarayonda nutq texnikasi bilimlarni tizimli va mantiqiy yetkazish imkonini beradi. O'qituvchi fikrni izchil bayon etib, tushunchalar o'rtasidagi bog'liqlikni aniq ko'rsata olsa, o'quvchilarda yaxlit tasavvur shakllanadi. Bu esa bilimlarning mustahkamlanishiga va ularni amaliyotda qo'llash ko'nikmasining rivojlanishiga olib keladi. Nutq texnikasi rivojlangan o'qituvchi murakkab mavzularni ham sodda va tushunarli shaklda izohlab bera oladi, bu esa ta'lim samaradorligini sezilarli darajada oshiradi. Xulosa qilib aytganda, pedagogik jarayonda nutq texnikasi ta'lim samaradorligini belgilovchi asosiy omillardan biridir. O'qituvchining nutqiy mahorati o'quvchilarning bilimni o'zlashtirish darajasi, darsga bo'lgan qiziqishi va umumiy ta'lim natijalariga bevosita ta'sir ko'rsatadi. Shu sababli pedagoglarning nutq texnikasini doimiy ravishda rivojlantirib borish ta'lim sifatini oshirishning muhim sharti hisoblanadi. Pedagogik jarayonda nutq texnikasining ta'lim samaradorligiga ta'siri chuqur psixologik va didaktik asoslarga ega bo'lib, u ta'lim jarayonining barcha bosqichlarida o'z ifodasini topadi. O'qituvchining nutqi orqali bilimlar yetkaziladi, munosabatlar shakllanadi va tarbiyaviy ta'sir amalga oshiriladi. Shu sababli nutq texnikasi pedagog faoliyatining ajralmas tarkibiy qismi sifatida qaraladi. O'qituvchining ovoz imkoniyatlaridan to'g'ri foydalanishi, nutq sur'atini dars mazmuniga mos ravishda boshqarishi va so'zlarni aniq talaffuz qilishi o'quvchilarning eshitish va idrok etish jarayonini yengillashtiradi hamda bilimlarni ongli o'zlashtirishga yordam beradi.

Pedagogik jarayonda nutq texnikasi o'quvchilarning diqqatini jamlash va uni uzoq vaqt davomida saqlab turishda muhim ahamiyat kasb etadi. Ifodali va jonli nutq darsni qiziqarli jarayonga aylantiradi, o'quvchilarda mavzuga nisbatan ijobiy munosabatni shakllantiradi. O'qituvchining intonatsiya va urg'ulardan o'rinli foydalanishi muhim tushunchalar va asosiy g'oyalarni ajratib ko'rsatishga xizmat qiladi. Natijada o'quvchilar dars mazmunini yaxshiroq tushunadilar va eslab qoladilar. Bu holat ta'lim samaradorligining oshishida muhim omil hisoblanadi.

Nutq texnikasining samarali bo'lishi pedagogik muloqot sifatini ham belgilaydi. O'qituvchining ochiq, muloyim va ishonchli nutqi o'quvchilar bilan o'zaro hurmatga asoslangan munosabatni shakllantiradi. Bunday muhitda o'quvchilar savol berishdan, fikr bildirishdan tortinmaydilar, bu esa dars jarayonida faol ishtirokni ta'minlaydi. O'quvchilarning nutqiy faolligi oshgani sari ularning tafakkuri rivojlanadi, bilimlarni mustaqil o'zlashtirish ko'nikmalari shakllanadi. Shu jihatdan nutq texnikasi faqat o'qituvchi nutqiga emas, balki o'quvchilarning ham nutqiy rivojiga ijobiy ta'sir ko'rsatadi.

Pedagogik jarayonda nutq texnikasi tarbiyaviy samaradorlikni oshirishda ham muhim o'rin tutadi. O'qituvchining so'z orqali beradigan bahosi, rag'batlantiruvchi yoki tanqidiy fikrlari o'quvchining o'ziga bo'lgan ishonchi va o'qishga bo'lgan munosabatiga bevosita ta'sir etadi. Madaniyatli va odobli nutq o'quvchilarda nutqiy etika, hurmat va muomala madaniyatini shakllantiradi. Bu esa ta'lim jarayonining nafaqat bilim berish, balki tarbiyaviy maqsadlariga ham xizmat qiladi.

Umuman olganda, pedagogik jarayonda nutq texnikasi ta'lim samaradorligini ta'minlovchi muhim pedagogik shartlardan biridir. O'qituvchining nutqiy mahorati darsning mazmunli, tushunarli va ta'sirchan bo'lishini belgilaydi. Nutq texnikasi rivojlangan pedagog o'quvchilarni bilim olishga unday oladi, ularning qiziqishini oshiradi va ta'lim jarayonining yuqori natijalarga erishishini ta'minlaydi. Shu bois nutq texnikasini takomillashtirish pedagoglarning kasbiy rivojlanishida ustuvor yo'nalishlardan biri bo'lib qolaveradi. Pedagogik jarayonda nutq texnikasining ta'lim samaradorligiga ta'siri o'qituvchining kasbiy mahorati va shaxsiy ta'sirchanligini namoyon etuvchi asosiy omillardan biri sifatida qaraladi. Ta'lim jarayonida bilim faqatgina axborot sifatida emas, balki o'qituvchining so'zi, ohangi va muloqot madaniyati orqali o'quvchi ongiga singdiriladi. Shu jihatdan nutq texnikasi o'qituvchining darsni qanday tashkil etishi, mavzuni qanday ochib berishi va o'quvchilarni qanday

ruhantira olishini belgilaydi. To‘g‘ri va ifodali nutq o‘quvchilarda ishonch uyg‘otadi, bu esa bilimlarni qabul qilish jarayonini yengillashtiradi.

Pedagogik jarayonda nutq texnikasi o‘quvchilarning idrok va tafakkur jarayonlariga bevosita ta‘sir ko‘rsatadi. O‘qituvchining nutqi mantiqiy va izchil bo‘lsa, o‘quvchilar tushunchalar o‘rtasidagi bog‘liqlikni oson anglaydilar. Nutq sur‘atining o‘rtacha va vaziyatga mos bo‘lishi o‘quvchilarning eshitish orqali qabul qilish qobiliyatini oshiradi. O‘rinli pauzalar esa o‘quvchilarga eshitilgan axborotni tahlil qilish va xulosa chiqarish imkonini beradi. Bunday nutqiy tashkil etilgan dars o‘quvchilarning bilimni mustahkam o‘zlashtirishiga xizmat qiladi.

Nutq texnikasining ta‘lim samaradorligiga ta‘siri darsda psixologik qulay muhit yaratishda ham namoyon bo‘ladi. O‘qituvchining xotirjam, muloyim va ishonchli nutqi o‘quvchilarda xavfsizlik va qo‘llab-quvvatlanish hissini uyg‘otadi. Natijada o‘quvchilar o‘z fikrini erkin bayon etishga, savollar berishga va muhokamalarda faol qatnashishga moyil bo‘ladilar. Bu holat ta‘lim jarayonining interfaol tus olishiga va o‘quvchilarning bilish faolligi oshishiga olib keladi.

Shuningdek, pedagogik jarayonda nutq texnikasi ta‘limning tarbiyaviy samaradorligini ham oshiradi. O‘qituvchining nutqida namoyon bo‘ladigan hurmat, sabr-toqat va odob o‘quvchilar uchun namuna bo‘lib xizmat qiladi. So‘z orqali berilgan rag‘batlantirish o‘quvchining o‘ziga bo‘lgan ishonchini mustahkamlaydi, ehtiyotkor va o‘rinli tanqid esa uning o‘z ustida ishlashiga undaydi. Shu tarzda nutq texnikasi o‘quvchi shaxsining har tomonlama rivojlanishiga ijobiy ta‘sir ko‘rsatadi.

Xulosa qilib aytganda, pedagogik jarayonda nutq texnikasi ta‘lim samaradorligini ta‘minlovchi muhim pedagogik omil hisoblanadi. O‘qituvchining nutqiy mahorati dars mazmunini chuqur anglash, o‘quvchilarning faolligini oshirish va ta‘lim-tarbiya jarayonida yuqori natijalarga erishishda hal qiluvchi ahamiyat kasb etadi. Shu sababli pedagoglar nutq texnikasini doimiy ravishda takomillashtirib borishlari ta‘lim sifatini oshirishning muhim sharti bo‘lib qoladi.

Xulosa. Xulosa qilib aytganda, pedagogik jarayonda nutq texnikasi ta‘lim samaradorligini belgilovchi muhim omillardan biridir. O‘qituvchining nutqiy mahorati o‘quvchilarning bilimlarni chuqur va ongli o‘zlashtirishiga xizmat qiladi. Shu sababli bo‘lajak o‘qituvchilarni tayyorlash jarayonida nutq texnikasini rivojlantirishga alohida e‘tibor qaratish zarur. Xulosa qilib aytganda, pedagogik jarayonda nutq texnikasi ta‘lim samaradorligini oshiruvchi yetakchi omillardan biri hisoblanadi. O‘qituvchining ravon, aniq va ifodali nutqi o‘quvchilarning bilimni ongli o‘zlashtirishiga, dars jarayonida faol ishtirok etishiga hamda mustaqil fikrlash ko‘nikmalarining rivojlanishiga xizmat qiladi. Nutq texnikasi orqali o‘qituvchi nafaqat bilim beradi, balki o‘quvchi shaxsiga tarbiyaviy ta‘sir ko‘rsatadi, ijobiy psixologik muhitni shakllantiradi va o‘zaro muloqotni mustahkamlaydi. Shu bois bo‘lajak va amaldagi pedagoglarning nutq texnikasini doimiy ravishda rivojlantirib borish ta‘lim sifatini yuksaltirish, pedagogik mahoratni oshirish va zamonaviy ta‘lim talablariga mos, raqobatbardosh o‘qituvchi shaxsini shakllantirishning muhim sharti hisoblanadi. Xulosa o‘rnida shuni ta‘kidlash joizki, pedagogik jarayonda nutq texnikasi o‘qituvchining kasbiy faoliyatini belgilovchi asosiy mezonlardan biri hisoblanadi. O‘qituvchining so‘zlash uslubi, ovoz ohangi, nutqning mantiqiyliigi va ifodaliligi ta‘lim mazmunining o‘quvchi ongiga qay darajada samarali yetib borishini belgilaydi. Nutq texnikasi mukammal shakllangan pedagog dars jarayonini mazmunli, tushunarli va qiziqarli tashkil eta oladi, bu esa o‘quvchilarning bilimlarni puxta o‘zlashtirishiga xizmat qiladi.

Shuningdek, nutq texnikasi ta‘lim jarayonida pedagogik muloqot va tarbiyaviy ta‘sirning asosiy vositasi bo‘lib xizmat qiladi. O‘qituvchining madaniyatli va ta‘sirchan nutqi o‘quvchilarda hurmat, ishonch va ijobiy munosabatni shakllantiradi. Bunday muhitda o‘quvchilar erkin fikr bildiradilar, darsda faol ishtirok etadilar va o‘rganilayotgan mavzuga qiziqishlari ortadi. Natijada ta‘lim jarayoni faqat bilim berish bilan cheklanmay, o‘quvchi shaxsini har tomonlama rivojlantirishga xizmat qiladi.

Umuman olganda, bo‘lajak o‘qituvchilarda nutq texnikasini rivojlantirish va pedagogik jarayonda undan samarali foydalanish ta‘lim sifatini oshirishning muhim sharti hisoblanadi. Nutqiy mahoratga ega bo‘lgan pedagog zamonaviy ta‘lim talablariga javob bera oladigan, o‘quvchi bilan samarali muloqot o‘rnata oladigan va jamiyatda o‘z o‘rniga ega bo‘lgan barkamol avlodni tarbiyalashga qodir mutaxassis sifatida shakllanadi.

Foydalanilgan adabiyotlar ro'yxati.

1. Saidova N. Pedagogik nutq va ta'lim samaradorligi. – Toshkent, 2020.
2. Pedagogika nazariyasi va amaliyoti. – Toshkent, 2022.
3. UNESCO. Teaching Effectiveness and Communication, 2021.

MUNDARIJA:

Nazarov Akmal Mardonovich		Talabalarda kreativ va innovatsion ilmiy faoliyatning psixologik jihatlari	6
Rustamov Shuxratovich	Shavkat	Talabalarni innovatsion kompetenligini rivojlantirishning pedagogik-psixologik asoslari	10
Ostanov Sharifovich	Shuxrat	Art-terapiya metodlari yordamida talaba-yoshlarning kreativ fikrlash va ijodiy salohiyatini rivojlantirishning psixologik asoslari	14
Axmadov Rahmat o‘g‘li	Nazirjon	O‘smirlarda konstruktiv xulq-atvorni shakllanishining ijtimoiy psixologik omillari	19
Dehqonboyev Shohjahon Oybek o‘g‘li		Sud psixologik ekspertizasida shaxsning emotsional holatini baholash	24
Axtamova G‘ayratovna	Ferangiz	O‘smirlik davridagi destruktiv xulq-atvorni psixoprofilaktika qilish va kreativlikni faollashtirishga yo‘naltirilgan psixologik yondashuvlar	30
Ashrapov Namoz o‘g‘li	Nodirbek	O‘smirlarda kognitiv rivojlanishning ijtimoiy-psixologik determinantlari va ularning shaxsiy rivojlanishdagi o‘rni	35
Hamroyev Jasur		Talabalari o‘rtasida sun‘iy intellekt vositalari yordamida kreativ fikrlash va muammolarni hal qilish ko‘nikmalarini rivojlantirish	40
Axmedova Rahmat qizi	Zarina	Loyihaviy yondashuv asosida bo‘lajak o‘qituvchilarning fasilitatorlik faoliyatiga tayyorlash mexanizmini takomillashtirish	44
Khakimov Shodieich	Shukhrat	Methods of studying the military servant and the military team	49
N.Z.Jumayev		Raqamli davrda ijtimoiy media va sun‘iy intellektning yoshlar ruhiy salomatligiga ta’siri	56
Sharopov Suxrob Shodi o‘g‘li		Talabalarni kognitiv va metakognitiv kompetensiyalarini rivojlantirishning pedagogik-psixologik mexanizmlari	60
Boboqulova Komil qizi	O‘g‘iloy	Shaxslararo manipulyatsiya va nazorat mexanizmlari: emotsional ekspluatatsiyaning psixologik asoslari	64
Saidova Nu‘monovna	Nodira	Yoshlar kreativ va tanqidiy fikrlashini rivojlantirishda pedagogik psixologiyaning roli	68
Bobojonova Husniddin qizi	Dilnura	Dezadaptatsiyalashgan o‘smirlarda adaptatsiya jarayoni rivojlanishining ijtimoiy-psixologik mexanizmlari	73
Абдужабборов Тохиржон Курбанович		Особенности течения и лечения atopического дерматита в зависимости от возраста по данным наблюдений в андижанской области	78

Xolmuradov Musurmon Avlaqulovich Narzullayeva Iroda Jaloliddin qizi	Tijorat banklarida investitsiyalarni jalb etishda xorij tajribasi	82
Nurmuxammedova Nilufar Alijon qizi Temirova Mashhuraxon Muhammadaminovna	O‘zbekistonda bozor iqtisodiyotiga o‘tish bosqichida xotin-qizlar liderlik faoliyatini rivojlantirishning huquqiy asoslarining mustahkamlanishi	89
Maxmudova Zulfiya Mexmonovna	Qo‘riqlash xizmati xodimlari kasbiy kompetentligini takomillashtirishning ijtimoiy-psixologik xususiyatlari	92
Sanoyeva Mohigul Odil qizi	Klassik pedagogik merosni modernizatsiya qilishning zamonaviy talablari va ularni ta’lim amaliyotiga joriy etish mexanizmlari	103
Xolmirzayeva Mushtariybegim U. Abdullayev	Bobi oliy: usmonli davlatining boshqaruv markazi va evolyutsiyasi	107
Dilmurodov Elyorjon Ilg'or o'g'li	Civil society and globalization: the harmony of national values and modern trends	110
Eshpo'latova Xilola Davron qizi	Fransuz tilini o'rganish jarayonida audiovizual materiallar yordamida talabalarning og'zaki nutqini rivojlantirish	116
Abdusalimova Zukhraxon Bakhtiyor qizi	Teaching methodology of the uzbek language for the foreign students	119
Abdullayeva Dildora Muhiddin qizi	Frazeologik sinonimlarning struktur turlari	122
Panaeva Sarbinaz Uzaqbergenovna	Insonlar orasida fabbing (phubbing) holatining paydo bo‘lishi va uning ijtimoiy-psixologik oqibatlarini	125
Toshturdiyev Nurbek Nurali o‘g‘li	Jadid ziyolilarining hayot tarzi va ijtimoiy mas’uliyat hissi: ma’rifat va fidoyilik omillari	130
Uzoqova Gulzoda	Konstitutsiya – erkin va farovon hayot garovi	134
Xilola Xolikova Gulamovna, Siroj Nematov G‘ulom o‘g‘li,	Maktab muhitining o‘quvchilar emotsional holatiga psixologik ta’siri	137
Sultonmurod Mamasoliyev Olimjon o‘g‘li	Psychological benefits of gamified bilingual learning: a meta-analysis of motivation and well-being	141
Qodriqulova Fotima Ulug‘bek qizi	Azot fiksatsiyasi va innovatsiyalar: yasmiq yetishtirishning yangi bosqichi	146
Kurbanova Shukurjon Yeldashbayevna	Turkiy adabiyotda shaxs kamoloti: Hofiz Xorazmiy didaktik qarashlari misolida pedagogik model	150
Obidova O.	Ta’lim psixologiyasi nuqtayi nazaridan zamonaviy pedagogik texnologiyalarning ta’siri	154
Xasanova Nazokat Shavkatbek qizi	Inson huquqlarini xalqaro himoya qilish mexanizmlari	159
Abdug‘ofurov Muhammadqodir	Milliy me’morchilik uslublarida zamonaviylik va restavratsiya muammolari	163

Olimova Sarvara Sobitxon qizi		Nogironligi bo'lgan shaxslarning kutubxonalar orqali ijtimoiy integratsiyasi va madaniy hayotga qo'shilishi	166
Jamaldinov Azimjanovich	Sarvar	Raqamli ta'lim jarayonlarini o'rgatishning bo'lajak pedagoglar tarbiyaviy faoliyatini rivojlantirishdagi ahamiyati	171
Olimova Sarvaraxon Sobitxon qizi		Sensorinevral eshitish nuqsoniga ega bolalarda rivojlanish dinamikasi: tibbiy va pedagogik qarashlar	176
Mamatqulov Botir		The interpretation of personal tragedy in the short stories of nazar eshonqul	181
Bobokalonov Ostonovich	Rajab	Tibbiy terminlarda lisoniy lakuna hodisasi	188
Murodjonova Dilzoraxon qizi	Tolibjon	“Tolerantlik” tushunchasining mazmun mohiyati	191
Iskandarov Abdug'aniyevich	Sherzod		
Туйбаева Бахтияровна	Саида	Психологические механизмы самозащиты студентов	194
Tursunbayeva Durdonaxon qizi	Adxamjon	Atrof-muhitni muhofaza qilishning zamonaviy konsepsiyalari: muammo va yechimlar	198
Ismoilova Saidali qizi	Zulayho	Umumta'lim maktablarida xulqi og'ishgan o'quvchilarning shaxs xususiyatlarini kompleks diagnostika qilish	203
Masharipova Rahimovna	Saida	Zamonaviy oilalarda emotsional intellektni boshqarishning ijtimoiy- psixologik mexanizmlarini ishlab chiqish	208
Abdujobborova Rayhona Adhamjonqizi		Xotira turlaridan qanday qilib samarali foydalanish kerak.o'quvchilar uchun praktik tafsiyalar	212
Arslanova Aleksandrovna	Dilnoza	Nutqiy rivojlanish bilan mantiqiy fikrlash o'rtasidagi bog'liqlik: lingvistik kompetensiya.	216
Mirzayev Xasanjon o'g'li	Ismoiljon		
Xasanova Kumushbek qizi	Aziza	Davlat tili taraqqiyoti: muammo va yechimlar	219
Xolboyev Axmadillo o'g'li	Izzatillo	Talabalarning akademik muaffaqiyatiga ta'sir etuvchi psixologik omillarning tahlili: o'zini- o'zi tartipka solish strategiyalari	223
Кабулов Толыбаевич	Саулат	Основные принципы и теория преподавания русскому языку и литературе	226
Saitova Komila G'ulom qizi		Stressga chidamlilikning psixologik determinantlari: ong, iroda va emotsional o'zini boshqarishning o'zaro aloqasi	231
Ro'ziyeva Sitora qizi	Odil	Nega ingliz tili dunyo tili hisoblanadi?	234
To'ychiyeva Sherquzi qizi	Madinaxon	Mustaqil ta'lim metodlarining o'quv motivatsiyasiga ta'siri	237
Murodjonova Dilzoraxon qizi	Tolibjon	Kimyoning kriminalistikadagi o'rni	240