FEATURES OF THE DEVELOPMENT OF PHYSICAL QUALITIES IN PRIMARY SCHOOL AGE

Sidikova Gulbahor Sabirovna
Teachers of Ferghana State University
Faculty of Physical Culture

Tohirova Guljahon Zafarjon qizi
2nd Year Student of the Faculty of Physical Culture

Annotatsion
Physical qualities are the main characteristic. The main physical qualities are speed, strength, endurance, flexibility, agility (coordination). The development of all physical qualities is of tactical importance, since the development of one of them affects the development of the other in a certain way. Therefore, classes should be complex and consistent, with the use of various exercises. Only then, when improving physical qualities, various motor skills are formed.

Keywords: Physical qualities, physical development, physical fitness, sports, flexibility, strength, backstroke.

Scientific works and experiments prove that from a physiological point of view, it is advisable to start each lesson with the development of speed. Performing high-speed exercises requires high mobility and mobility of the central nervous system. Therefore, after a warm-up, while the body is not yet tired, exercises for developing speed are performed at an extremely fast pace. A large amount of energy is consumed when the nervous system is strained, so you can achieve positive changes in the development of speed. When developing strength at the initial stage, use low-intensity exercises with small weights. Such exercises do not require much effort and high tension of the nervous system, so the work on developing strength can take place with little fatigue of the body. Exercises for developing endurance are used last in the course of classes. They can be of a cyclical nature of moderate tension: running at an average pace that does not require high performance of the nervous system, or mobile, sports games that have a positive impact on the development of endurance due to emotional recovery. In the course of training, you can equally include flexibility exercises that promote the development of strength. Coordination exercises can be performed everywhere, and they also develop attention, memory, thinking, field of vision, stability of posture, and beauty of movement.
School age is the period of life and development of children, lasting 7-10-11-12 years and covering the time of study in a general education institution. This period is divided into three stages: — primary school age — 6-11 years − primary general education; — secondary school age or adolescent 11-15 years − basic general education; — senior school age or youth age —

15-18 years-secondary (complete) general education. The system of using physical culture means is extremely important, since it is during these periods that the intensive development of the body's forms and functions continues. Lack of physical activity (hypodynamia) inevitably leads to irreparable losses in the physical development of children, to a weakening of the body's defenses, to health disorders, to a decrease in mental abilities, to a drop in overall performance.

Taking into account age characteristics plays an important role in the development of motor skills. The correspondence of pedagogical influences to the age characteristics of the individual gives good results in education and development. Each age period has its own distinctive features, and if the process of training and upbringing goes wrong, it can cause significant harm to the development and formation of the individual. Primary school age is favorable for the development of many physical abilities. The anthropometric data of boys and girls during this period are almost identical. Both boys and girls reach relatively high levels of aerobic energy supply for muscle work by the age of 10-11 years. It is at this age that children are able to perform cyclical exercises of moderate and high power for a long time, but as a result of the high mobility of the nervous system, emotional impulses predominate, so you should not get carried away with heavy loads and the same type of exercises. The exercises performed during this period should be diverse and built from simple to complex, through the game and the development of natural forms of movement. The quality of dexterity is finally formed at the age of 7 to 12 years. The child is characterized by mastering frequent movements and then combining them into a complete movement, so you can not use separate movement training. Strength capabilities in 7-11 years of age in boys and girls are the same, they have relatively low indicators of the muscular system. Strength and especially isometric (static) exercises cause rapid fatigue in children. During this period, children are adapted to short-term speed and strength exercises of a dynamic nature. Strength exercises, as a rule, need to be performed using your own body weight: jumping, climbing, climbing, crawling, hanging, stops, squats. You can use weights in the form of stuffed balls, dumbbells. After performing exercises with weights, it is necessary to do exercises in the vise or stretching the spine. The development of all physical qualities should be strictly recorded, even a slight improvement should be noted: the child develops an incentive to strive forward, and the teacher's indifference slows down the development process.

Primary school age is a good period for the formation of personality traits. In the game, the child grows and develops, he has time for creativity and communication in the team, there is a rapid surge of emotions, it is possible to apply the acquired skills and abilities in practice, there is a directed realization of natural resources.

Skor. - power flexibility dexterity 1-3 classes 7-10 years 50 % 10 % 20 % 10 % 10 % 4 class 10-11 years old 40 % 10 % 25 % 10 % 15 % Growth rate of active spinal column flexibility in primary school students Age (years) Floor Hip joint when flexing the trunk

Lower-thoracic lumbar spine Upper-thoracic Cervical spine 8-10 M W 18.8 6.6 8.6 17.2 22.9 -6.2 17.0 22.2 11 M W 3.4 10.5.1 20.0 22.6 6.4 6.0 4.1 Tests for determining flexibility: - tilt forward from the position of the main stand with your hands raised, the result is determined by on touch: with the fingertips - "satisfactory", with the fists - "good", with the palms - " excellent "(provided that the legs are straight at the knee joint). - lean forward without bending the legs at the knee joint, standing on a raised platform (the result is determined by a ruler fixed at the support level: up from " 0 "- minus, down from " 0 " - plus). - tilt forward from a sitting position, legs apart, heels on the same line, the result is determined by a ruler fixed on the line (up from " 0 "- minus, down from " 0 " - plus) − - to measure the flexibility of the spine: standing legs apart with your back to the gym wall, lowering back-down, with the interception of the hands against the wall (the result is determined by the distance from the last support of the hands to the floor with a ruler or centimeter)

- to determine the flexibility in the shoulder joints: standing legs apart, hands up with a gymnastic stick, perform a" twist " of the arms back and down behind the back, without bending the arms at the elbow joints (the result is determined by a ruler or centimeter, the distance between the hands is measured); - perform a "twine" on the right and left legs while holding this position for 10 seconds (the result is determined by the position of the legs, excellent — with the maximum laying of the legs on the support and full retention for 10 seconds, or measuring with a ruler from the legs to the stop).

Features of the development of physical qualities in younger schoolchildren

It is established that the greatest effect in the development of physical qualities is achieved during their rapid natural development. The effectiveness of pedagogical influences in other age periods for this ability may be neutral or even negative. Therefore, when improving specific physical abilities, it is very important not to miss the most favorable age periods, since later it will be much more difficult to do this.

The age range from 6.5 to 10 years unites primary school students. This period occurs with a reduction in the growth rate in length (only 2-3 cm per year), the appearance of excess weight, there is a decrease in the intensity of metabolic processes, the frequency of heart contraction and respiration at rest, the value of the stroke volume of the heart and reserve breathing volumes increases, a certain stage in the formation of motor quality – dexterity, although, on the other hand, they are still far from reaching the maximum speed (repetition rate) in the simplest movements, and their absolute and relative strength is relatively small. Physiological functions are rapidly developing, but in many ways differ from the final, adult level. The amount of work performed before signs of fatigue appear is 40 kJ, and in an adult it is 40 times more. They have high daily energy consumption, and the system of regulating mechanisms of the body (nervous and endocrine) remains insufficiently mature. Any strain on the body during this period is always associated with an active restructuring of the work of almost all organs and systems, and the cost of adaptation to changing external conditions is especially high. In

the period from 6-7 to 9-10 years, the structure and functions of the brain, its adaptive capabilities change.

Children belonging to this age category are characterized by increased sensitivity to environmental factors and especially need individualization of the educational process, taking into account their age-gender characteristics and individual characteristics.

Sensitive periods of development of physical abilities in children

(according to A. P. Matveev)

Periods of intensive development of individual physical abilities in children are different. Each of them has its own sensitive period. The time limits of these periods are not the same for boys and girls. Usually, at the time of the beginning of intensive development of most abilities, girls are 1-2 years ahead of boys.

It should be noted that in the scientific and methodological literature, different authors can find different sensitive periods of development of a particular ability. Such differences may be due to the use of different tests to measure any ability, the use of different approaches and formulas to determine the increase in physical ability indicators, the heterogeneity of the examined sample of subjects, etc.

Primary school age is favorable for the development of all coordination and conditioning abilities. However, special attention should be paid to the comprehensive development of coordination, speed (reaction and movement frequency), speed and strength abilities, and endurance to moderate loads. Coordination abilities include the accuracy of reproducing and differentiating spatial, temporal, and force parameters of movements, balance, rhythm, speed and accuracy of responding to signals, coordination of movement, and orientation in space.

Conditioned abilities: speed, speed-strength, endurance and flexibility.

Actually, power abilities begin to develop in girls from 10-11 years, and in boys only from 13-14 years.

Currently, the terms “physical abilities” and “physical qualities”are used to characterize a person's motor abilities.

Physical abilities are a complex of morphological and psychophysiological properties of a person that meet the requirements of any type of muscle activity and ensure the effectiveness of its implementation. Physical qualities are a complex set of morphofunctional, biological and psychological properties of an organism that determine strength. Speed, speed-power, and time characteristics of students ' movement.

Physical qualities, in essence, are an expression of the achieved level of individual physical abilities, their definiteness, originality, and significance. Physical qualities are organically related to the physical abilities of a person and are determined by the peculiarities of their manifestation in different movements.

Currently, it is customary to distinguish between five basic physical abilities (qualities):: strength(strength), speed (speed), coordination (agility and balance), endurance, flexibility.

Strength- the ability to overcome external resistance or counteract external forces through muscle effort and tension. In the first case, a person tries to give acceleration to a stationary object (a sports projectile - when throwing, his own body - when jumping and gymnastic exercises), in the second, on the contrary, he tries to keep the body or its parts in their initial position under the action of forces that violate statics.

Characterized by:kilograms-the absolute force is estimated without taking into account its own weight, and relative force is the absolute force divided by the weight of the person.

Development tools:exercises with increased resistance. They are divided into two groups:

exercises with external resistance. As resistance, use the weight of objects (for example, stuffed balls), partner's resistance, games with tug-of-war, environmental resistance (running on sand, deep snow, etc.), throwing and pushing balls.

exercises with overcoming the weight of your own body (for example, exercises in vises, stops, rope climbing).

Due to the age characteristics of schoolchildren, the use of strength exercises in physical education classes is limited. In primary and secondary school age, one should not force the development of actual strength abilities. Exercises should have a speed and strength orientation, with the restriction of static components. However, the latter should not be completely excluded, since, for example, exercises related to maintaining static postures are useful for developing correct posture.

The main task of strength training at school is the development of large muscle groups of the back and abdomen, on which correct posture depends, as well as those muscle groups that normally develop poorly (oblique muscles of the trunk, abductor muscles of the limbs, muscles of the back of the thigh, etc.).

Typical means of developing strength are: in 7-9 years — general development exercises with objects, climbing on an inclined bench, on a gymnastic wall, jumping, throwing; in 10-11 years-general development exercises with small weights (stuffed balls, gymnastic sticks, etc.), climbing a vertical rope in three steps, throwing light objects at a distance etc.

Development methods:

the method of serial exercises;

method of interval exercises.

Speed -the ability of a person to perform actions in the minimum period of time for these conditions. It is characterizedby the time of motor reaction, the speed of single movement, and the frequency of movement.

Development tools:

complex impact exercises: sports and outdoor games, relay races, types of martial arts;

exercises aimed at developing individual components of speed abilities, processing the speed of individual movements, starting speed, sprints, speed endurance of components of speed abilities, processing the speed of individual movements, start;

speed and strength exercises: throwing, jumping;

exercises in swinging, spinning, hitting, throwing and pushing objects, and turning with maximum frequency.

If high-speed work is performed against the background of fatigue, then high-speed endurance develops, and not the maximum manifestation of speed.

Age-related features significantly limit the ability to develop speed of movement. The most favorable age is 11-12 years for girls and 12-13 years for boys.

When developing speed of movement in children, preference should be given to natural forms of movement and non-stereotypical ways of performing them. The standard repetition of exercises at the highest possible speed can already lead to the formation of a speed barrier in childhood. Outdoor games in elementary school age and sports games in middle and high school age have a clear advantage over standard speed runs.

In primary school age, a variety of exercises are used that require rapid short-term movements and local movements. These are exercises with a short and long rope (running in and out), relay races with running, exercises with throwing and catching the ball, etc.

Development methods:

repeated;

variable (with varying accelerations).

game mode.

competitive.

Dexterity (coordination of movements) -the ability to quickly master new movements and their combinations, as well as the ability to rearrange motor activity in accordance with the requirements of a changing environment. Characterized by:"Coordination capabilities (in statics, dynamics, balance, orientation in space, purity of movements in a limited space." (According To A. I. Yarotsky)

Development tools:To develop dexterity, any exercises can be used, but provided that they have elements of novelty.

Gymnastic exercises.

Long and high jumps.

OPUS with objects of various shapes, weights, and volumes.

Outdoor games.

Joint exercises in pairs, small groups with balls, gymnastic sticks, skipping ropes.

Use unusual starting positions, quickly change different positions (sit down, stand up, lie down).

Changing the speed or tempo of movements, introducing different rhythmic combinations, different sequences of elements.

Any physical exercises performed in various combinations that represent elements of coordination difficulty.

Development methods:
competitive;
the method of repeated exercises.
gaming.

The development of balance is another way to develop human coordination.

Balance– the ability of a person to maintain a stable position while performing various movements and poses on a reduced and raised support area above the ground (floor).

There are two ways to develop this ability: 1) exercises in actions that make it difficult to maintain balance, for example, walking on a limited support; 2) exercises in actions with rectilinear and angular accelerations, for example, in somersaults with different directions.

Development methods:
the method of repeated exercises.
method of interval exercises.

In primary school age, there are significant morphological and psychophysiological prerequisites for coordination abilities. It is at this age that the development of coordination gives the greatest effect. Primary school students are very easy to grasp the technique of fairly complex physical exercises, so in technically complex sports, early sports specialization is noted. In primary and secondary school age, the ability to maintain body balance is relatively easy to develop, and the accuracy of movements (the ability to differentiate and reproduce spatial, power, and time parameters of movements) is intensively developed. In the future, due to the onset of puberty, there is either a slowdown or even a deterioration in the indicators that characterize this quality.

Endurance -the ability to perform any activity for a long time without reducing its intensity, the ability of the body to resist fatigue during any activity.

It is characterizedby the time during which a person performs physical work.

Development tools:physical exercises that require moderate effort, but are performed for a long time:
cyclic exercises: running, walking, alternating walking and running at different pace, skiing at a variable pace;
mobile games with high motor density.

In younger schoolchildren, it is advisable to develop endurance, especially for moderate and variable intensity work, which does not place great demands on the anaerobic-glycolytic capabilities of the body.

Development methods:
a method of continuous low-intensity exercises.
repeat exercises or more active exercises at short intervals.

There is a distinctionbetween generalandspecial endurance.

General enduranceis the ability to perform continuous motor activity with moderate exertion over a long period of time (for example, skiing).

Special endurance– endurance in a particular activity:

Speed endurance – a combination of speed and endurance (running for a short distance), strength endurance-a combination of strength and endurance (repeated performance of squats, pull-ups).

Strength endurance – the ability to perform complex coordination movements for a long time with maximum muscle tension.

Speed and strength endurance – the ability to perform complex coordination movements for a long time with critical speed and maximum muscle tension.

Flexibility -the ability to perform large-amplitude movements. This is a property of the human body, characterized by the mobility of the links of the musculoskeletal system.

It is characterizedby the maximum range of motion.

Development tools:

Performing exercises with a large amplitude, the so-called stretching exercises;

General development exercises with and without subjects.

Jumping in a step, jumping on the spot, bending your legs to the chest;

Exercises at the gym wall;

Deep squats on the entire foot;

Inclines forward, backward, and sideways.

Swings your feet back and forth.

"Stretching – is a technique for developing flexibility through static exercises.

Development methods:

The main method of developing flexibility is the repeated method, which involves performing stretching exercises in series, several repetitions in each and intervals of active rest between the series, sufficient for recovery. This method has different variants: the method of repeated dynamic exercise and the method of repeated static exercise. In the process of physical education, it is not necessary to achieve the maximum development of flexibility, since its excessive increase leads to deformity of joints and ligaments and then to their “looseness”, disrupts posture and negatively affects the manifestation of other physical abilities. It should be developed only to such an extent that it will ensure the unhindered execution of the necessary movements. When developing flexibility, special attention should be paid to increasing the mobility of the spine (especially the thoracic region), hip and shoulder joints.

At the beginning of the flexibility exercises, you should warm up well before sweating to avoid muscle injuries; exercises should be performed gradually increasing the amplitude, and at first slowly, then faster. A sign of stopping stretching exercises is the appearance of severe muscle pain and a decrease in the amplitude of movements.Work on developing flexibility should be

combined with the development of strength qualities, which will ensure appropriate proportionality in their manifestation. Flexibility exercises are convenient to give students in the form of independent tasks at home.

In classes with children, the proportion of static exercises should be less, and dynamic exercises should be more. Stretching exercises should be performed at the highest amplitude and at the same time sudden movements should be avoided.

The greatest increase in passive flexibility is observed at the age of 9-10 years, active at 10-14 years. Girls have the highest growth rates in 14-15 years and 16-17 years, boys-in 9-10, 13-14 and 15-16 years. Age-13-15 years are most favorable for the development of mobility in various joints. Girls of all ages have 20-30% higher flexibility scores than boys.

Working on developing flexibility in primary and secondary school age is 2 times more effective than in high school. The range of motion decreases with age, and it is much more difficult to increase the level of development of this quality.

LITERATURE

1.Namozova, D. T. (2021). MUSIQA DARSLARIDA O'QUVCHILARNI KREATIVLIK HAMDA ERKIN TAFAKKURINI SHAKLLANTIRISHNI TASHKIL ETISH. Scientific progress, 2(2), 1313-1315.

2.Namozova, Dilorom Tursunovna (2022). RENESSANS-BO'LAJAK MUSIQA O'QITUVCHISINING KOMPETATSION TAKOMILI SIFATIDA. Oriental renaissance: Innovative, educational, natural and social sciences, 2 (10-2), 491-496.

3.D. Namozova (2022). BO'LAJAK MUSIQA O'QITUVCHILARINING KREATIV KOMPETENTLIGINI MUSIQA TARIXI FANINI O'QITISH VOSITASIDA SHAKLLANTIRISH. Science and innovation, 1 (B6), 942-950. doi: 10.5281/zenodo.7195688

4.Namozova, Dilorom, & Astanova, Zumradxon Tohirovna (2022). BRAYL NOTA TIZIMINING MUSIQA TA'LIMIDAGI ILK QADAMLARI. Oriental renaissance: Innovative, educational, natural and social sciences, 2 (10-2), 260-264.

5.Хасанов, А. Т., Юсупов, Т. Т., & Алломов, Э. И. (2020). ПОДГОТОВКА СПЕЦИАЛИСТОВ ФАКУЛЬТЕТА ВОЕННОГО ОБРАЗОВАНИЯ К ПРОФЕССИОНАЛЬНО-ИННОВАЦИОННОЙ ДЕЯТЕЛЬНОСТИ. European Journal of Humanities and Social Sciences, (1), 108-113.

6.Tursinovich, H. A., Ibrokhimovich, A. E., & Tavakkalovich, A. D. (2022). Features of the interdependence of indicators of physical status of students of I-IV stages of military education faculties. Texas Journal of Multidisciplinary Studies, 7, 58-61.

7.Allomov Erkin Ibragimovich. (2022). Athletics at a Higher Educational Institution. American Journal of Social and Humanitarian Research, 3(10), 83–88. Retrieved from https://www.grnjournals.us/index.php/ajshr/article/view/1543

8.Orifjon, M. (2021). NO ONE CAN MAKE THE COUNTRY FAMOUS IN SPORTS. Galaxy International Interdisciplinary Research Journal, 9(12), 908-911.
9. Nishanbayevich, M. O. (2022). Outdoor Games in The System of Physical Culture and Sports in Higher Education. Texas Journal of Multidisciplinary Studies, 5, 18-20.
10. Madaminov Oribjon Nishanbayevich. (2022). Volleyball as a Means of Developing Physical Qualities of University Students. American Journal of Social and Humanitarian Research, 3(10), 89–94. Retrieved from https://www.grnjournals.us/index.php/ajshr/article/view/1544
11. Madaminov, O. (2021). The role of the volleyball game in the system of physical education (A look at history). Asian Journal of Multidimensional Research, 10(10), 1472-1477.
12. Mamasoliyevich, S. S., Abdumalikovna, M. S., & Kholmatova, N. (2022). A Life Sacrificed in the Development of Social Life. Kresna Social Science and Humanities Research, 3, 152-156.
13. Abdumalikovna, M. S. (2022). Music As a Factor for The Formation of Social Identity in Youth. Texas Journal of Multidisciplinary Studies, 5, 21-24.
14. Ibragimovich, A. E. (2022). Athletics at a Higher Educational Institution. American Journal of Social and Humanitarian Research, 3(10), 83-88.
15.Ashurova, O. A. (2021). AESTHETIC EDUCATION AS A FACTOR OF PROFESSIONAL TRAINING OF PRESCHOOL TEACHERS IN A PEDAGOGICAL UNIVERSITY. Theoretical & Applied Science, (5), 425-427.
16.Ashurova, O. (2021). Analysis of foreign experience on the development of eco-aesthetic culture of future preschool education specialists. Asian Journal of Multidimensional Research, 10(10), 1478-1484.
17. Ashurova, O. A. (2021). SOCIO-HISTORICAL TRADITIONS OF DEVELOPMENT OF ECOESTHETIC CULTURE OF PRESCHOOL EDUCATIONAL PROFESSIONALS. CURRENT RESEARCH JOURNAL OF PEDAGOGICS, 2(05), 46-52.
18.Ashurova, O. (2021, December). THE IMPORTANCE OF AESTHETICITY OF ECOLOGICAL CONSCIOUSNESS AND CULTURE IN THE ACTIVITIES OF PRESCHOOL EDUCATIONAL PROFESSIONALS. In International Scientific and Current Research Conferences (pp. 88-90).
19. Anvarjonovna, A. O. (2021). Factors for the Development of Ecoesthetic Culture of Future Preschool Educational Professionals. European Journal of Humanities and Educational Advancements, 2(5), 162-164.
20. Anvarjonovna, A. O. (2021, December). Methodological Foundations for Development of Aesthetic Culture Teacher of Preschool Education. In INTERNATIONAL CONFERENCE ON MULTIDISCIPLINARY RESEARCH AND INNOVATIVE TECHNOLOGIES (Vol. 2, pp. 254-258).

21. Латипова, Н. И., & Журабоева, М. Д. (2021). РОЛЬ РИТМИЧЕСКОЙ ГИМНАСТИКИ В ДОШКОЛЬНОМ ОБРОЗОВАТЕЛЬНОМ УЧРЕЖДЕНИИ ДЛЯ ДОШКОЛЬНИКОВ. In Interdisciplinary Conference of Young Scholars in Social Sciences (pp. 135-140).

22.Tojimatovna, N. D. (2022, May). SOGLOM TURMUSH TARZI. In INTERNATIONAL SCIENTIFIC RESEARCH CONFERENCE (Vol. 1, No. 4, pp. 282-285).

23. Tojimatovna, N. D. (2022). TALABA QIZLARDA UMUMIY JISMONIY TAYYORGARLIK SALOMATLIKNI YAXSHILASHNING ASOSIY VOSITASIDIR. O'ZBEKISTONDA FANLARARO INNOVATSIYALAR VA ILMIY TADQIQOTLAR JURNALI, 1(8), 543-546.

24. Jalolov, S. V. (2021). Improvement of motor preparation of younger schoolers in the annual cycle of learning. In Приоритетные направления развития спорта, туризма, образования и науки (pp. 246-250).

25.Sidikova, G. S., & Ibrahimovich, T. A. (2021). FORMATION OF CHILDREN'S HEALTH CULTURE AS A SOCIAL AND PEDAGOGICAL PROBLEM. Conferencea, 71-74.

26.Сидикова, Г. С. (2022). ФОРМИРОВАНИЕ ЗДОРОВОГО ОБРАЗА ЖИЗНИ У ДЕТЕЙ СТАРШЕГО ДОШКОЛЬНОГО ВОЗРАСТА. TA'LIM VA RIVOJLANISH TAHLILI ONLAYN ILMIY JURNALI, 2(1), 6-11.

27.Sabirovna, S. G. (2021, November). FORMATION OF A HEALTHY LIFESTYLE FOR PRESCHOOLERS. In Archive of Conferences (Vol. 22, No. 1, pp. 44-48).

28.Туйчиев, А. И., & Сидикова, Г. С. (2022). ОРГАНИЗАЦИЯ ФИЗКУЛЬТУРНООЗДОРОВИТЕЛЬНОЙ РАБОТЫ С ДЕТЬМИ ДОШКОЛЬНОГО ВОЗРАСТА. JURNALI, 178.

29.Sabirovna, S. G., & Ibragimovich, T. A. (2022). Organization of Physical Culture and Recreation Work with Preschool Children.

30.Туйчиев, А. И., & Сидикова, Г. С. (2022). ИГРОВЫЕ ТЕХНОЛОГИИ И ИХ ЗНАЧЕНИЕ В РАЗВИТИИ И ВОСПИТАНИИ СОВРЕМЕННОГО ПОДРОСТКА. INTEGRATION OF SCIENCE, EDUCATION AND PRACTICE. SCIENTIFIC-METHODICAL JOURNAL, 3(6), 190-198.

31.Sabirovna, S. G. (2022). PHYSICAL CULTURE AND DEVELOPMENT OF PHYSICAL SCHOOL CHILDREN. Conferencea, 17-27.

32.Mamasoliyevich, S. S. (2022). DEVELOPMENT OF PHYSICAL QUALITIES OF PRESCHOOL CHILDREN. American Journal of Interdisciplinary Research and Development, 10, 27-37.

33.Kabulov, V. K. (2021). MINISTRY OF HIGHER AND SECONDARY SPECIAL EDUCATION OF THE REPUBLIC OF UZBEKISTAN NATIONAL UNIVERSITY OF UZBEKISTAN UZBEKISTAN ACADEMY OF SCIENCES VI ROMANOVSKIY INSTITUTE OF MATHEMATICS.

34.To'xtasinova, N. I. (2019). Psevdoqovariq sohalar va ularning xossalari. FarDU ilmiy xabarlar, 1(2), 111-112.
35.Sayfutdinovna, A. B., Farkhadovich, T. D., & Imomovna, T. N. (2021). Methodology Of Developing Logical Thinking In The Process Of Teaching Mathematics In Grades 5-9 Students Ways To Apply In Practice The Didactic Complex Of Conditions For The Development Of Logical Thinking Of Students In Mathematics Lessons. European Journal of Molecular and Clinical Medicine, 8(1), 948-962.
36.Yusupova, A. K., & Tokhtasinova, N. I. (2022). TYPICAL MISTAKES OF STUDENTS IN ANALYTICAL GEOMETRY AND DIAGNOSTICS OF THE CAUSES OF ERRORS. CURRENT RESEARCH JOURNAL OF PEDAGOGICS, 3(01), 1-8.
37.Tukhtasinov, D. F. (2018). Developing Logical Thinking of 5-9th Year Students at Mathematics Lessons. Eastern European Scientific Journal, (2).
38.Sabir Mamasoli, S. ., & Mansur Mirzodajonovich, S. (2022). THE ROLE OF PHYSICAL EDUCATION AND SPORTS IN THE INTELLECTUAL EDUCATION OF STUDENTS. Scientific Impulse, 1(3), 1136–1142.
39. Sabir Mamasoliyevich , S. ., & Durdona Abdusamad qizi , J. . (2022). METHODS OF PHYSICAL DEVELOPMENT OF PRESCHOOL CHILDREN. Scientific Impulse, 1(3), 1129–1135. Retrieved from http://nauchniyimpuls.ru/index.php/ni/article/view/1257
40.Ismoilova, H. (2022). Image of Women's Duties in Religious Sources. Pindus Journal of Culture, Literature, and ELT, 2(3), 101-103.
41.Ismoilova, H. (2022). Commonwealth of Women in Folklore and Written Literature. Eurasian Research Bulletin, 8, 22-24.
42.Ismoilova, H. A. (2021). THE IMAGE OF WOMEN IN WESTERN LITERATURE. Oriental renaissance: Innovative, educational, natural and social sciences, 1(Special Issue 2), 256-259.
43.Himoyat, I. (2019). THE ROLE OF LITERATURE, ART AND FOREIGN LANGUAGES IN PROMOTING WOMEN'S PARTICIPATION IN SOCIETY. European Journal of Research and Reflection in Educational Sciences Vol, 7(12).
44.Himoyat, I. (2019). THE ROLE OF LITERATURE, ART AND FOREIGN LANGUAGES IN PROMOTING WOMEN'S PARTICIPATION IN SOCIETY. European Journal of Research and Reflection in Educational Sciences Vol, 7(12).

45.Ismoilova, H. (2020). THE PORTRAYAL OF WOMEN IN EASTERN AND WESTERN LITERATURE AND THEIR ROLE. Theoretical & Applied Science, (1), 585-587.
46.Ismoilova, H. (2022). ALISHER NAVOIY ASARLARIDA AYOLLARNING TASNIFI. BARQARORLIK VA YETAKCHI TADQIQOTLAR ONLAYN ILMIY JURNALI, 2(10), 422-425.

47.Ismoilova, H., Rakhimov, O., Turabaeva, N., & Eshdavlatova, G. (2022, June). Irrigation regime of fine fiber cotton in Karshi Steppe. In AIP Conference Proceedings (Vol. 2432, No. 1, p. 040020). AIP Publishing LLC.
48. Ismoilova, H. (2022). LINGUISTIC AND SOCIAL ANALYSIS OF EUPHEMISMS.
49.Ismoilova, H., & Ochildiyeva, M. (2016). THE ROLE OF BRAINSTORMING IN TEACHING SPEAKING. Учёный XXI века, (6-2 (19)), 66-68.
50.Ismoilova, H., & Ochildiyeva, M. (2016). THE ROLE OF BRAINSTORMING IN TEACHING SPEAKING. Учёный XXI века, (6-2 (19)), 66-68.
51.Ismoilova, H. A. The Expression of the Husband’s Duties to His Wife and the Woman's Place in Religion and Society.
52.Ismoilova, H. A. The Expression of the Husband’s Duties to His Wife and the Woman's Place in Religion and Society.
53.Ismoilova, H. A. The Expression of the Husband’s Duties to His Wife and the Woman's Place in Religion and Society.
54.Исломов, И. А. (2022). ЎҚУВЧИЛАРНИНГ ТЕХНИК ҲАРАКАТЛАРИНИ НАЗОРАТ ҚИЛИШ АСОСИДА ЧАҚҚОНЛИК СИФАТЛАРИНИ ТАКОМИЛЛАШТИРИШ (КУРАШ МИСОЛИДА). INTEGRATION OF SCIENCE, EDUCATION AND PRACTICE. SCIENTIFIC-METHODICAL JOURNAL, 3(4), 7-11.
55.Islamov, I. A. (2021). Fundamentals of promotion of sports and competitions and physical training among school students. Current research journal of pedagogics, 2(06), 85-89.
56.Islomkhoja, I. (2020). Socio-pedagogical purposes of modern physical education. Electronic journal of actual problems of modern science, education and training.
57.Azimkhojaevich, I. I. (2022). PEDAGOGICAL FEATURES OF INCREASING STUDENT MOVEMENT ACTIVITY (ON THE EXAMPLE OF WRESTLING AND MOVING GAMES). Science and innovation, 1(B2), 295-299.
58.Islomkhoja, I. (2021). STUDY OF STUDENT LEVELS OF MOVEMENT ACTIVITY AND INTEREST IN PHYSICAL TRAINING AND SPORTS TEACHER OF FACULTY OF PHYSICAL CULTURE. Berlin Studies Transnational Journal of Science and Humanities, 1(1.5 Pedagogical sciences).
59.Abdumalikovna, M. S. (2021). BASIT KORIEV'S LIFE BECAME A MILESTONE IN THE DEVELOPMENT OF MUSICAL AND THEATRICAL EDUCATION. Conferencea, 52-54.
60.Mamasoliyevich, S. S., Abdumalikovna, M. S., & Kholmatova, N. (2022). A Life Sacrificed in the Development of Social Life. Kresna Social Science and Humanities Research, 3, 152-156.
61.Abdumalikovna, M. S. (2022). Music As a Factor for The Formation of Social Identity in Youth. Texas Journal of Multidisciplinary Studies, 5, 21-24.

62.Abdumalikovna, M. S., & Kholmatova, N. (2022, February). INNOVATIVE REQUIREMENTS IN MUSIC EDUCATION. In Euro-Asia Conferences (pp. 36-38).
63.Makhmudova, Abdumalikovna Sumbula (2022). MUSIC AS A FACTOR IN THE FORMATION OF SOCIAL IDENTITY AMONG YOUNG PEOPLE. Oriental renaissance: Innovative, educational, natural and social sciences, 2 (10-2), 503-509.
64.Sabirovna, S. G. (2022). PHYSICAL CULTURE AND DEVELOPMENT OF PHYSICAL SCHOOL CHILDREN. Conferencea, 17-27.
65.Saddixonov, Akmal Arabovich (2022). MUSIQIY TA'LIMDA KOMPETATSION YONDASHUV. Oriental renaissance: Innovative, educational, natural and social sciences, 2 (10-2), 572-577.
66.Sabirovna, S. G. (2022). PHYSICAL CULTURE AND DEVELOPMENT OF PHYSICAL SCHOOL CHILDREN. Conferencea, 17-27.
67.Sabirovna, S. G., & Ibragimovich, T. A. (2022). Organization of Physical Culture and Recreation Work with Preschool Children.
68.Sabirovna, S. G. (2021, November). FORMATION OF A HEALTHY LIFESTYLE FOR PRESCHOOLERS. In Archive of Conferences (Vol. 22, No. 1, pp. 44-48).
69.Kamolidin, P. (2021). Physical Preparation and Development of School Students. Journal of Pedagogical Inventions and Practices, 3, 161-163.
70.Tuychiyev, A. I. (2022). O 'QUVCHILARDA INTIZOMIY KO 'NIKMALARNI RIVOJLANTIRISH DOLZARB PEDAGOGIK MUAMMO SIFATIDA. Academic research in educational sciences, 3(2), 896-901.
71. Ismoilov, S. (2021). PEDAGOGICAL PSYCHOLOGICAL OPPORTUNITIES FOR THE DEVELOPMENT OF STUDENT THINKING ACTIVITY IN SCHOOL AND FAMILY COOPERATION. Galaxy International Interdisciplinary Research Journal, 9(12), 1209-1212.
72.Ismoilov, S. (2021). PEDAGOGICAL PSYCHOLOGICAL OPPORTUNITIES FOR THE DEVELOPMENT OF STUDENT THINKING ACTIVITY IN SCHOOL AND FAMILY COOPERATION. Galaxy International Interdisciplinary Research Journal, 9(12), 1209-1212.
73.Хайдаралиев, Х. Х. (2019). МОТИВАЦИЯ ВЫБОРА ПРОФЕССИИ КАК ПРОЯВЛЕНИЕ ПАТРИОТИЗМА СОВРЕМЕННЫХ СТУДЕНТОВ. In EUROPEAN RESEARCH: INNOVATION IN SCIENCE, EDUCATION AND TECHNOLOGY (pp. 50-52).
74.Xaydaraliev, K. (2019). THE EXPERIENCE OF CHARGES AND FACULTIES USING THE NEW MODERN INFORMATION DISTRIBUTION SYSTEM IN TRAINING. European Journal of Research and Reflection in Educational Sciences Vol, 7(6), 28.