

## IMPROVING THE TEACHING OF PHYSICAL CULTURE AT SCHOOL

Jasur Abdullayev Xolmirzayevich

Faculty of physical culture of  
Fergana State University

Zokirov Shahriyor Dilshodbek o'g'li

3rd year student of theory and  
methods of physical culture

### Annotation

The article discusses the improvement of the theoretical foundations of physical education lessons in secondary schools. The methodology for the perfection of physical culture is given.

**Key words:** Physical culture, improvement, sports, physical development, principles, methods, stages.

The educational process in the field of physical culture in the primary school is structured so that the following tasks are solved:

- health promotion, development of basic physical qualities and improvement of the functional capabilities of the body;
- formation of a culture of movements, enrichment of motor experience with physical exercises with a general developmental and corrective orientation, technical actions and techniques of basic sports;
- mastering knowledge about physical culture and sports, their history and modern development, the role in the formation of a healthy lifestyle;
- training in skills and abilities in physical culture and health and sports activities, independent organization of classes
- education of positive personality traits, norms of collective interaction and cooperation in educational and competitive activities.

Healthy, educated, comprehensively developed people should come out of school, who will have to solve complex tasks and they will need both developed intelligence, and a large amount of knowledge and, of course, health. An important role in maintaining health, in introducing a healthy lifestyle should be played not only by the family, but also by the school. After all, a child spends 6-7 hours a day (almost an adult's working day!) within the walls of an educational institution.

However, the modern system of general and secondary physical education

Uzbekistan is currently experiencing a serious crisis, which manifests itself in the following:

- insufficient education of the population in the field of physical culture;

- the low level of health and physical fitness of students;
- in a small number of people systematically engaged in physical culture and sports (10-15%).

The main causes of the crisis in physical education are the following:

1. Substitution of the educational content of physical education classes with content from other forms of physical education: general physical training, training, wellness, physical therapy, turning the lesson into one of the forms of active recreation.
2. Obvious underestimation and insufficient attention to the formation of special physical education knowledge among schoolchildren.
3. Insufficient attention to the creation of conditions for the development of the educational process into the processes of self-education and self-improvement.
4. The lack of a clearly formulated and universally recognized goal for physical education at school.
5. Clearly insufficient amount of study time allocated for mandatory training sessions.
6. Insufficient use of scientific achievements in the sports field, means and methods of sports training adapted to the conditions of mass forms of physical education.
7. Poor knowledge of physical education teachers of modern pedagogical and health-saving technologies.

The crisis of the system of general and secondary physical education causes an urgent need to modernize the system.

Currently, the following basic concepts of improving physical culture at school have been developed:

1. A system with a health-improving orientation of physical culture at school (author V.N. Seluyanov).

This system assumes that physical culture lessons should be based on the practice of certain sports (preferably taking into account the wishes of students), if conditions exist, you can switch from one sport to another after 2-3 months of classes.

- taking lessons out of the schedule grid;
- classes are held in the form of training for 1.5-2 lessons;
- groups are formed according to the age and physical fitness of students;
- schoolchildren belonging to the physical therapy group are engaged separately.

A system mainly with an educational orientation of physical culture at school.

The main core of this system is the idea that physical training of students and general education in the field of physical culture are not the same. The real lessons of physical culture can be called only those training sessions in which its theoretical and practical-methodological foundations are studied, ways of rational influence by means of physical culture on the body of students are learned. Therefore, this concept is based on the priority of educational orientation, which will ensure the systematic and long-term use by the population of the system of physical education knowledge for effective motor activity throughout life. Proceeding from



this, the main goal of physical culture at school should be to provide general secondary education in the field of physical culture, which is the basic basis and the most important conditions that contribute to the formation of a student's personality in the field of physical culture. The author of this system proposes to introduce three types of training sessions into the schedule:

1. Academic (mastering the basics of special knowledge).
2. Instructional and methodical (formation of practical and methodological skills necessary for the independent use of various types and systems of physical exercises in order to organize active recreation, improve performance, strengthen health and lead a healthy lifestyle.)
3. Practical (training in motor skills, consolidation of skills and improvement in sports studied in the program on subject "Physical culture").

The system of sportization (identification of gifted children) should take place in the extracurricular and club sports work of a physical education teacher. It is in this form of work that the interest and enthusiasm of children for the subject of "Physical Culture" develops to the greatest extent. And already children's and youth sports schools should be engaged in the preparation and improvement of these children in their chosen sport.

The task of a physical education teacher is, first of all, to give knowledge about his subject, develop skills, consolidate skills, instill love and the need for a healthy lifestyle.

In physical education lessons, it is necessary:

1. Actively apply the technology of teacher-student, student-student cooperation.
2. Use advanced training technology in gymnastics, volleyball, basketball, and athletics.
3. To take into account the interests of girls in order to strengthen their motivation for classes in the classroom, in sports sections, physical culture and sports events.
4. Use non-traditional forms of training: shaping, isotone, stretching, psychoregulation techniques.
5. Apply research and project technology using a rating system for students of various levels of physical fitness.

The means of physical education include physical exercises, natural forces of nature and hygienic factors. Physical exercise is the main and specific means of physical education, a special type of motor activity, with the help of which a directed effect is carried out. The natural forces of nature, hygiene factors are auxiliary means. With their help, the main means is used more fully and better, conditions are created for the effective influence of physical exercises on students, the successful organization and conduct of classes. The main and auxiliary means should be used in unity.

When performing a single physical exercise, it is almost impossible to achieve pedagogical goals and objectives of the formation of physical culture of the individual. It is necessary to repeatedly perform physical exercise (the presence of motor activity) in order to improve movement or develop physical qualities. At the same time, motor activity is accompanied by

a number of processes and phenomena occurring in the body (biochemical, physiological, mental, intellectual, etc.).

The natural forces of nature (sunlight, air, water) are an important means of strengthening the health and improving the student's performance.

In the process of physical education, the natural forces of nature are used in combination with movements (physical exercises in the air, when exposed to sunlight in water, etc.), as well as in the form of special procedures (air and sun baths, bathing, etc.). They can be used in two directions: firstly, to create conditions for the successful organization and conduct of physical education lessons and, secondly, to harden the body of students.

Of great importance in the process of physical education is hardening, i.e. the creation of the body's resistance to the effects of adverse natural factors: cold, heat, increased solar radiation

Hygienic factors include measures for personal and public hygiene of work, life, recreation, nutrition, the environment, etc. In the process of performing physical exercises that have a versatile effect on the body and personality of students, compliance with hygienic norms and rules is mandatory, as this increases the effect of exercise.

Pedagogically correct application of physical exercises, natural forces of nature and hygienic factors allows us to successfully develop the physical and spiritual abilities of people, preparing them for socially useful activities.

Forms and types of educational activities in the framework of physical education. The forms of organization of physical education classes in an educational organization include a variety of physical education lessons. In order to more fully implement the tasks of physical culture, lessons should be supplemented with extracurricular forms of classes (extracurricular activities, physical education and recreation activities during the school day, physical culture minutes, mobile changes, classes of extended day groups, sports clubs, etc.).

**For better mastering of the subject content, physical education lessons are divided into three types (Table 2). Table 2 Types of physical education lessons**

Lesson type	Type specifics
a lesson of educational and cognitive orientation	introduces educational knowledge; teaches skills and abilities for organizing and conducting independent classes, using previously unlearned educational material
a lesson of an educational and subject orientation	it is used for the formation of teaching practical material of sections of gymnastics, athletics, outdoor games, ski training
the lesson of educational and training orientation	it is used for the primary development of physical qualities and solving relevant tasks in these lessons; form ideas about physical fitness and physical qualities, teach ways to regulate physical activity, ways to control it and influence the development of body systems



In comparison with other forms of physical education, a physical education lesson has a number of advantages, since it is:

the most popular form of organized, systematic and compulsory classes for schoolchildren; it is conducted on the basis of a scientifically based state program designed for long-term training;

it is carried out under the guidance of a teacher, taking into account the age, gender and individual characteristics of schoolchildren;

promotes comprehensive and harmonious physical improvement of all students, regardless of their motor abilities, athletic performance, distribution into medical groups, etc.

When conducting lessons, the following methods of organizing students are used:

The frontal method is used in every lesson, when the same exercise is performed by all students at the same time while walking, running. The teacher can give instructions and assessment only in a general form, to all students.

The flow method is that everyone performs exercises "in a stream" when one student has not yet completed the task, and the other is already starting it. These can be forward-moving exercises (for example, balance exercises when walking on a gym bench). The shift method consists in the fact that children perform exercises in shifts, several people at a time, the rest at this time are watching their comrades. At the beginning of training, when the teacher has to control the actions of each student, the exercises are performed in shifts of 2-3 people.

The group method consists in the distribution of students into 2-3 groups. One learns a new exercise under the supervision of a teacher, while others independently perform familiar exercises or play on the teacher's instructions.

In the course of classes, an individual method can be used, when each student independently performs the task given to him under the supervision of a teacher. In order to clarify the details of the exercise common to all, it is also performed individually on the teacher's call (this is one of the varieties of the individual method). The use of each of these methods of organizing students in the classroom depends on the tasks set by the teacher; the conditions in which the lesson is held; the age of the students. The most appropriate way to teach children is the mixed use of different methods of organization, leading to an increase in the effectiveness of physical education classes.

Other forms of organization of physical education in an educational organization in the system of physical education include physical culture and wellness activities during the school day. The main types of physical culture and wellness activities are morning gymnastics, physical training and physical training breaks, games and physical exercises at recess.

In the process of carrying out physical culture and recreation activities, the following tasks are solved:

activation of the motor regime during the school day and the introduction of physical culture into the everyday life of schoolchildren;

maintaining an optimal level of performance in educational activities.

Morning gymnastics before training sessions. Its goal is to promote an organized start of the school day, improve well-being and mood, and improve the performance of students in the first lessons. The basis of gymnastics before classes is complexes of 7-9 dynamic physical exercises that affect various muscle groups.

Physical training minutes and physical breaks in lessons, the purpose of which is to relieve fatigue, increase the productivity of mental or physical work, prevent posture disorders. Physical training sessions are held in general education lessons when the first signs of fatigue appear (attention disorders, decreased activity, etc.)

Games and physical exercises during extended breaks are a good means of active recreation, health promotion and recovery of students' working capacity during the school day. Important conditions for carrying out physical exercises and games at recess are the availability of well-prepared training places, a sufficient amount of inventory and equipment.

Extracurricular activities with the introduction of the Federal State Educational Standard have become an integral part of the educational process in an educational organization. The purpose of extracurricular forms of classes is to:

to contribute to the successful and complete mastery of the program material on the subject.

At the same time, it is determined that the system of interrelated forms of organizing physical education of schoolchildren consists of physical culture lessons, physical culture and recreation activities during the day, forms of extracurricular sports and mass work mandatory for school, sports and mass work at the place of residence, extracurricular sports work.

The content of classes in various forms of extracurricular work is determined taking into account the age, gender and interests of students.

Extracurricular forms of physical education of schoolchildren include:

- sports sections by sports;
- general physical training sections;
- rhythmic and athletic gymnastics sections;
- school competitions;
- hiking trips and gatherings;
- physical culture holidays;

Extracurricular forms of physical culture and sports are designed to expand and improve the knowledge and motor skills acquired by schoolchildren in the classroom, to facilitate their preparation for passing educational standards, to improve sports achievements based on the requirements of sports classification.

Orientation to health-saving technologies in education is one of the main and urgent tasks of the entire education system. Health-saving educational technology is understood as a system that creates the maximum possible conditions for the preservation, strengthening and



development of spiritual, emotional, intellectual, personal and physical health of all subjects of education (students, teachers, etc.).

The main goal of physical education teachers is to provide a student with the opportunity to maintain health during the period of study at school. To do this, you need:

- to form students with the necessary knowledge, skills and skills for a healthy lifestyle;
- to teach students to use the acquired knowledge in everyday life;
- to teach students the techniques of mobilization, relaxation and spiritual self-improvement;
- to form a value attitude to your health;
- to form the need for a healthy lifestyle.

The tasks set are solved through improving the methodology of the lesson, individual work with poorly performing and physically developed students, correction of schoolchildren's classes based on diagnostics of development, abilities and natural inclinations and motivation of schoolchildren to study. The activity of a teacher in the aspect of implementing health-saving technologies in physical education lessons should include familiarization with the results of medical examinations of children, their accounting in educational work; assistance to parents in building healthy life of students and the family as a whole.

The theory and practice of physical education convincingly show that exercises aimed at developing endurance (running, jumping, outdoor games, hiking, orienteering) are of particular importance for health promotion, contributing to the expansion of the functional capabilities of the cardiovascular and respiratory systems, improving the activity of the central nervous system and, thereby, overall health promotion and improvement the efficiency of the body.

Those who are exempt from physical education, as well as children belonging to the preparatory group, should be invited to prepare reports and messages on a healthy lifestyle.

The main modern requirements for a lesson with a complex of health-saving technologies:

- the rational density of the lesson (the time spent by schoolchildren on academic work) should be at least 60% and no more than 75-80 %;
- the content of the lesson should include issues related to the health of students, contributing to the formation of students' values of a healthy lifestyle and needs for it;
- the number of types of educational activities should be 4-7, and their change should be carried out in 7-10 minutes;
- the lesson should include activities that contribute to the development of memory, logical and critical thinking;
- at least 2 teaching technologies must be used during the lesson;
- training should be carried out taking into account the leading channels of information perception by students (audiovisual, kinesthetic, etc.);
- control of the scientific nature of the studied material is necessary;
- it is required to form the external and internal motivation of students' activities;

- an individual approach to students should be carried out taking into account personal capabilities;

When developing a curriculum on the subject of "Physical Culture", it is necessary to take into account the regional, national and ethno-cultural characteristics of the subject.

## LITERATURE

1. XAYDAROVA, D. (2021). Application forms in non-native languages and their peculiarities (on the example of Uzbek, Russian, English, German and French). THEORETICAL & APPLIED SCIENCE Учредители: Теоретическая и прикладная наука, (12), 474-477.
2. Dildora, X. (2021). Appeal as a basis of communication culture. Asian Journal of Research in Social Sciences and Humanities, 11(11), 812-815.
3. Komilovna, H. D. (2022). SOME FEATURES OF APPLICATION FORMS IN UZBEK AND GERMAN LANGUAGE.
4. Xaydarova, D. K. (2021). KOREYS VA INGLIZ TILIDAGI MUROJAAT ATAMALARINING UMUMIY VA XUSUSIY BELGILARI. Scientific progress, 2(8), 936-941.
5. Namozova, D. T. (2021). MUSIQA DARSLARIDA O'QUVCHILARNI KREATIVLIK HAMDA ERKIN TAFAKKURINI SHAKLLANTIRISHNI TASHKIL ETISH. Scientific progress, 2(2), 1313-1315.
6. Dilorom, N., & Tohirovna, A. Z. (2022). BRAYL NOTA TIZIMINING MUSIQA TA'LIMIDAGI ILK QADAMLARI. Science and innovation, 1(C2), 36-38.
7. Namozova, D., & Astanova, Z. T. (2022). BRAYL NOTA TIZIMINING MUSIQA TA'LIMIDAGI ILK QADAMLARI. Oriental renaissance: Innovative, educational, natural and social sciences, 2(10-2), 260-264.
8. Namozova, D. (2022). BO 'LAJAK MUSIQA O 'QITUVCHILARINING KREATIV KOMPETENTLIGINI MUSIQA TARIXI FANINI O 'QITISH VOSITASIDA SHAKLLANTIRISH. Science and innovation, 1(B6), 942-950.
9. Rahmonov, U. (2022). INSPIRING MELODIES OF UZBEK FOLK MUSICAL ART IN THE DEVELOPMENT OF THE XVI-XIX CENTURIES. Science and Innovation, 1(7), 357-362.
10. Rahmonov, U., Ergashev, A., Nazhmetdinova, M., & Usmonova, S. (2021, December). IN SHAPING THE SOCIO-SPIRITUAL THINKING OF YOUNG PEOPLE IN THE MUSICAL ART OF THE GREAT SCHOLARS OF THE EASTERN RENAISSANCE POSITION HELD. In Archive of Conferences (pp. 54-57).
11. Abruev, A., & Rahmonov, D. (2011). Some issues on improving zoological veterinary services. University of Oradea CNCSIS B+ journal, 263-268.



12. Rahmonov, U., & Soliev, A. (2022). ТОМОША САНЪАТИДА ҚЎФИРЧОҚ ТЕАТРИНИНГ ТУТГАН ЎРНИ. Science and innovation, 1(С7), 76-79.
13. Rahmonov, U. (2022). ЎЗБЕК ХАЛҚ МУСИҚА САНЪАТИНИНГ XVI-XIX АСРЛАР РИВОЖИДАГИ ИЛҲОМБАХШ ОҲАНГЛАРИ. Science and innovation, 1(С7), 357-362.
14. Karimovich, R. U. B., & Abdullayevich, E. A. (2021). Improving The Practical Training of Students in The Context of Education Modernization. Texas Journal of Multidisciplinary Studies, 1(1), 187-190.
15. Sabirovna, S. G. (2022, November). FEATURES OF THE DEVELOPMENT OF PHYSICAL QUALITIES IN PRIMARY SCHOOL AGE. In E Conference Zone (pp. 71-84).
16. Sabirovna, S. G. (2022). DEVELOPMENT OF PHYSICAL QUALITIES OF A PRESCHOOL CHILD. Conferencea, 59-71.
17. Sabirovna, S. G. (2022). PHYSICAL CULTURE AND DEVELOPMENT OF PHYSICAL SCHOOL CHILDREN. Conferencea, 17-27.
18. Sabirovna, S. G. (2022). PHYSICAL CULTURE AND DEVELOPMENT OF PHYSICAL SCHOOL CHILDREN. Conferencea, 17-27.
19. 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.
20. Туйчиев, А. И., & Сидикова, Г. С. (2022). ОРГАНИЗАЦИЯ ФИЗКУЛЬТУРНООЗДОРОВИТЕЛЬНОЙ РАБОТЫ С ДЕТЬМИ ДОШКОЛЬНОГО ВОЗРАСТА. JURNALI, 178.
21. 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.
22. Sidikova, G. S., & Ibrahimovich, T. A. (2021). Formation Of Children's Health Culture As A Social And Pedagogical Problem. Conferencea, 71-74.
23. Mamasoliyevich, S. S. (2022). METHODS OF PHYSICAL DEVELOPMENT OF PRESCHOOL CHILDREN. Scientific Impulse, 1(3), 1129-1135.
24. Mamasoliyevich, S. S. (2023). FEATURES OF SPECIAL MOTOR TRAINING OF FEMALE ATHLETES 6-9 YEARS OLD IN GYMNASTICS. Conferencea, 116-128.
25. Sidikov, M. S., & Marubjanovich, N. S. (2023). EDUCATION OF THE ENDURANCE OF TEENAGERS ENGAGED IN ATHLETICS (ON THE EXAMPLE OF SECTIONS. Open Access Repository, 4(02), 27-37.
26. Mamasoli, S. S., & Marubjanovich, N. S. (2022). " EDUCATION OF ENDURANCE OF YOUTH ENGAGED IN ATHLETICS. Scientific Impulse, 1(3), 1118-1125.

27. Mamamasoliyevich, S. S., & Qodirova, X. (2023, January). JISMONIY TARBIYA VA SPORT JARAYONLARINING AMALIY VA NAZARIY VOSITALARI. In E Conference Zone (pp. 10-18).
28. Sultonov, A. (2022). MUSIQIY IDROKKA TA'SIR ETUVCHI TRANSFORMATSION TENDENSIYALARNI SHAKLLANTIRISHDA INNOVATSION TEXNOLOGIYALARNING SAMARADORLIGI. Oriental renaissance: Innovative, educational, natural and social sciences, 2(10-2), 314-323.
29. Султонов, А., & Абдисатторов, А. (2022). МАРКАЗИЙ ОСИЁДА МУСИҚА ИЛМИ РИВОЖЛАНИШИДА БАХШИЧИЛИК САНЪАТИНИНГ ЎРНИ ВА АҲАМИЯТИ. Oriental renaissance: Innovative, educational, natural and social sciences, 2(10-2), 478-483.
30. Normuhammatovich, S. A. (2022). O'QUVCHILARDA MILLIY MUSIQA ESHITISH QOBILIYATINI SHAKLLANTIRISHDA PEDAGOGIK TEXNOLOGIYALARDAN FOYDALANISH SAMARADORLIGI. Science and innovation, 1(B2), 259-263.
31. Sultanov, A. (2023). MUMTOZ MUSIQA TARAQQIYOTIDA TRANSFORMATSION JARAYONLAR. Conferencea, 98-109.
32. Sultanov, A. (2023). THE IMPORTANCE OF DEVELOPING STUDENT YOUTH TRENDS THAT AFFECT MUSICAL PERCEPTION IN THE CONTEXT OF INNOVATIVE EDUCATION. American Journal of Research in Humanities and Social Sciences, 11, 232-237.
33. Zukhro Akmaljonovna Akbarova, & Vasilakhon Avazkhon qizi Giyosova. (2023). Extralinguistic Means Of Expressing Appeal In The Uzbek Language. Texas Journal of Philology, Culture and History, 17, 9–13. Retrieved from <https://zienjournals.com/index.php/tjpch/article/view/3669>
34. Гиясова, В. (2023). ОСОБЕННОСТИ КОМПОЗИЦИИ РУССКИХ И УЗБЕКСКИХ СКАЗОК. Science and innovation in the education system, 2(5), 125-129.
35. кизи Гиёсова, В. А. (2022). ТОТЕМИСТИЧЕСКОЕ ПРОИСХОЖДЕНИЕ СКАЗОК О ЖИВОТНЫХ. THE ROLE OF SCIENCE AND INNOVATION IN THE MODERN WORLD, 1(1), 133-139.
36. GIYOSOVA, V. (2019). Functioning of fairy-tale as one of the variety of folklore text in oral folk art. Scientific journal of the Fergana State University, 1(6), 124-126.
37. кизи Гиёсова, В. А. (2022). ТОТЕМИСТИЧЕСКОЕ ПРОИСХОЖДЕНИЕ СКАЗОК О ЖИВОТНЫХ. THE ROLE OF SCIENCE AND INNOVATION IN THE MODERN WORLD, 1(1), 133-139.
38. Авазовна, Г. В. (2021). Классификация сказок о животных по их структурносемантическому признаку. Преподавание языка и литературы, 1(8), 74-77.



- 39.Авазовна, Г. В. (2022). THE SOCIOLINGUISTIC NATURE OF THE ADDRESS. EPRA International Journal of Research and Development (IJRD), 7(7), 81-86.
- 40.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.
- 41.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.
- 42.Ibragimovich, A. E. (2022). Athletics at a Higher Educational Institution. American Journal of Social and Humanitarian Research, 3(10), 83-88.
- 43.Ibragimovich, A. E. (2022). Athletics at a Higher Educational Institution. American Journal of Social and Humanitarian Research, 3(10), 83-88.
- 44.Ibragimovich, A. E. (2022). DEVELOPMENT OF PHYSICAL QUALITIES IN ATHLETICS IN THE SYSTEM OF PHYSICAL EDUCATION OF STUDENTS. Uzbek Scholar Journal, 11, 122-128.
- 45.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).
- 46.Anvarjonovna, A. O. (2021). Innovational Pedagogical Components Of Forming Eco-Aesthetic Attitude To Nature In Preschool Children. Turkish Online Journal of Qualitative Inquiry, 12(4).
- 47.Anvarjonovna, A. O. (2021). Innovational Pedagogical Components Of Forming Eco-Aesthetic Attitude To Nature In Preschool Children. Turkish Online Journal of Qualitative Inquiry, 12(4).
- 48.Anvarjonovna, A. O. (2021). Technology for the Development of Eco-Aesthetic Culture of Future Preschool Education Professionals. American Journal of Social and Humanitarian Research, 2(9), 15-19.
- 49.Ашурова, О., & Юсупжонова, М. (2022). БЎЛАЖАК МАКТАБГАЧА ТАЪЛИМ МУТАХАССИСЛАРИНИНГ ЭКОЭСТЕТИК МАДАНИЯТИНИ РИВОЖЛАНТИРИШНИНГ МАВЖУД ҲОЛАТИ. Central Asian Research Journal for Interdisciplinary Studies (CARJIS), 2(Special Issue 4), 105-111.
- 50.Anvarjonovna, A. O. (2022). Modern Form Methods and Tools for the Development of Ecoequal Culture of Future Preschool Specialists. Web of Scholars: Multidimensional Research Journal, 1(6), 46-50.

51. Anvarjonovna, A. O. (2022). Modern Form Methods and Tools for the Development of Ecoequal Culture of Future Preschool Specialists. Web of Scholars: Multidimensional Research Journal, 1(6), 46-50.
52. Anvarjonovna, O. A. (2022). ECO AESTHETIC EDUCATION OF FUTURE SPECIALISTS OF PRESCHOOL EDUCATION ARTICLE IN THE MAGAZINE FOR STUDENTS. ResearchJet Journal of Analysis and Inventions, 3(12), 152-161.
53. Ashurova, A. O. (2023). THEORETICAL AND METHODOLOGICAL GROUNDS FORMATION OF ECOLOGICAL COMPETENCE OF KINDERGARTEN FUTURE SPECIALISTS. Conferencea, 134-140.
54. Anvarjonovna, A. O. (2022). TECHNOLOGY OF DEVELOPMENT OF ECOESTHETIC CULTURE OF FUTURE SPECIALISTS OF PRESCHOOL EDUCATIONAL INSTITUTIONS. Emergent: Journal of Educational Discoveries and Lifelong Learning (EJEDL), 3(11), 7-12.
55. Ergashevna, T. L. (2023). OF CHILDREN THROUGH THE ART OF MUSIC SPIRITUAL, AESTHETIC AND MORAL TASTE QUALITIES EXPLAIN THE CONTENT AND FIND. International journal of advanced research in education, technology and management, 2(4).
56. Erkindjanovna, Z. G., & Ergashevna, T. L. (2022). BOLALAR MUSIQA VA SAN'AT MAKTABLARIDA FAOLIYAT YURITAYOTGAN "O'ZBEK XALQ CHOLG'U ORKESTR" LARI UCHUN REPERTUARLAR TANLASH MASALASI. INTEGRATION OF SCIENCE, EDUCATION AND PRACTICE. SCIENTIFIC-METHODICAL JOURNAL, 3(10), 61-63.
57. Abdurakhmanova, N., Akhmedov, K., Jabbarov, O., Rakhimova, M., Tagaeva, M., Khalmetova, F., & Tursunova, L. (2022). Clinical And Diagnostic Significance Of Anti-Cd74 In Patients With Ankylosing Spondylitis Of Uzbek Population.
58. Mirzayeva, G. F., Jabbarov, O. O., Tursunova, L. D., & Buvamukhamedova, N. T. (2021). GOUTY NEPHROPATHY: DIAGNOSIS, TREATMENT APPROACHES. Oriental renaissance: Innovative, educational, natural and social sciences, 1(11), 503-509.
59. Mirzayeva, G. F., Jabbarov, O. O., Tursunova, L. D., & Buvamukhamedova, N. T. (2021). GOUTY NEPHROPATHY: DIAGNOSIS, TREATMENT APPROACHES. Oriental renaissance: Innovative, educational, natural and social sciences, 1(11), 503-509.
60. Xolmirzaevich, A. J. (2022). JISMONIY MADANIYAT DARSINING MAZMUNI. Spectrum Journal of Innovation, Reforms and Development, 8, 170-180.
61. Kholmirzaevich, A. J. (2022). Innovations in Fitness Works and Physical Education. Journal of Pedagogical Inventions and Practices, 6, 159-161.
62. Xolmirzaevich, A. J. (2022). Improving Theoretical Fundamentals of Physical Culture Classes. Texas Journal of Engineering and Technology, 9, 88-91.



63. Xolmirzaevich, A. J. (2022). JISMONIY MADANIYAT DARSINING MAZMUNI. Spectrum Journal of Innovation, Reforms and Development, 8, 170-180.
64. Xolmirzayevich, A. J. (2023). GENERAL SECONDARY EDUCATION THE EVOLUTION OF THE THEORETICAL FOUNDATIONS OF SCHOOL PHYSICAL CULTURE LESSONS. American Journal of Pedagogical and Educational Research, 11, 386-392.
65. Kholmirzayevich, A. J. (2023). PEDAGOGICAL SYSTEM FOR THE DEVELOPMENT OF FAMILIAL COMPETENCE OF STUDENTS. Finland International Scientific Journal of Education, Social Science & Humanities, 11(4), 2381-2386.
66. Rakhmonalievna, A. G. (2022). Vocabulary Learning Strategies in German as Foreign Language Lessons. American Journal of Social and Humanitarian Research, 3(1), 339-341.
67. Rakhmonalievna, A. G. (2021). Importance Of Writing Skills In Early Foreign Language Lessons. Web Of Scientist: International Scientific Research Journal, 2(05), 607-610.
68. Rakhmonalievna, A. G. (2021). Importance Of Writing Skills In Early Foreign Language Lessons. Web Of Scientist: International Scientific Research Journal, 2(05), 607-610.
69. Астонова, Г. Р., & Жураева, М. Т. К. (2019). Развитие письменной компетенции студентов на уроках немецкого языка. Проблемы современной науки и образования, (12-1 (145)), 99-101.
70. Astonova, G. Z. R. (2019). Use of group work at the lessons of the German language. Проблемы современной науки и образования, (12-2), 158-160.
71. Xolmirzaevich, A. J. (2022). JISMONIY MADANIYAT DARSINING MAZMUNI. Spectrum Journal of Innovation, Reforms and Development, 8, 170-180.
72. Xolmirzaevich, A. J. (2022). Innovations in Fitness Works and Physical Education. Journal of Pedagogical Inventions and Practices, 6, 159-161.
73. Xolmirzaevich, A. J. (2022). Improving Theoretical Fundamentals of Physical Culture Classes. Texas Journal of Engineering and Technology, 9, 88-91.
74. Xolmirzaevich, A. J. (2022). JISMONIY MADANIYAT DARSINING MAZMUNI. Spectrum Journal of Innovation, Reforms and Development, 8, 170-180.
75. Xolmirzayevich, A. J. (2023). GENERAL SECONDARY EDUCATION THE EVOLUTION OF THE THEORETICAL FOUNDATIONS OF SCHOOL PHYSICAL CULTURE LESSONS. American Journal of Pedagogical and Educational Research, 11, 386-392.
76. Kholmirzayevich, A. J. (2023). PEDAGOGICAL SYSTEM FOR THE DEVELOPMENT OF FAMILIAL COMPETENCE OF STUDENTS. Finland International Scientific Journal of Education, Social Science & Humanities, 11(4), 2381-2386.