

Science Uzbekistan

INTERNATIONAL CONGRESS ON MODERN SCIENCES-IV

"Global Prospects for Multidisciplinary Research and Education"

CHIRCHIK STATE PEDAGOGICAL UNIVERSITY

April 07-10, 2025 / Chirchik, Uzbekistan



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Excellence in
Learning Innovation



PROCEEDINGS BOOK

Volume - 4

Editors

Prof. Dr. Jabbor Usarov

Prof. Dr. Dostnazar Khimmataliev

Mutabar Meylieva

Kibrio Burieva

ISBN: 979-8-89695-061-5



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CHIRCHIK STATE PEDAGOGICAL UNIVERSITY
April 08-10, 2025 / Chirchik, Uzbekistan
Based on Order No. 490 of the Minister of Higher Education, Science and Innovation dated
December 27, 2024

Editors

Prof. Dr. Jabbor Usarov
Prof. Dr. Dostnazar Khimmataliev
Mutabar Meylieva
Kibrio Burieva

30.04.2025

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CONGRESS ID

TITLE OF CONGRESS

INTERNATIONAL CONGRESS ON MODERN SCIENCES-IV
"GLOBAL PROSPECTS FOR MULTIDISCIPLINARY RESEARCH AND
EDUCATION"

PARTICIPATION

Keynote & Invited

DATE - PLACE

April 08-10, 2025

Chirchik, Uzbekistan

EDITORS

Prof. Dr. Jabbor Usarov

Prof. Dr. Dostnazar Khimmataliev

Mutabar Meylieva

Kibrio Burieva

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Dr. Alina Amanzholova- Hodja Akhmet Yassawi International University,
Kazakhstan

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Türkiye, Uzbekistan, Indonesia, Kazakhstan, Ukraine, USA, Bulgaria, Canada,
Morocco, Pakistan, India, Algeria, Nigeria, Lithuania, Russia, Azerbaijan, Serbia,
Romania

TOTAL ABSTRACTS: 562

The number of abstracts from foreign countries: **477**

The number of abstracts from Türkiye: **85**

LANGUAGES

Uzbek, Turkish, English, Russian

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PHOTO GALLERY



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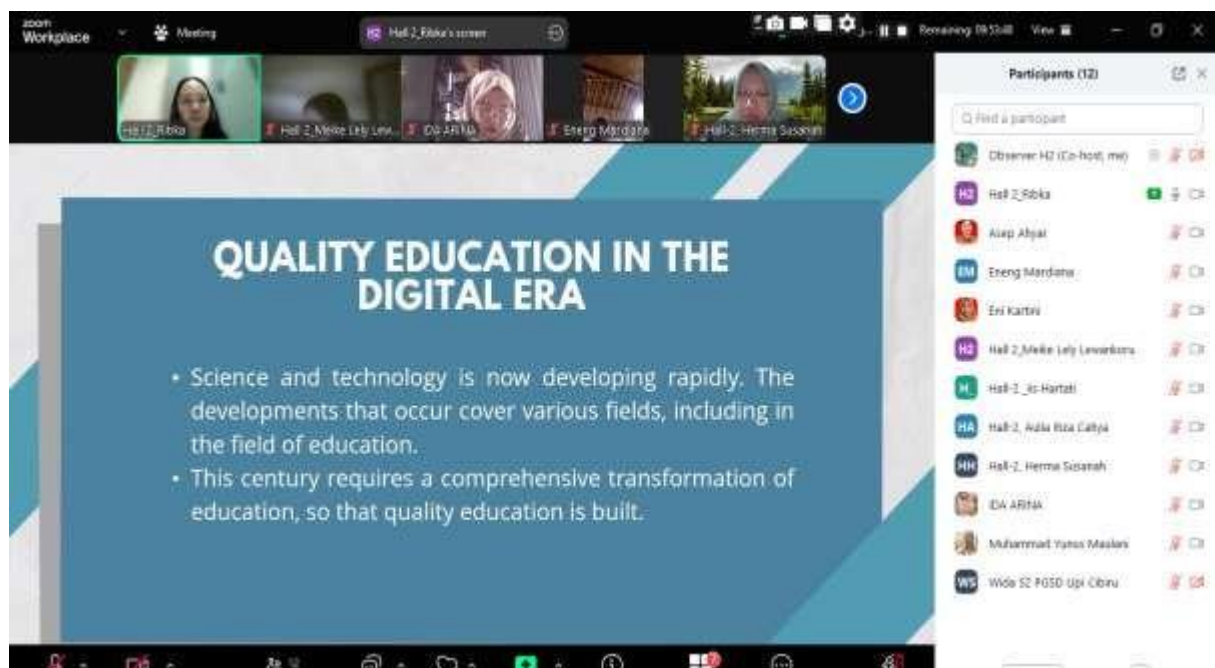
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CONGRESS PROGRAM

FACE TO FACE PROGRAM

7-8.04.2025

Address: Chirchik State Pedagogical University



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Points to Take into Consideration – TECHNICAL INFORMATION

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exp. Hall-1, Awais Khan**



REGISTRATION AND RECEPTION OF GUESTS

7.04.2025

10.00-18.00

- OPENING CEREMONY-

8.04.2025

Time: 10:00-11:00

Prof. Dr. K.A.Sharipov

*Minister of Higher Education, Science and Innovations of the Republic of
Uzbekistan*

Prof. Dr. Gafurdjan Mukhamedov

Rector of Chirchik State Pedagogical University

Assoc. Prof. Dr. Hasan Yavuz

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Rector of Adana Alparslan Türkeş Science and Technology University

Dr. Mustafa Latif Emek

President of IKSAD Institute

Assoc. Prof. Dr. Vugar NAZAROV

Azerbaijan Business and Management University, Azerbaijan

Assoc. Prof. Dr. Ahmet KARDAŞLAR

Osmaniye Korkut Ata University

Adress: Chirchik State Pedagogical University



- KEYNOTE SPEECHES-

Panel 1

Time: 11:00-12:30

Prof. Dr. Gafurdjan Mukhamedov Isroilovich

Rector of Chirchik State Pedagogical University, Uzbekistan
"Individual ta'lim ko'p tarmoqli tadqiqot va ta'limning yangi imkoniyatlari sifatida"



Assoc. Prof. Dr. Jamal Hacıyev

Azerbaijan Business and Management University, Azerbaijan
"Ozarbayjonda tadbirkorlik faoliyatida transport infratuzilmasining moliyaviy ta'minoti"

Dr.Fozilov Sukhrob Mingboyevich

Sadriddin Ayni Tajikistan State Pedagogical University, Tajikistan
"O'quvchilarning ilmiy dunyoqarashini shakllantirishda innovatsion texnologiyalarning o'rni"



Dr. Bekimbetova Aynagul Amangeldievna

Uzbekistan National university, Uzbekistan
"Maktabgacha ta'limda Qoraqalpoq xalq ertaklari va bolalar qo'shiqlari asosida multimediali texnologiyalarni yaratishning ahamiyati"

Prof.Dr. Ismailova Zuhra Karabayevna

Tashkent Institute of Irrigation and Agricultural Mechanization engineers – National Research University, Uzbekistan
"Zamonaviy o'qituvchining pedagogik mahorati va pedagogik texnikasi"



Ediyanto, M.Pd, Ph.D.

State University of Malang, Indonesia
"Sustainable Development Methods in Educational Research"

Dr.Heri Setiyorini

Universitas Pendidikan Indonesia
Gen Z's environmental responsibility in tourism and hospitality career: Key factors and insights



Prof.Dr. Qodirova Feruzakhon Usmanovna

Chirchik state pedagogical university, Uzbekistan
"Individual ta'limda o'qitish metodlarini adaptivlashtirish tamoyillari"

Assoc. Prof. Dr. Ahmet KARDAŞLAR

Osmaniye Korkut Ata University, Turkey
"The Relationship Between Economic Policy Uncertainty and Environmental Pollution: An Empirical Evaluation for Turkey"



Address: Chirchik State Pedagogical University

Moderator: Eshchanov Bahodir Khudayberganovich



Panel 2

Time: 14:00-15:00

Meeting ID: 813 0348 3436

Passcode: 080808

Prof. Dr. DENI DARMAWAN

Universitas Pendidikan Indonesia

'Digital center innovation for robotic vcdln based on artificial intelligence (ai) for modern education'



Prof. Dr. Lukman Hakim

Vice Rector of Universitas Yudharta Pasuruan, Indonesia
" Artificial Intelligence"

Prof.Dr. Usarov Jabbor Eshbekovich

Chirchik state pedagogical university

“Ko’p tarmoqli ta’lim tadqiqotida individual yondoshuv”



Prof. Dr. Asep Bayu Dani Nandiyanto

Indonesia University of Education (Universitas Pendidikan Indonesia)

Harnessing biomass waste :
Particle Technology in Sustainable Product Development

Prof.Dr.Julia

Indonesia University of Education (Universitas Pendidikan Indonesia)

“The Role of AI Virtual”



Dr. Arif Hidayat

Indonesia University of Education

Indonesia Association of STEM Education

“Advancing Computational Thinking for Coding Education for 21st Century Skills”

Dr. Tina Hayati Dahlan

Indonesia University of Education (Universitas Pendidikan Indonesia)

“Mindfulness-Based Teaching and Learning: What and How”



Moderator : Usarov Jabbor Eshbekovich



Panel 3

Time: 14:00-15:00

Meeting ID: 813 0348 3436

Passcode: 080808

Темиров Куаныш Умирзакович

Евразийский национальный университет им. Л.Н. Гумилева
"Медиатворчество в детском саду "



Григорьева Ольга Николаевна

Заведующий кафедрой современных образовательных технологий
ГУО «Республиканский институт высшей школы», Минск, Республика
Беларусь, кандидат педагогических наук, доцент
"Актуализация профессиональных компетенций педагогов в условиях
цифровой трансформации образовательной среды "



Салимова Раъно Васильевна

Денауский институт предпринимательства и педагогики
"Технологии развития творческих способностей учащихся во
взаимодействии с педагогами начального образования."



Тихомирова Татьяна Николаевна

Академик Российской академии образования, доктор психологических
наук

«Междисциплинарные исследования в интересах психологического
сопровождения образования: приоритеты, методология и внедрение»



Проф. Др. Ходжамкулов Умид Нигматович

Чирчикский государственный педагогический университет
« Инновационные подходы в преподавании наук и проблемы
цифровизации»



Чудакова Вера Петровна.

“Технологии формирования психологических компетентностей
конкурентоспособности личности» в условиях инновационной
деятельности подготовки и повышения квалификации кадров сферы
образования, с использованием диагностических, кор
рекционных, цифровых и STEM методов, программы SPSS и
искусственного интеллекта.”



Moderator : Кодирова Ферузахон Усмановна

Hall-1
08.04.2025

Moderator: Prof. Dr. Serdar Demirel
Tashkent Local Time: 15:00-17:00

TITLE	AUTHOR(S)	AFFILIATION
THE ROLE OF RELIGION IN ADDRESSING ENVIRONMENTAL CRISES	Serdar Demirel	Ibn Haldun University, Türkiye
BENEFITS OF OLTU STONE FOR HUMAN HEALTH AND ITS PRODUCTION	Öykü BİLGİN	Şırnak University, Türkiye
THE MEANING OF PHILOSOPHICAL THOUGHT	Emin ÇELEBİ	İnönü University, Türkiye
IS THE FISHER HYPOTHESIS OR THE NEO-FISHER HYPOTHESIS VALID IN THE RELATIONSHIP BETWEEN INFLATION AND INTEREST RATE? PANEL CAUSALITY ANALYSIS FOR EMERGING MARKET ECONOMIES	Sema YAŞAR	Şırnak University, Türkiye
THE CAUSALITY RELATIONSHIP BETWEEN FOREIGN DIRECT INVESTMENTS AND ECONOMIC GROWTH IN EMERGING MARKET ECONOMIES	Sema YAŞAR	Şırnak University, Türkiye
INVESTIGATION OF CUSTOMER COMPLAINTS AGAINST TECHNOLOGY COMPANIES	Fatih KOÇ Bekir ÖZKAN	Kocaeli University, Türkiye Bursa Technical University, Türkiye
All participants must join the conference 10 minutes before the session time. Every presentation should last not longer than 10-12 minutes. Kindly keep your cameras on till the end of the session.		

Moderator: Ximmataliev Dustnazat Omonovich, Safieva Mohinur

MAKTABGACHA YOSHDAGI BOLALARNING PSIXIK RIVOJLANISHIGA OID NAZARIYALAR TAHLILI

Tarmiza Latipovna Xurvalieva

**professor, Chirchiq davlat pedagogika universiteti, Maktabgacha ta'lim fakulteti, Chirchiq,
Uzbekiston**

<https://orcid.org/0009-0005-1328-2611>

t.xurvalieva@cspi.uz. 90-959-29-05

Zuxra Umid qizi Tursunboyeva

**Chirchiq davlat pedagogika universiteti, Maktabgacha ta'lim fakulteti 2-bosqich
magistranti, Chirchiq, Uzbekiston**

zuxratorsunboyeva97@gmail.com, 88-788- 98 -01

Annotasiya. Makolada maktabgacha yoshdagi bolalar psixikasi va ta'lim-tarbiyasi bo'yicha xorijlik va mamlakatimiz olimlari tomonidan ilgari surilgan nazariyalar keltirilgan. Shuningdek, bolalardagi emotsional holat, ruhiy zo'riqish va xissiy jarayonlarni ro'y berishi xususida so'z yuritiladi. Pedagog-tarbiyachilar uchun psixologik tavsiya va ko'rsatmalar berilgan.

Kalit so'zlar: psixika, zo'riqish, tashkiliy-gigienik, kognitiv, ijtimoiy va emotsional rivojlanish, konvergensiya nazariyasi, destruktiv, individual.

АНАЛИЗ ТЕОРИЙ КАСАЮЩИХСЯ ПСИХИЧЕСКОГО РАЗВИТИЯ ДЕТЕЙ ДОШКОЛЬНОГО ВОЗРАСТА

Аннотация. В статье приведены теории по психике и воспитанию детей дошкольного возраста, выдвинутые зарубежными и отечественными учеными. Кроме того, речь идет о эмоциональном состоянии детей, психическом насилии и эмоциональных расстройствах. Для педагогов-воспитателей даны психологические рекомендации и указания.

Ключевые слова: психика, выгорания, организационно-гигиенические, когнитив, социального и эмоционального развития, конвергенции, деструктив, индивидуал.

ANALYSIS OF THEORIES REGARDING THE PSYCHIC DEVELOPMENT OF PRESCHOOL CHILDREN

Abstract. The article contains theories on the psyche and upbringing of preschool children put forward by foreign and domestic scientists. In addition, we are talking about the emotional state of children, mental violence and emotional disorders. Psychological recommendations and instructions are given for educators.

Keywords: mental, burnout, organizational and hygienic, cognitive, social and emotional development, convergence, destructive, individual

KIRISH. Ma'lumki maktabgacha bolalik davrida bola aqliy, axloqiy, jismoniy va ma'naviy shakllanishning o'ziga xos psixologik xususiyatlarga boy yo'lni bosib o'tadi. Turli yosh bosqichlarida ta'lim-tarbiyaning asosiy vazifalarini amalga oshirishda bolaning psixik rivojlanishi uchun maktabgacha ta'lim muassasasida yaratilgan pedagogik-psixologik sharoitlar va mazkur sharoitlar muloqot hamda faoliyatiga mos kelishiga e'tibor berishni taqozo etadi. Maktabgacha ta'lim tashkilotlarida bolalarning hayoti, ularning yosh xususiyatlaridan kelib chiqqan o'quv-tarbiyaviy faoliyat jarayonida tashkil etiladi. Ushbu jarayonlarga pedagogik-psixologik va tashkiliy-gigienik talablar qo'yiladi.

ADABIYOTLAR TAHLILI VA METODOLOGIYA. Maktabgacha yoshdagi bolalar psixikasi va ta'lim-tarbiyasi bo'yicha xorijda va mamlakatimizda bir qancha olimlar ilmiy izlanishlar

olib borganlar. Jumladan J.Piaje, E.Torndayk, Dj.Uotson, F.Galton, A.Bine, V.Shtern, K.Byuler, K.Levin, A.Vallon, Z.Freyd, L.S.Vigotskiy, S.L.Rubinshteyn, A.R.Luriya, A.N.Leontev, P.Ya. Galperinlar tomonidan psixikaning madaniy-tarixiy rivojlanishi va taraqqiyotining o'zaro munosabat nazariyasi yaratilgan.

Mamlakatimizning psixolog olimlari M.G.Davletshin, B.Qodirov, K.Qodirov, Sh.Do'stmuhamedova, S.To'ychieva, O'. Shamsiev, D.Maxmudova va boshqalar bolalar ta'lim-tarbiyasidagi psixologik-pedagogik nazariyalarga asos solganlar.

Har bir yosh davrida kechadigan jarayonlar va tajribalar o'ziga xos ahamiyatga ega. Maktabgacha yoshdagi bolalarda jismoniy harakat va idrok rivojlanishi hamda kognitiv rivojlanish o'rtasida o'zaro bog'liklik mavjud. Bolaning 1 yosh davrida nafaqat harakatlar ko'nikmasi shakllanishi asosiy o'rinda turadi, balki kognitiv, ijtimoiy va emotsional rivojlanish ham rivojlana boshlaydi.

A.S.Simonovich "Bolalarda bir-birlariga va atrofidagi boshqa odamlarga bo'lgan ijobiy munosabatni rivojlanishiga yordam berish; o'yinlar orqali borliq va atrof-olamni tahlil qilish; bolalarda hissiy intellektni amaliy va hayotiy yo'llar bilan rivojlantirish; syujetli o'yinlar orqali xulosa chiqarish; biror bir voqelikni kelib chiqish sabablari va oqibatlarini o'rgatish; bolalarda maktabda va sinfxonasida o'zini qanday tutish kerakligini o'rgatish zarur"- deb ta'kidlaydi [10].

Dj.Lokk insondagi barcha bilimlar hissiy tajriba asosida yig'iladi degan xulosaga keladi- "hissiy tajriba ikkita turga bo'linadi: refleksiya va sezgi. Ikkala jarayon ham tashqi olam haqidagi bilimlarning asosi bo'lib xizmat qiladi. Sezgi nafaqat anglashning birinchi bosqichi, balki tashqi olam haqidagi bilimlarni kashf qilishning yagona yo'li, inson bilan bog'lanuvchi yagona kanal hisoblanadi" [4].

David Gartli ingliz psixologi psixikaning hayot davomida shakllanishida tarbiyaning imkoniyatlari, bolaning psixik rivojlanish jarayoniga ta'sir ko'rsatish haqiqatdan ham chegaralanmagan deb hisoblaydi. U quyidagi fikrlarni bildiradi "inson psixikasining rivojlanishi va xulq-atvorining shakllanishiga oid bilimlarni qiyoslash orqali o'zlashtirishdan bola tarbiyasida foydalanish lozim. Chunki bolaning kelajagi atrofdegilarning unga nimalar haqida axborot berayotganligi bilan bog'liqdir. Shuning uchun bolaning qanday o'sishi, qanday fikrlashi va hatti-harakati faqatgina kattalarga bog'liqdir" [5;72-81-b]. Shunday ekan, maktabgacha yoshidagi bolalarda emotsional zo'riqishni oldini olishda oila va ota-onalar ta'sirini yanada kuchaytirish maqsadga muvofiqdir.

Jan Jak Russo bolaning psixik tabiati haqidagi ilmiy qarashlarini "Emil yoki tarbiya haqida" asarida ifodalaydi. Insoning ichki olamini ya'ni har tomonlama yetuk va tabiiy holda rivojlantirish zarurligini tasdiqlaydi. U psixik rivojlanishni davrlarga ajratib bergan [5; 17-b].

Ushbu davrlarda bolalar tomonidan amalga oshiriluvchi harakatlar traektoriyasi bizning tadqiqot ishimizda emotsional xolatlarni bartaraf etish bo'yicha trening mashqlar tizimini ishlab chiqish ko'zda tutilgan.

Nemis psixologi Vilyam Shtern bola shaxsini rivojlanishini tahlil qilgan. Psixik rivojlanish-bu o'zini rivojlantirish, o'z rivojlanishini avjga chiqarish, bolaning yashayotgan muhitga moslashishidir. Bu nazariya konvergensiya nazariyasi deb ataladi. Psixik rivojlanishda ikkita omil rol o'ynaydi-irsiyat va muhit. Ikki omilni ta'sirini tahlil qilib, bolalarning asosiy faoliyat turlaridan biri sifatida o'yinning psixik rivojlanishda asosiy omil ekanligini tasdiqladi [6;115-124-b].

Quyida G.Krayg va D.Bokumning 4 yoshgacha bo'lgan bolalar rivojlanish xususiyatlariga oid fikrlari keltiriladi. "Bolalar o'z tajribalarini umumlashtirishga harakat qiladilar. Ularning mulohazalari asta-sekin mantiqan fikrlashga o'ta boshlaydi. Bolalarda tobora so'z boyligi kengayadi, ular bir vaqtning o'zida ijtimoiy qadriyatlarni ham o'zlashtiradilar, odob-axloq me'yorlarini egallab, kattalar va tengdoshlari bilan muloqotga kirishadilar. Natijada til va nutq ilk go'daklik va bolalik o'rtasidagi **o'zaro ko'prik** vazifasini o'taydi. Uning yordamida bola o'z istak va xohishlarini ma'lum qiladi va tushuntiradi, ehtiyojlarini namoyon qiladi. Bolalar o'z atrofidagi odamlar, tengdoshlari bilan muloqot qila boshlaydilar" [3; 318-327-b].

Psixolog olim R.S.Nemov fikricha "inson barcha bilimlarni turli xil manbalardan olishi mumkin. Inson bolalikda atrofidagi odamlar bilan to'qnashadi, ya'ni ota-onasi, qarindoshlari va ularning o'rnini bosuvchi boshqa kishilar bilan muloqotda bo'ladi. Bola kattalar bilan muloqotga kirishar ekan, ularning bolaga bildirgan munosabati, fikrlari ta'sirida nutqni o'zlashtiradi, unda o'z-o'zini baholash va o'ziga ishonch hissi paydo bo'ladi, shaxsiy tasavvurlar shakllanadi, atrofidagi narsa va buyumlar, odamlarni tushunishni o'rganadi. Natijada bola o'zining bilim, ko'nikma va malakalarini, irodaviy va boshqa sifatlarini baholaydi. Bola tengdoshlarining yutuqlari va o'zining shaxsiy muvaffaqiyati va muvaffaqiyatsizligini qiyoslaydi, o'zini tahlil qilish ko'nikmasi shakllanadi"[8;13-b]. Darhaqiqat

bolalarda shaxsiy ijobiy fazilatlar shakllanib, ularda ota-onasi, tengdoshlari va boshqa odamlarga nisbatan mehr-muhabbat hissi yuzaga keladi.

L. S. Vigotskiy bilimlarni egallashning mexanizmlari “rivojlanishning yaqin zonasi-bola biron bir narsani mustaqil bajara olmaydi, lekin kattalar yordami bilan uddalay oladi, bola bugun nimani kattalar yordamida qilsa, ertaga uni mustaqil bajara oladi, muhim rivojlanish zonasi-bolaning mavjud tayyorgarlik darajasi bo‘lib, unig qaysi topshiriqlarni mustaqil bajara olishi bilan ajralib turadi” deya ilmiy izohlaydi [12].

M.Davletshin fikricha, “asosan shu davrdan boshlab, bolaning mustaqil faoliyati kuchaya boshlaydi. Bog‘cha yoshidagi bolalarga beriladigan tarbiya ularning murakkab harakatlarni o‘zlashtirish, elementar gigiena, madaniy va mehnat malakalarini shakllantirish, nutqni rivojlantirish hamda ijtimoiy axloq va estetik didning dastlabki kurtaklarini hosil qilish davridir” [1;38-b].

R.I.Sunnatova “maktabgacha yoshdagi bolalarning nerv-psixik holati ota-ona munosabatlariga bog‘liq. Oilada ijobiy munosabatlar bola rivojlanishiga ta’sir ko‘rsatadi. Ota-onaning farzandiga destruktiv emotsional munosabatlari himoyasiz, o‘zidan qoniqmaslik holatini yuzaga keltiradi” degan ilmiy g‘oyani ilgari suradi [11;126].

L.V.Nazirova 7-9 yosh diffisil bolalarning emotsional holatini ilmiy asoslab, o‘quv va tarbiyaviy qiyinchiliklar, o‘quv motivatsiyasining yo‘qolishi, bilish faoliyatining pastligi, tengdoshlari va kattalar bilan nizoli munosabatlar, xulq-avtor buzilishining turlicha ko‘rinishlarini ajratib bergan [7; 69].

K.Qodirov maktabda ta’lim olishga psixologik tayyorlik darajasining tarkibiy qismlari shaxs nuqtai nazaridan hamda aqliy va ijtimoiy jihatdan yetilganlik darajalarining birligidan iboratligini ilmiy asoslab beradi. Uning fikricha “shaxs nuqtai nazaridan yetuklik deganda, umuman olganda, bolaning yangi bir ijtimoiy bosqichga o‘tishi bilan bog‘liq ravishda maktab hayotiga, ya’ni o‘quv faoliyatiga, o‘qituvchiga va o‘ziga bo‘lgan ichki munosabatlari tushuniladi” [9;9-10 b]. Bolaning maktabga tayyor bo‘lishiga berilgan ushbu psixologik tavsiflardan tadqiqotning maktabgacha va boshlang‘ich ta’limni mazmunan optimallashtirishning muhimligini asoslovchi ilmiy g‘oyalarni shakllantirishda tahliliy yondashildi.

NATIJALAR. Maktabgacha ta’lim-tarbiya jarayonida tashqil etiladigan muhit ham bola uchun qiziqarli va yoqimli bo‘lishi lozim. Agarda oilada ijtimoiy-madaniy muhit yaxshi bo‘lmasa, bola ham jismoniy, ham ruhiy jihatdan rivojlanishda orqada qoladi. Hattoki bolaning sog‘lom ovqatlanmasligi, jismoniy rivojlanish bilan birga psixik taraqqiyotda ham kamchiliklarni vujudga keltiradi. Tadqiqotimiz davrida bolalar bilan o‘tkazilgan suhbat natijalari maktab ta’limiga ijtimoiy va motivatsion tayyorlik o‘zaro uyg‘unlikda rivojlanishi, shuningdek irodaviy sifatlar ham bevosita ta’sir ko‘rsatishi aniqlandi. Yuqorida keltirilgan fikrlar tarbiyachi-pedagoglardan bolaning yosh va individual xususiyatlaridan kelib chiqqan holda ta’limiy yondashuvlarni aniqlash va tanlashga yordam beradi. Individual yondashuvlarga asoslangan metodlar pedagogik jarayonni bolaning individual o‘ziga xos jihatlarini e’tiborga olgan holda amalga oshirishni ko‘zda tutadi.

MUHOKAMA. Maktabgacha yoshdagi bola shaxsiy imkoniyatlarini namoyon etishida, bilim olishga bo‘lgan qiziqishi va ehtiyojini qondirishda ota-onaning e’tibori, kattalarning shaxsiy namunasi, tarbiyachining bilimi va mahorati alohida ahamiyat kasb etadi. Bolalarga bo‘lgan samimiy munosabat, ta’limga zamonaviy yondashish, xorijiy tajribalarni o‘rganish va ularga ko‘ra milliy ta’lim berish usullarini qo‘llash bugungi kunda tarbiyachi-pedagoglar oldidagi eng muhim asosiy vazifadir. Maktabgacha yoshda bolalarda quyidagi psixik rivojlanish mezonlari namoyon bo‘ladi: bilim olishning faollashuvi; tafakkur operatsiyalarini ro‘y berishi; kommunikativ-ijtimoiy qobiliyatlar; o‘yin faoliyatini rivojlanish darajasi; hissiy xotirjamlik.

XULOSA. Yuqorida keltirilgan mulohazalardan kelib chiqib, maktabgacha yoshdagi bolalarga ta’lim-tarbiya berishni ko‘zda tutuvchi vazifalar sirasiga quyidagilarni kiritish muhim degan xulosaga keldik:

1. Bolalarda aynan maktabgacha davrda mehnat va madaniy malakalarni shakllantirish, nutq va muloqotni rivojlantirish, ijtimoiy axloq va estetik tuyg‘ularni dastlabki kurtaklarini hosil qilishga ustuvorlik berish.
2. Bolalarning psixik rivojlanishida qiziqishning roli katta ekanligini inobatga olgan holda, maktabgacha ta’lim tashkilotlarida tashkil etiluvchi rivojlanish markazlarida o‘quv-tarbiyaviy faoliyatni rejalashtirishda turli vositalarning rang-barangligi va ta’limiy yo‘nalganligini ta’minlash.
3. O‘yinlarni tashkil etishda bolalardagi emotsional zo‘riqlashlarni oldini olish.

4. 3-7 yoshdagi bolalarning psixik rivojlanishiga samarali ta'sir etuvchi omil sifatida musiqaviy ta'lim mazmuniga milliy bolalar adabiyoti, xalq og'zaki ijodi namunalaridan foydalanishni kuchaytirish va bu jarayonga oilalarni maqsadli jalb qilish;

5. Maktabgacha yoshdagi bolalarda tafakkurni rivojlantirish orqali mustaqil fikrlash, o'z-o'zini anglash malakalarini shakllantirishda og'zaki, ko'rgazmali, amaliy metodlarning o'zaro transformatsiyalashuvini kuchaytirish, tarbiyachilarning metodik faoliyatiga pedagogik improvizatsiya talablarini joriy etish.

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