



## PRINCIPLES FOR THE DEVELOPMENT OF PEDAGOGICAL THINKING IN FUTURE EDUCATORS THROUGH THE SCIENCE “THEORY AND HISTORY OF PEDAGOGY”

**Mirkhayitova Sohobakhon Ibragimovna**

Kokand State Pedagogical Institute, Uzbekistan

**Botirova Mukarramkhan Moydinovna**

Kokand State Pedagogical Institute, Uzbekistan

**Burkhanova Dilnoza Soyibovna**

Kokand State Pedagogical Institute, Uzbekistan

<b>Article History</b> Received: 08 July 2023 Revised: 29 Sept 2023 Accepted: 25 Oct 2023  CCLicense CC-BY-NC-SA 4.0	<b>Annotation.</b> This article will talk about the principles of the development of pedagogical thinking in future educators through the subject “Theory and history of Pedagogy”. The history of the evolutionary development of pedagogical science in different periods, its peculiarities, the role of Pedagogy of the past and present in the upbringing of the younger generation are revealed. <b>Keywords:</b> future teacher, history of pedagogy, pedagogical thinking, higher education institution, professional activity, scientific pluralism.
--	--

### Introduction

The content of the professional training of the future teacher includes knowledge in the field of pedagogical theory and history for centuries. Higher education in accordance with the state educational standard, knowledge of the theoretical foundations of pedagogy is one of the tasks that a student of a Pedagogical University should occupy.

A modern young specialist, entering the pedagogical sphere, armed with knowledge of educational facts, concepts and theories, having historical-pedagogical thinking, can avoid many mistakes in his professional career. By studying this academic discipline, students acquire the knowledge and skills necessary to self-define in various educational theories and practical developments, to choose their own pedagogical paths and to use past experience in a particular activity as a teacher or leader.

The purpose of the science “theory and history of pedagogy” is to promote the development of the historical - pedagogical culture of students, historical-pedagogical thinking, to realize the connection of upbringing and education with the peculiarities of the development of culture, society and personality. This goal is divided into a number of tasks, namely: to provide information about the process of formation and development of the theory and practice of education and training in our country and abroad; to show cultural-historical prerequisites of pedagogical ideas and models of National Education; to convey a general and special, An “traditional and innovative dialectic in the development of the historical - pedagogical process; to form an understanding of the priorities for the development of education in the modern world; to develop the need for inclusion in classical pedagogical heritage, appeal to the historical heritage of humane domestic and foreign classical

pedagogical thought; to form the qualification The study of the history of education is based on the following principles: historicism and scientific pluralism, information-analytical work with material, emotional - rational analysis of pedagogical situations.

### **Literature analysis and methodology**

All this prevents the repetition of previous mistakes, allows to determine the results of creative development of advanced pedagogical heritage in modern pedagogy and school practice, and also to some extent predict the directions of further development of education. One should not forget the educational impact of the history of pedagogy course on future specialists. Revealing the selfless dedication of the famous teachers of the past to the education of children, demonstrating their effective love for their students, rejecting personal interests and advantages for their own interests, is very important for the development of the future teacher-pedagogue. Ya.A. Comensky, J. Korshak, A.S. Makarenko, I.G. Pestalozzi, V.A. Sukhomlinsky, L.N. Tolstoy, K.D. The scientific works and brilliant work of humanitarian pedagogues like Ushinsky became an example for the younger generation. This is a useful material for the moral education of future teachers and pedagogical psychologists, which is not always used in educational and especially extracurricular activities in higher pedagogical educational institutions.

### **Discussion**

The material is studied by students according to the chronological principle. The curriculum includes three main sections. The first section contains information about the history of foreign pedagogy from the emergence of education in primitive society to the beginning of the 20th century, covering the most important stages of the development of Western European education. The second section reveals to students the development of local pedagogy and education in the periods of folk, state, public, Soviet colonial pedagogy. The third section shows the development of schools and pedagogy in the world in the late 20th – early 21st centuries.

But nevertheless, much of the content of science is aimed at directing students to classical pedagogical heritage. It has been called a classic because it provides the best examples of the works of eminent scholars. Pedagogy is one that has a direction of education, upbringing and development.

Famous Russian scientist M.V. Boguslavsky said, " Given the acute shortage of study time in terms of teaching methodology of pedagogical theory and history, the only way is to radically increase the independent work of students with heuristic, research, historical sources. It is necessary to effectively use all the active, interactive, research forms of organizing both teaching and the creative search of students: seminars, conferences, debates, theses, etc." [1] In this regard, it offers a sufficient variety of forms of work of teachers and students with historical-pedagogical materials: watching and discussing documentaries on the history of education, questions and assignments for self-control and discussion in a group, filling out tables, comparative historical and pedagogical analysis, problematic questions, creative tasks, tests, keys, web quests, essays, tests, etc.

A distinctive feature of the study of the history of pedagogy lies in the selection of tasks aimed at educating pedagogical thinking, which will help to understand the historical-pedagogical experience in terms of its prognostic significance[2]. At the same time, it should be noted that the purpose of the teacher is not to teach students to direct the content of the lesson, but to provide comprehensive assistance in the implementation of practical tasks. In the study of the history of pedagogy, the student gets acquainted with pedagogical thought and a huge factual material that characterizes the emergence and development of school practice. Scientific analysis of this material leads to conclusions about the real determinism of socio-economic factors of upbringing

and education, making sure that pedagogical ideas, then pedagogical science, are inextricably linked with politics and philosophy.

At the same time, the pedagogical theory and history course, which is taught on a broad historical-cultural basis, is included in the general context of the history of science, gives the student the opportunity to discover on the one hand, the regular links between general scientific progress and, on the other, the development of school practice. According to research, the analysis of phenomena and facts in the history of school and pedagogy on the basis of previously acquired knowledge of pedagogy and psychology will help the future teacher to see the elements advanced in the ideas of the past, to understand the essence of various concepts and theories of education and upbringing[3].

At the same time, A.N. Jurinsky According to, it is usual for the history of pedagogy to revise the problems and the emergence of new topics. These are research areas of the history of pedagogy related to the change and growth of scientific approaches, judgments and evaluations. Thus, in the context of the changing methodological matrix of the history of pedagogy, it appears that only personality research is an end in itself. This does not mean that you should completely abandon the study of the pedagogical heritage of great thinkers. It is important to provide information about the historical basis of certain pedagogical paradigms, currents, and concepts about considering their ideas.

Overcoming the Eurocentric approach in the history of pedagogy, a more correct understanding of the importance of various ideas, teachings, concepts, a deeper analysis of religious and secular relations, etc.k.the scientific problems arising from the S remain open. Thus, the development of alternatives to europeantism allows for the avoidance of stereotypes and extremes when the history of pedagogy is largely reduced to describing the achievements of Western civilization. In fact, the history of pedagogy testifies to the belonging of the most diverse peoples living in different regions of the world to the field of education and education. There was a period of ups and downs in the history of the upbringing and education of all civilizations: the Greek city-states (6th-4th centuries BC), The "Golden Age" of China (3rd-10th centuries), the Islamic Uyghur period (9th-12th centuries), the Central Asian renaissance (14th-15th centuries), the Western European Renaissance (14th-17th centuries), the rise of social and pedagogical thought in Russia in the second half of the 19th century, etc.

The history of pedagogy as a holistic theory of human education dates back to the time of the first bourgeois revolutions in Europe, and the Czech thinker Y, who generalized and theoretically understood the practice of European education.A.Komensky may refer to Komensky's" the Great didactics " examines the main problems of education and upbringing. Komensky was the founder of the class-lesson system of Education. Komensky's pedagogical theory is an integral part of the broad socio-political concept expressed in his fundamental work "general advice on the correction of human affairs", one of the parts of which ("Pampedia") is entirely devoted to pedagogical issues[4]. In particular, he formulated and revealed for the first time the idea of continuous education and upbringing throughout a person's life, outlined the requirements for the preparation of a textbook as the main weapon of education, etc.

In the 18th century, the theoretical development of educational issues was carried out mainly within the framework of the Enlightenment. Based on the teachings of John Locke on the natural equality of people, leading French thinkers (C. 1900-1900) wereA.Gelvecy, D.Didro, J.J.Russo et al.) developed a position on the decisive role of education and the environment in personality formation. Didro, in particular, considered the development of personality individuality as one of the main tasks of upbringing. The French materialists founded and popularized the idea of real education, which was supposed to squeeze out the so-called Scholastic Education. The greatest

contribution to the development of pedagogical thought was the founder of the concept of natural, free education (theory of “natural and free education”) in the XVIII century. Joined by Russo. Russo tried to define the tasks, content and methods of raising children at different age stages based on the characteristics of their physical and spiritual development, promoting the requirement to activate the methods of teaching children. The influence of Russo's ideas can be traced back to the 1789-1793 revolution in democratic projects to reform the system of public education in France, the German philanthropists (I.B. Bazedov, H.G. Zalsman, I.G. Camp et al.

Pedagogical thought of the XVIII-XIX centuries a number of rules of German classical philosophy (I. Kant, J. G. Fixte, G. V. F. Gegel). Democratic educator I. P. Shvetsaria, who tried to build a theory of education and upbringing based on the data of psychology in the correct development of pedagogical problems. G. The activity of Pestalozzi was a milestone. Pestalozzi's experience and thoughts on the development of the child in the process of education and upbringing, issues of labor training, methods of reading, writing, counting, geography, etc. elementary teaching, stimulated the development of science [5].

In the first half of the XVIII century, the German teacher, psychologist and philosopher I. F. Herbart tried to show pedagogy as a scientifically based theory based on philosophy and psychology (the former substantiates educational goals, the latter allows you to find the right ways to achieve these goals). In the further development of pedagogy, a number of Herbart's rules (the role of interest in education, the educational character of education, the structure of the educational process, etc.) were applied. However, at the same time, bourgeois teachers also studied the conservative side of the Herbart doctrine, which found its expression in the theory of child control, which, in essence, led to restrictions and restrictions on the personal development of the child using a detailed system of penalties. Representatives of various streams of reformist pedagogy (“new Education”, “Labor school”, “movement for artistic education”, “personality pedagogy”, etc.) promoted the free development of the personality of each child, new organizational and legal development, forms and methods of teaching, changing the content of school education, strengthening the educational aspect of the school. J. of reform pedagogy. D. U. I., G. Kerschensteiner, L. Gurlitt, G. Sharrelman, O. Decroli, M. Montessori, A. The ideas and concepts of his figures, such as Feryeri, dominated until the mid-20th century, but have retained their influence to some extent to this day.

In Russia and Belarus in the XVI-XVII centuries, unlike the concept of Christian-feudal education, overcoming the original sinfulness of a person and developing feelings of humility and piety in it, humanistic views on a person began to spread (heads of these schools F. Skorina, S. Budny, Simeon Polotsky, Epiphanius Slavinsky and others). At the same time, the formation and development of school education on the Belarusian lands was carried out within the framework of the processes of polonization and Catholicism, and later Russification.

Until the 60s of the XIX century, progressive pedagogical ideas in Russia developed, mainly in accordance with revolutionary democratic social thought, forming an integral part of it. The authors of this book are A. N. Radishchev, A. I. Gersen, W. G. Belinsky, A. N. Dobrolyubov, N. G. Chernyshevsky, D. I. Pisarev et al. The attention of revolutionary democrats was drawn to issues related to the essence of education, the disclosure of goals and objectives, the content and methods of education and upbringing, etc. They saw the purpose of upbringing as consisting in raising a patriot with a revolutionary materialistic worldview, an uncompromising fighter against social evil, a widely educated and hardworking citizen [6].

The XIX century brought to life a wide socio-pedagogical movement, which by nature was opposed to Serfdom. Prominent scholars, writers, folk Māori figures (N. S.) in discussing the

issues of Māori and the school reform being prepared. I. Pirogov, L. N. Tolstoy, N. X. Wessel et al. The main focus was on the school's goal, humanizing education, changing the nature of education and teaching methodology, among others. The struggle against the critical use of foreign pedagogical theories and educational systems has flared up, the movement to create a national educational system has begun. All this contributed to the separation of pedagogy into an independent field of scientific activity, its development at a professional level.

The object of research of scientific pedagogy is “pedagogical fact (phenomena)”. In this case, the child, the person does not go unnoticed by the researcher. On the contrary, pedagogy, being one of the disciplines about a person, studies purposeful activities aimed at the development and formation of his personality. Consequently, pedagogy as its object has a system of pedagogical phenomena associated with its development, and not the individual, his psyche (this is the object of psychology). Hence, the objects of pedagogy are phenomena of reality that determine the development of a person's personality in the process of the targeted activity of society. These phenomena are called education. Pedagogy is that part of the objective world. The subject of pedagogy is education as a real holistic pedagogical process, purposefully organized in special social institutions (institutions of family, education and culture). Pedagogy in this case is a science that studies the essence, laws, development trends and prospects of the pedagogical process (education) as a factor and tool for the development of a person throughout his life. On this basis, pedagogy develops the theory and technology of its organization, the forms and methods of improving the activities of the teacher (pedagogical activity) and various types of activities of students, and their mutual influence strategies and methods. Science influences production and technology not only through the generation of ideas, but also through other channels: economics, organization, etc. [7].

The subject of pedagogy is the system of relations that arise in the process of education, as well as the emergence of education itself as a consciously organized process in the family, society, in certain natural, social, economic, spiritual and moral conditions. The main pedagogical concepts that represent scientific generalizations are also called pedagogical categories. The main pedagogical categories include upbringing, education. Our science also operates extensively with general scientific categories such as development and formation. Education is a purposeful and organizational process of personality formation. In pedagogy, the concept of "upbringing" is used in a broad and narrow social sense and in a wide and narrow pedagogical sense. The educational model theory and history of pedagogy "serves for the formation of high pedagogical thinking in future teachers. Pedagogical thinking, on the other hand, is primarily necessary for self-improvement, personal interests and satisfaction of needs through personal self-awareness and professional activity. It also helps to create personal concepts, plan professional activities, support a personal point of view, make any task interesting and effective, create a comfortable environment, argue and form the most abilities, and, importantly, help to train students efficiently and successfully [8].

Education is a process of interaction in which the teacher and students acquire knowledge, skills, form a worldview, develop the mental strength and potential of students, set goals and are guided, aimed at strengthening self-education skills. Skills are a set of knowledge that prepares the conscious and independent execution of practical and theoretical actions based on the acquired knowledge, life experience and acquired skills. Skills are components of practical activity, manifested in the performance of the necessary actions, perfection is achieved through repeated exercises. In communicating this or that knowledge to students, teachers constantly give them the necessary direction, as if preparing them for the path of life, but in fact, a very detailed most

important worldview, social, ideological, moral and many other relationships are formed in the school and Family Circle. So education is educational. Likewise, we must recognize that in any education there are always elements of learning. Teach-educate, educate - teach. The fields of the concepts of " education "and" practice " are partially overlapping. Education is the result of learning. In a direct sense, it refers to the formation of images, complete representations of the subjects being studied. Education-does not limit the volume of systematized knowledge, skills, ways of thinking that the student mastered.

### **Result**

Self-education is the process of mastering systematic knowledge in any area of Independent Education, Science, Technology, Culture, political life. At the same time, self-education is a means of self-perfection, since it contributes to the development of perseverance, internal organization, hard work and other moral qualities in achieving the goal. In a broad sense, self-education is understood as all types of assimilation of knowledge related to the independent work of the student on the material under study.

One of the most pressing problems of mankind at the dawn of millennia is the problem of upbringing and education. In order to better understand the modern problems and prospects of education, in recent years it is necessary not only to describe educational ideas and pedagogical views in chronological order, but also to turn to the history of educational and pedagogical thought. A review of the history of education and its current state confirms its inseparability from a given period. In any historical period and in any society, the educational system, its goals and objectives, structure and organization always represent the current state of a particular social system, its development trends and prospects.

### **Conclusion**

School and pedagogical science have gone the path of complex and centuries-old progress. Pedagogy gradually became an independent, fundamental science from the sum of ideas and concepts. The study of the history of school and pedagogy is an important condition for the formation of a common pedagogical culture, since it provides knowledge about the genesis of the theory and practice of upbringing and education, helps to form a worldview and pedagogical professionalism. The history of pedagogy is a branch of pedagogical science and a learning discipline. As an academic discipline, it studies the state and development of the theory and practice of educating and teaching the younger generation at various stages of the development of the Society of man. The educational science" theory and history of pedagogy " is logically related to the main courses of pedagogy and psychology, aimed at analyzing the emergence and development of various pedagogical phenomena, their connection with the specific historical conditions and positions of the development of society.

To achieve this goal, it is very important to solve the following educational tasks:

- to show the universal and concrete historical essence of the development of upbringing and education as a separate type of human activity;
- to reveal the essence and content of various pedagogical systems;
- observation of the logic of the development of foreign and domestic pedagogical thought, identifying common features and fundamental differences;
- to promote self-education and professional development of students of pedagogical specialties, as well as to improve the skills of their independent research work.

## **References**

1. Умаров, А. А. (2023). ПРИНЦИПЫ ОРГАНИЗАЦИИ ЗАРУБЕЖНОЙ СИСТЕМЫ ТЕСТИРОВАНИЯ ПО ИНОСТРАННЫМ ЯЗЫКАМ. *Finland International Scientific Journal of Education, Social Science & Humanities*, 11(6), 1158-1162.
2. Умаров, А. А. (2023, May). ОЦЕНКА УРОВНЯ ВЛАДЕНИЯ РУССКИМ ЯЗЫКОМ В УЗБЕКСКИХ ШКОЛАХ. In *INTERNATIONAL SCIENTIFIC RESEARCH CONFERENCE* (Vol. 2, No. 14, pp. 130-134).
3. Умаров, А. А., & Вохобов, Т. Т. (2023). Инновационные подходы преподавания русского языка как иностранного в школах Узбекистана. *PEDAGOGIK ISLOHOTLAR VA ULARNING YECHIMLARI*, 2(2), 24-26.
4. Умаров, А. А. (2023). АНАЛИЗ ТЕСТИРОВАНИЯ ПО РУССКОМУ ЯЗЫКУ В СОВРЕМЕННОЙ УЗБЕКСКОЙ ШКОЛЕ: ПРОБЛЕМЫ И ПЕРСПЕКТИВЫ. *Finland International Scientific Journal of Education, Social Science & Humanities*, 11(5), 881-885.
5. УМАРОВ, А. (2022). ПРИНЦИПЫ ОРГАНИЗАЦИИ ЗАРУБЕЖНОЙ СИСТЕМЫ ТЕСТИРОВАНИЯ ПО ИНОСТРАННЫМ ЯЗЫКАМ И ЕЕ ИСПОЛЬЗОВАНИЕ В МЕТОДИКЕ РКИ. *Евразийский журнал академических исследований*, 2(12), 455-458.
6. Умаров, А. А. (2022). Интерактивные методы Тестирования По Русскому Языку Как РКИ В Школах Узбекистана. *Central Asian Journal of Literature, Philosophy and Culture*, 3(4), 25-29.
7. Ахмедова, Р. М., & Адиллов, Ф. А. (2016). Подготовка специалистов в отрасли ремесленного производства в 20-х годах XX века. *Ученый XXI века*, (5-4 (18)), 62-64.
8. Ахмедова, Р. (2020). ЎЗБЕКИСТОНДА ДАСТЛАБКИ ШИФО МАСКАНЛАРИНИНГ ВУЖУДГА КЕЛИШИ (ФАРФОНА ВОДИЙСИ МИСОЛИДА). *ВЗГЛЯД В ПРОШЛОЕ*, (SI-1№ 1).
9. Mukimovna, A. R. (2020, December). History of children's sanatorium resorts in Uzbekistan (1930-1953). In *Archive of Conferences* (Vol. 9, No. 1, pp. 311-314).
10. Ахмедова, Р. М. (2022). From the history of the socio-material situation of the population of Uzbekistan (on the example of 1920-1940). *INTERNATIONAL JOURNAL OF SOCIAL SCIENCE & INTERDISCIPLINARY RESEARCH* ISSN: 2277-3630 Impact factor: 7.429, 11(09), 243-247.
11. Ahmedova, R., & Muxtorova, M. (2023). FARG'ONA VODIYSIDAGI SHIFO MASKANLARINING VUJUDGA KELISHI TARIXIDAN ("CHORTOQ" SHATGOXI MISOLIDA). *Interpretation and researches*, 1(1).
12. Ahmedova, R., & Muxtorova, M. (2023). O'ZBEKISTON SANATORIY-KURORTLARI DAVOLASH ISHLARIDAGI AYRIM MUAMMOLAR TARIXI. *Interpretation and researches*, 1(1).
13. Ahmedova, R., & Shokirova, A. (2023). DEVELOPMENT OF REFORMS IN THE HEALTHCARE SYSTEM OF UZBEKISTAN AND ITS LEGAL FRAMEWORK OVER THE YEARS OF INDEPENDENCE. *International Bulletin of Applied Science and Technology*, 3(5), 1112-1116.
14. Mukimovna, A. R., Asqarovna, Q. S., & Sodiqovich, K. Q. (2022). HISTORY OF SOME PROBLEMS IN TREATMENT WORKS OF SANATORIUMS AND SPAS OF UZBEKISTAN. *International Journal of Early Childhood Special Education*, 14(7).
15. Azamovna, A. G., & Nadjimitdinovich, Y. K. (2022). Description Of Historical And Geographical Places, Names Of Historical Persons In The Works Of Alisher Navoi.(On The Example Of" Majolis Un-Nafois"). *Journal of Positive School Psychology*, 110-117.

16. Alimova, G. (2022). The process of urbanization in the history of the countries of the world and the peculiarities of their development. *ASIA PACIFIC JOURNAL OF MARKETING & MANAGEMENT REVIEW* ISSN: 2319-2836 Impact Factor: 7.603, 11(12), 126-128.
17. Alimova, G. (2022). HUMAN AND HUMANITARIAN IDEAS IN THE PHILOSOPHY OF ALISHER NAVOI. *ASIA PACIFIC JOURNAL OF MARKETING & MANAGEMENT REVIEW* ISSN: 2319-2836 Impact Factor: 7.603, 11(11), 194-199.
18. Алимова, Г. А. (2022). АЛИШЕР НАВОИЙ АСАРЛАРИДА ТАРИХИЙ-ГЕОГРАФИК ЖОЙЛАР, ТАРИХИЙ ШАХСЛАР НОМЛАРИ БАЁНИ (“Мажолис ун-нафоис” асари мисолида). *Исследование Ренессанса Центральной Азии*, 3(2).
19. Жакупова, Г. С. (2017). Система образования Кыргызской Республики на современном этапе. *Проблемы педагогики*, (4 (27)), 9-12.
20. Жакупова, Г. (2017). ЭЛЕКТРОННЫЙ УЧЕБНИК КАК ЭФФЕКТИВНОЕ СРЕДСТВО ДЛЯ ПОВЫШЕНИЯ КАЧЕСТВА ОБРАЗОВАНИЯ В УСЛОВИЯХ РЕАЛИЗАЦИИ ГОСУДАРСТВЕННОГО ОБРАЗОВАТЕЛЬНОГО СТАНДАРТА. *Alatoo Academic Studies*, (3), 103-106.
21. Жакупова, Г. С. (2015). Самообразование педагога как важный фактор в подготовке будущих специалистов. *Вестник Ошского государственного университета*, (4), 165-168.
22. Spataevna, Z. G. (2022). THE USE OF DIGITAL TRANSFORMATION IN THE EDUCATIONAL PROCESS OF THE UNIVERSITY. *INTERNATIONAL JOURNAL OF SOCIAL SCIENCE & INTERDISCIPLINARY RESEARCH* ISSN: 2277-3630 Impact factor: 7.429, 11(07), 124-126.
23. Жакупова, Г. С. (2017). Формирование творческой компетентности у будущих учителей русского языка и литературы. *Вестник Кыргызского государственного университета имени И. Арабаева*, (4), 408-411.
24. Жакупова, Г. С. (2016). Современные образовательные технологии как гарантия качества образовательного процесса. *Вестник Ошского государственного университета*, (1), 184-190.
25. Жакупова, Г. С. (2016). КОМПЕТЕНТНОСТНО-ОРИЕНТИРОВАННАЯ ДЕЯТЕЛЬНОСТЬ БАКАЛАВРОВ В СОВРЕМЕННЫХ УСЛОВИЯХ ОБРАЗОВАНИЯ. *Вестник Ошского государственного университета*, (3-2), 215-217.
26. Kobilova, Z. B. (2021). Amiriy and fazliy. *Asian Journal of Multidimensional Research*, 10(9), 271-276.
27. Kobilova, Z. (2022). Image of a Drinker and a Hermit in the Amir Al-Ghazali. *EUROPEAN JOURNAL OF INNOVATION IN NONFORMAL EDUCATION*, 2(4), 173-176.
28. Qobilova, Z. (2020, December). THE ARTISTIC-AESTHETIC EFFECT OF AMIRI'S POETRY SCOPE. In Конференции.
29. Kobilova, Z. B., & Zokhidova, D. L. (2022). KOKAND LITERARY ENVIRONMENT. *Ann. For. Res*, 65(1), 878-888.
30. Kobilova, Z. (2019). THE TRADITION AND FEATURE IN THE CREATIVE WORK OF AMIRIY. *Theoretical & Applied Science*, (9), 436-439.
31. Bakirovna, K. Z. (2019). The rhythm of the literary impact. *ANGLISTICUM. Journal of the Association-Institute for English Language and American Studies*, 8(9), 58-67.
32. Qobilova, Z., & Binnatova, A. (2023). SHARQ MUMTOZ ADABIYOTSHUNOSLIGIDA AN'ANA VA O'ZIGA XOSLIK MASALALARINING NAZARIY ASOSLARI. *Interpretation and researches*, 1(1).



33. Kabilova, Z. (2022). STUDYING EMIRI DEVON IN TURKEY. *Galaxy International Interdisciplinary Research Journal*, 10(12), 669-671.
34. Kabilova, Z. (2022). GRIEF OF THE LAND AND NATION. *INTERNATIONAL JOURNAL OF SOCIAL SCIENCE & INTERDISCIPLINARY RESEARCH* ISSN: 2277-3630 Impact factor: 7.429, 11(09), 228-230.
35. Атахожаев, Т. М. (2021). СИНФДАН ТАШҚАРИ ИШЛАРНИНГ ЧЕТ ТИЛЛАРНИ ЎРГАТИШДАГИ РОЛИ. *Academic research in educational sciences*, 2(CSPI conference 1), 1548-1552.
36. Ataxojayev, T. M., & Sulonov, M. (2023). COMPARATIVE STUDY OF PHRASEOLOGICAL UNITS WITH THE COMPONENT “BLACK” IN ENGLISH, RUSSIAN, UZBEK AND TAJIK. *Galaxy International Interdisciplinary Research Journal*, 11(4), 914-919.
37. Махмудjonovich, A. T. (2022). CONTEXTUAL APPROACH IN TEACHING ENGLISH. *Galaxy International Interdisciplinary Research Journal*, 10(11), 1193-1197.
38. Ataxojayev, T. M., & Usmonov, Y. M. (2020). Non-linguistic factors in the formation of the touristic terminology in Uzbek Language. *Asian Journal of Multidimensional Research (AJMR)*, 9(12), 99-102.
39. Ataxojayev, T. M. (2022). ORGANIZATIONAL FUNCTION OF INTONATION IN ENGLISH AND UZBEK LANGUAGES. *INTERNATIONAL JOURNAL OF RESEARCH IN COMMERCE, IT, ENGINEERING AND SOCIAL SCIENCES* ISSN: 2349-7793 Impact Factor: 6.876, 16(06), 65-71.
40. Ataxojayev, T. (2022). Structural–semantic character of the Adjective in English. *INTERNATIONAL JOURNAL OF SOCIAL SCIENCE & INTERDISCIPLINARY RESEARCH* ISSN: 2277-3630 Impact factor: 7.429, 11(11), 330-334.
41. Ataxojayev, T. M. (2023). STYLISTIC SIGNIFICANCE OF HYPERBOLE IN LITERATURE. *Galaxy International Interdisciplinary Research Journal*, 11(7), 88-93.
42. Ataxojayev, T. M., & Rakhmonaliyeva, G. A. K. (2021). The Role of Intercultural Communication in Teaching Foreign Languages. *Academic research in educational sciences*, 2(CSPI conference 1), 1042-1046.