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## PROFESSIONAL TRAINING OF FUTURE TEACHERS FOR CREATIVE ACTIVITY

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### ABSTRACT

*The article explores the essence, structure of the concept of “creativity”. The activity of a social teacher has been studied. A theoretical model of preparing students for pedagogical creativity is presented. The essential result of the Marxist approach to creativity is not so much the receipt of a new product as the creation of a person himself. This confirms that the creative process is considered, the results of which have the character of subjective novelty. The need to develop the personal qualities of a future teacher for a successful creative professional activity has found its embodiment in a personal approach.*

**KEYWORDS:** *Creativity, Social And Pedagogical Activity, Technology Of Preparation For Pedagogical Creativity.*

### INTRODUCTION

In encyclopedias, dictionaries, scientific sources, the term creativity has an ambiguous interpretation. In the dictionary of the Russian language, creativity is a human activity aimed at creating cultural or material values. At the same time, value is characterized in an objective sense, and creative creation belongs to the representatives of artistic professions: for this, musicians. Several scientific directions in the interpretation of creativity are highlighted: philosophical, psychological, pedagogical, linguistic, etc. Representatives of the philosophical trend view creativity as an activity that generates something qualitatively new, which has never been before. Philosophers were among the first to divide reproductive and creative activities. From their point of view, the result of creativity is like usually a new product of activity. Representatives of the psychological direction added to the philosophical mechanism of flow creative act.

They link the creation of new material and spiritual values with the presence of personality of abilities, motives, knowledge, skills, thanks to which a product is created that is distinguished by novelty, originality, and uniqueness. The procedure of creativity is highlighted, which, according to G. Golles, includes the stages: preparation, maturation, insight, verification. Psychologists are convinced of the staged procedure of the creative act. From the standpoint of psychology, creativity is based on insight – intuitive comprehension of the required result, which is preceded by significant preparatory work. This work, according to psychologists, provides adequate motivation, accumulation of a sufficient stock of knowledge and skills. Within the framework of the pedagogical direction, creativity is considered as the highest form of independent human activity, the products of which can have both objective and subjective novelty.

Researchers identify a number of stages in the structure of a creative act: setting a problem, mobilizing the necessary knowledge and experience, solving a problem, checking the social value of a product. As the experience of teaching convinces, an important place in preparing students for pedagogical creativity should be taken to substantiate the social significance of their work. For an in–depth look at the essence creativity, its research was carried out in accordance with the approaches available in science: philosophical, psychological, pedagogical, taking into account the focus of this study. Most of the philosophers of antiquity: Aristotle, Democritus, Heraclitus, Plato, and others recognized the divine principle in the act of creation. They established the need for special motivation creative activity. Philosophers are among first divided reproductive and creative activity. From a philosophical standpoint, the result creativity is, as a rule, a new product of activity. From the standpoint of ancient philosophy, the origins of creativity are adequate motivation, the required level of cognitive and practical development. An essential achievement of the philosophy of the Renaissance is the study of the personality of the creator. The philosophers of this period recognized reflection as an important stage in the creative process.

An important result of the search for representatives of this direction is a generalized characteristic of creative activity as a systemic education, which includes a number of elements: motivation, knowledge, abilities, reflection. Research by the leading representatives of German classical philosophy (G. Hegel, I. Kant, F. Schelling, I. Fichte and others) marked the creation of a fairly complete concept of creativity. According to E. Kant, imagination is an integrating factor of sensations and mental actions that are synthesized into a creative product. G. Hegel established that the degree of creative direction of activity does not depend on its content, but is determined exclusively by the expenditure of creative efforts. This position was confirmed in later studies, where creativity is considered a special strategy of activity, regardless of its nature and even the result, i.e. have subjective novelty. The essential result of the Marxist approach to creativity is not so much the receipt of a new product as the creation of a person himself. This confirms that the creative process is considered, the results of which have the character of subjective novelty. Such activity creates conditions for a person to transform himself, i.e. creative self–improvement, self–development. In their opinion, creative activity is based on human consciousness, sufficient motivation for creativity. L.S. Vygotsky was one of the first to pose the problem of the possibility and necessity of preparing children for creative activity. In his opinion, novelty in creativity is secondary, its pedagogical value is much more important. According to him, an important result of inclusion in creative activity are acquisitions in the inner sphere of the personality: motives, thinking, knowledge, skills, emotions, etc. A special

place in preparation for the work of L.S. Vygotsky ascribed to play and fairy tales. A number of psychological studies of creativity can be attributed to the direction of the study of creative thinking. S.L. Rubinstein found that the basis of creativity is thinking, capable of comprehending reality and determining preparation for creative activity. Later research in the field of creativity (A.N. Leontyev, M.V. Musseichuk, Y.A. Ponomarev, O.K. Tikhomirov and others) proceed from its activity-based interpretation. According to these authors, creative activity contains a number of components: motivational-semantic, content-operational, evaluative, effective. Generalization of the results of philosophical, psychological, pedagogical research in the field of creativity from the standpoint of a systemic-structural approach made it possible to present it as an integration of the following components: motivational-personal, cognitively meaningful, operational-technological, reflexive-evaluative. The high importance of creativity in pedagogical activity was emphasized by many well-known educators. The great Russian teacher K.D. Ushinsky argued that creativity is the basis of pedagogical activity. He suggested using games, fairy tales and other works of folk pedagogy to form readiness to creative professional activity. He emphasized the need to develop the personal and professional properties of the future teacher for his full-fledged creative activity. A.S. Makarenko considered creativity an obligatory companion of pedagogical activity. According to him, no system of means can ever be a dead and frozen norm, it always changes and develops, because the child grows and changes, enters new stages of social and personal development.

The engine of development of pedagogical practice, he considered a creatively working teacher and teaching staff. In modern, maximally algorithmic pedagogical conditions, researchers also consider it necessary to show a creative approach in working with children. According to V.I. Zagvyazinsky, true education and training is always the creation of something new, the creation of man through the awakening of his inner essential forces. The pedagogical process is completely the teacher's creativity. According to M.M. Potashnik, pedagogical work cannot and cannot be uncreative, because children, circumstances, the personality of the teacher himself are unique, and any pedagogical decision must proceed from these always non-standard factors. In practical activity, the teacher's creativity is diverse, therefore, most researchers distinguish levels of pedagogical creativity, which are manifested both in the invention of a new, original one, and in the use of something already known in new conditions. According to research by V.I. Zagvyazinsky, I.F. Isaeva, L.N. Makarova, M.M. Potashnik and others, the creative procedures are not fundamentally different: the teacher invents a new method or rediscover the possibilities of applying the standard method in new conditions. The technological approach to understanding creative activity was introduced by the research of V.A. Slastenin and L.S. Podymova. The authors identified four functional components in the structure of innovation activity: motivational, creative, technological and reflective. The generalization of a significant number of studies confirms the objectivity of identifying the main components in the structure of pedagogical creativity: motivational-personal, cognitive-content, operational-technological, reflexive-evaluative. Summarizing the above approaches in the framework of this study, we have clarified the concept of pedagogical creativity. According to our data, this is a purposeful activity to solve problem situations, focused on choosing the optimal option for organizing the pedagogical process, depending on the conditions of its course, containing the following components: motivational-personal, cognitive-meaningful, operational-technological, evaluative-reflective. A comparative analysis of the data of various studies made it possible to

identify the most essential conditions implying the use of creativity in pedagogical activity: 1) the presence of a problem situation as a source of creativity, 2) algorithmic activity does not give the desired result, 3) depending on specific conditions, it is necessary to choose the optimal option for organizing the pedagogical process... The most important function of a social teacher is to level many social problems that arise as a result of negative living conditions. These include: poverty, poor nutrition, unemployment, alcoholism, neglect, etc. The main provisions of the activity of a social teacher are considered in the works of leading scientists who study various aspects of social pedagogy: L.I. Aksenova, S.A. Belicheva, V.G. Bocharova, Yu.V. Vasilkova, M.A. Galaguzova, L.V. Mardakhaeva, A.V. Mudrik, V.A. Nikitin, and others. A full-fledged study of the activities of a social teacher would be impossible without an analysis of the works of leading scientists-teachers: I.F. Isaeva and V.I. Zagvyazinsky, V.A. Kan-Kalika, N. D. Nikandrov, V.A. Slastenin and others. As the researchers have established, the activity of a social teacher takes place in various spheres of social and pedagogical influence and support: family, labor activity, education and social upbringing, health improvement, social and pedagogical rehabilitation and adaptation, the sphere of leisure, social protection. To clarify the features of social and pedagogical activity, it was important to first consider the essence of the concept of "activity" in philosophical, sociological, psychological and pedagogical research. As a basis for the characteristics of social and educational activities by us a psychological approach to activity is taken. According to A.N. Leontyev, S.L. Rubinstein, A.A. Smirnova, B.M. Teplova and other activities, especially professional ones, are complex in nature, represent an integral constantly evolving system with a definite structure, its own internal transitions and transformations, including four stages: goal; motive; way; result. These approaches characterize internal and external action plans. In the works of P.K. Anokhin, B.F. Lomova, A.N. Leontiev gives a psychological analysis of the structure of activity as a dynamic system of actions, which is formed and under the control influence of the complex interaction of the result image with the motivational component of the activity. The generalized study of the psychological signs of labor made it possible to single out the following stages: 1) prognostic, 2) motivational, 3) transformative, 4) reflexive. A comparative analysis of social and educational activities in various institutions with the results of theoretical studies has shown that the leading functions of a social teacher are diagnostic, analytical, explanatory, prognostic, design, educational, rehabilitation, protective and others. The most important distinguishing feature of his activity from that of a teacher is the protective function. A social educator is called upon to provide various types of assistance to a child in a difficult social situation. On the basis of a comprehensive analysis of theoretical and empirical research, studying the experience of a social teacher, we have established that social and pedagogical activity in order to obtain high results must be an integral system and be carried out in stages.

Summarizing the data obtained, it was possible to establish that in most studies the following stages of socio-pedagogical activity are distinguished:

- 1) *Diagnostics of social problems*
- 2) *Analysis of diagnostic results*
- 3) *Explanation of the causes of social problems*
- 4) *Design of future activities to level social problems*

5) *forecasting the upcoming results*

6) *Organization of social and pedagogical assistance*

7) *Reflection of the work done*

In real pedagogical practice, a more generalized version of the structure of social and pedagogical activity is more common, including three stages: 1) diagnostic and explanatory, 2) predictive–projective, 3) transformative–reflexive. The results of theoretical studies confirm the existence of these stages, therefore, this structure of activity can be considered objective. The diagnostic and explanatory stage includes: a) preliminary acquaintance with the object under study, b) general diagnostics, c) special diagnostics, d) qualitative and quantitative presentation of data, e) their analysis and interpretation, f) explanation of the results obtained, g) establishing the causes of occurrence social and pedagogical problems. The forecast and project stage includes the following components: a) making a decision on the project, b) collecting information on a social problem, c) formulating goals, determining professional means of activity, d) designing a program of social and pedagogical assistance e) developing resource support. The transformative–reflexive stage: a) modeling of assistance, b) introduction of a specific socio–pedagogical technology, c) assessment of its effectiveness, d) correction. Generalization of the research results, interviews with experienced specialists indicate the high significance of creativity in all stages of social and educational activities. The purpose of the social teacher’s activity is to create conditions for psychological comfort and safety of the child, to meet his needs with the help of social, legal, psychological, medical, pedagogical mechanisms to prevent and overcome negative phenomena in the family, school, immediate environment and other societies. The object of the social teacher’s activity is the younger generation in need of in helping in the process of their socialization. This category includes children with intellectual, pedagogical, psychological, social deviations from the norm, which have arisen as a result of the lack of full–fledged social education. The objects of the social teacher’s activity are also groups of children with physical, mental, intellectual developmental disorders (blind, deaf, children with cerebral palsy, mentally retarded, etc.). The objects of social and pedagogical activity are children’s groups, families, micro societies that have corresponding problems. The task of the social teacher is to provide comfortable conditions for the socialization of the child within the framework of these associations, improve their psychological microclimate.

These objects presuppose specific areas of activity of a social teacher: rendering assistance to children in overcoming problem situations in the framework of educational activities; organization of children’s activities for their all–round development in accordance with individual inclinations; creation of favorable conditions for the development, upbringing and education of children; helping the family in the process of raising children; organization of educational, cultural and educational work in society; social and pedagogical support for children at risk, assistance in their socialization and integration into society, etc.

The analysis of scientific sources made it possible to identify a number of approaches to the problem of the formation of a social teacher’s readiness for creative activity. The need to develop the personal qualities of a future teacher for a successful creative professional activity has found its embodiment in a personal approach. This approach convinces of the unity of motivational and personal training for pedagogical creativity.

The problematic approach to the organization of pedagogical activity has enriched science and practice with important means, methods of preparation for creativity. Its use in the preparation of students presupposes the fascination of future teachers with creative activity, which ensures the development of the personal qualities of the future teacher (motivational and personal training).

Comparison and generalization of the components of the formation of future teachers' readiness for creative activity, highlighted by representatives of different approaches, allow us to assert that they are, on the whole, adequate to the general pedagogical components of pedagogical creativity. The process of formation of readiness for creative activity includes 1) motivational–personal, 2) cognitive–content, 3) operational–technological, 4) evaluative–reflective components, which are the basis of the theoretical model of training future social teachers for creative professional activity. This model includes the following elements: tasks, patterns, principles, conditions, etc.

Comparative analysis of data from various studies allowed the selected tasks to be conditionally divided into groups in accordance with the identified stages of preparation: 1) motivational–personal, 2) cognitive–content, 3) operational–technological, 4) evaluative–reflexive tasks.

The first group – motivational and personal tasks: a) increasing the professional and creative motivation of students, b) developing a positive attitude towards creative activity in future teachers, c) ensuring that students understand the importance of creative activity in the work of a teacher, d) stimulating students' desire show creativity in the course of pedagogical practice, e) the formation of a focus on creative pedagogical activity, f) the formation of personality traits, skills necessary to perform pedagogical activities at a creative level, g) stimulation of independence, h) stimulation of creative interests, i) stimulation of persistence in solving creative problems.

The second group – cognitive–meaningful tasks: a) creating a favorable educational space for the formation of students' creative pedagogical activity, b) equipping students with knowledge about pedagogical creativity, mechanisms of creative activity, c) mastering deep professional knowledge, d) developing creative thinking, e) development of general (primary) and special creativity, e) development of creative abilities.

The third group of tasks is operational and technical logical: a) the formation of creative skills, skills necessary in professional activities (diagnostics, goal–setting, design, forecasting, etc.), b) mastering creative techniques, research skills, operations that ensure the creative nature of the activity, c) acquaintance with strategies for solving creative problems, d) mastering the leading pedagogical methods, technologies and ways of their creative use, e) inclusion in pedagogical activity with the aim of its creative implementation.

The fourth group – reflexive–evaluative tasks: a) preparation for self–analysis, b) mastering evaluative activities, c) acquaintance with self–control in pedagogical activity, c) reflexion of one's own creative abilities, d) self–evaluation of the process and results of pedagogical activity with the aim of its optimization, creative implementation, e) assessment of the formation of motivational orientation towards creativity, cognitive activity, knowledge and skills, their creative implementation.

Based on the analysis of studies aimed at preparing for creativity, correlating them with the experience of preparing future social teachers for creative activity, we made an attempt to highlight the patterns of this process. The process of forming students' readiness for creative activity is effective if the following laws are observed in the educational process: 1) the unity and complementarity of theoretical and practical training, 2) the problematic, ever-increasing nature of theoretical and practical tasks, 3) acquaintance with special knowledge, skills, techniques that reduce the number of options for solving a creative problem, 4) the development of special abilities, personal qualities that provide a creative orientation of the individual, 5) an atmosphere of relative freedom and intensification of preparation for professional creativity.

A comparative analysis of the principles of the formation of readiness for professional creativity, identified in the framework of other studies, their correlation with the theoretical model, made it possible to formulate the following groups of principles for preparing future social teachers for creative activity:

The principles of the motivational and personal stage: a) stimulation of creative activity, independence, the need for creative self-development, b) a combination of emotional and rational ways of motivating creative activity, c) the formation of creative abilities by using a set of special creative practical situations developed in the zone of proximal development, d) the actualizing potential of the educational environment, e) the only personal and social motivation, f) the transition from development to self-development of personal and professional qualities necessary in creative activity, g) individualization of the process of creative development.

The principles of the cognitive-content stage: a) the complex nature of the process of preparation for creative activity, combining fundamental knowledge, special skills and practical activities, b) the organization of a personally oriented educational environment, c) the choice of an individual educational strategy, d) interdisciplinary organization of the content of professional training, e) problematic nature of training, f) consciousness, creative activity and independence.

The principles of the operational-technological stage: a) the systematic nature of the preparation process for creativity, ensuring the creation of an integral, diverse educational and developmental environment, b) the technological provision of the training process, combining a conceptual model, a system of special tasks, criteria for diagnosing readiness, c) the priority of activity content over information, d) activation of interaction with colleagues and children in the course of creative activity, e) connection of training with practical activity, f) unity of integrity and continuity.

The principles of the evaluative-reflective stage: a) the reflexive nature of the process of preparation for creative activity, b) assessment and forecasting of the student's creative development opportunities, c) self-assessment of his own achievements, d) reflection of the effectiveness of professional activity, its creative nature, e) design of new options for activity, improving its results.

The generalization of the conditions of preparation for creative activity, proposed in the framework of various studies, made it possible to combine them in accordance with the components of the theoretical model of the formation of readiness for professional creativity. As a result, four groups of conditions were identified:

**1. motivational and personal conditions:** a) substantiation of the role and place of creativity in the teacher's activities, b) taking into account the sociocultural pedagogical reality that favors the manifestation of creativity, c) positive emotional and psychological climate, cooperation of teachers with students, d) building the educational process from the standpoint of personality-oriented learning, e) humanistic and professional example of teachers, f) purposeful creation of problem learning situations, g) the creative nature of the organization of educational activities, h) substantiating the role and place of creativity in activities of the teacher.

The result of the creation of these conditions is a) the emergence of a need for creativity in professional activity, b) the desire for self-development of creative abilities, c) students' awareness of the creative essence of the teaching profession, d) understanding the meaning of professional creativity, e) increasing interest in the profession, initiative and activity of students in professional activity, f) a sufficient level of development of abilities that contribute to creative activity, etc.

**2. cognitive-meaningful conditions:** a) in-formation about the mechanisms of creative activity, b) training in the use of the achievements of psychological and pedagogical science, advanced and personal experience in the process of pedagogical creativity, c) introduction into the educational process of special techniques that guide in creative activity, d) the use of productive means and methods of teaching and upbringing, e) the introduction of increasingly complex situations into the educational process, f) the material and technical equipment of the pedagogical process, g) increasing the level of general cultural training, h) creating an enriched information and educational environment, i) it is time for the independence of students in the development of scientific knowledge and professional technologies.

**The result of applying these conditions is:**

- a) A high level of development of scientific knowledge,
- b) The development of adequate means of teaching and upbringing,
- c) Scientific validity, methodological equipment of pedagogical creativity,
- d) Deep knowledge of the theoretical foundations of an integral pedagogical process (leading ideas, patterns, principles and etc.)
- e) A high level of general cultural training,
- f) Knowledge of typical pedagogical situations and the ability to creatively resolve them.

**3. operational and technological conditions:** b) the inclusion of students in independent creative activity, c) the use of the system of organizing creative activity within the framework of pedagogical practice, d) methodological support of pedagogical creativity, e) the use of methods, forms (individual and lective) organization of creative activity f) material and technical equipment of the pedagogical process, g) purposeful creation of problematic educational situations. h) the use of creative tasks in the educational process, involving various strategies for their implementation.

The result of these conditions are: a) deep mastering of leading pedagogical operations, methods, technologies, b) variable possession of them, c) the ability to use them adequately to real

pedagogical situations, mastering the leading stages of social and pedagogical activity at the creative level.

**4.valuation–reflexive conditions:** a) regular analysis and introspection of educational and pedagogical activities, b) providing feedback in the educational process about the progress of the student, c) taking into account and developing the mental characteristics of a personality that stimulate and regulate creative activity, d) accounting the achieved level of creativity.

The result of these conditions is: a) developed pedagogical thinking, b) formed pedagogical intuition, c) readiness and ability to make non–standard decisions, d) reflection of professional actions and own creative abilities.

The analysis of a significant number of studies made it possible to identify ways, methods, techniques for implementing the stages of preparation for creativity. The most important ways of preparing future social teachers for creative activity are the educational process and teaching practice. Depending on the tasks, the peculiarities of the practice, within its framework, the creative use of scientific knowledge obtained in the course of classroom lessons, the creative interpretation of the most important social and pedagogical methods, technologies, operations are provided.

The available publications have not fully investigated the issue of the content of the process of preparing for creative activity. An analysis of a significant number of publications convinces us that researchers use different content, determined by the specific nature of a particular pedagogical activity. Correlating the results of our research with the existing approaches, we formulated the foundations of the content filling of the stages of preparation for creativity.

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