



**O‘ZBEKISTON RESPUBLIKASI
OLIIY TA‘LIM, FAN VA INNOVATSIYALAR VAZIRLIGI**

BUXORO DAVLAT UNIVERSITETI

PSIXOLOGIYA VA SOTSIOLOGIYA KAFEDRASI

**ZAMONAVIY PSIXOLOGIK TADQIQOTLAR
TENDENSIYALARI**

**XALQARO ILMIY-AMALIY ANJUMAN
2024-yil 20-aprel**

Buxoro – 2024

O‘zbekiston Respublikasining “Ta’lim to‘g‘risida”gi Qonuni, O‘zbekiston Respublikasi Prezidentining 2022 yil 28-yanvardagi “2022-2026 yillarga mo‘ljallangan Yangi O‘zbekistonning taraqqiyot strategiyasi to‘g‘risida”gi PF-60-son Farmoni, O‘zbekiston Respublikasi Prezidentining 2019 yil 8 oktyabrdagi “O‘zbekiston Respublikasi oliy ta’lim tizimini 2030 yilgacha rivojlantirish konsepsiyasini tasdiqlash to‘g‘risida”gi PF-5847-sonli Farmoni, O‘zbekiston Respublikasi Prezidentining “Ma’muriy islohotlar doirasida oliy ta’lim, fan va innovatsiyalar sohasida davlat boshqaruvini samarali tashkil qilish chora-tadbirlari to‘g‘risida” 2023-yil 4-iyuldagi PQ-200-son qarori 9-bandiga asosan xalqaro ilmiy-texnik hamkorlik ko‘lamini kengaytirishga qaratilgan xalqaro va respublika miqyisidagi ilmiy anjumanlar, simpoziumlar, seminarlar va boshqa ilmiy hamda ilmiy-texnik tadbirlarning o‘z vaqtida samarali o‘kazilishini hamda Oliy ta’lim, fan va innovatsiyalar vazirligining 2024-yil 20-martdagi 76-sonli buyrug‘i ijrosini ta’minlash maqsadida 2024-yilning 20-aprel kuni Buxoro davlat universitetida **“ZAMONAVIY PSIXOLOGIK TADQIQOTLAR TENDENSIYALARI”** mavzusida Xalqaro ilmiy-amaliy anjuman o‘tkazildi.

Xalqaro ilmiy-amaliy anjumani asosiy maqsadi - psixologiya sohasidagi tadqiqotlarni yanada yuqori bosqichga olib chiqish va ushbu yo‘nalishdagi yangi ilmiy tadqiqotlar bilan yaqindan tanishish, ularni amaliyotga tadbiiq qilish, psixologiya fanlarini o‘qitishda zamonaviy psixologik va information texnologiyalardan samarali foydalanish, yoshlarni milliy g‘urur va ma’naviy fazilatlariga tayanadigan barqaror axloqiy-ruhiy holatni ta’minlash, murakkab vaziyatlarga shaxsning bardoshlilikni, yuksak hislarni tarbiyalash hamda ilmiy, innovatsion, pedagogik faoliyatida psixologik xizmatni ko‘rsatish va tegishli mutaxassislarining bilim va ko‘nikmalarini mustahkamlashdan iboratdir.

Anjuman quyidagi yo‘nalishlar bo‘yicha o‘z ishini olib boradi:

1-sho‘ba. Zamonaviy psixologiyaning dolzarb muammolari;

2-sho‘ba. Psixologik xizmat nazariyasi va amaliyoti;

3-sho‘ba. Uyushmagan yoshlarga psixologik xizmatni ko‘rsatish usullari;

4-sho‘ba. Shaxsning ijtimoiy-psixologik va kasbiy rivojlanish muammolari;

5-sho‘ba. Amaliyotchi psixologlarni ilmiy-innovatsion va ijodiy faoliyatga yo‘naltirish muammolar.

Anjuman materiallaridan oliy ta’lim muassasalari talabalari, magistrilar, doktorantlar va professor-o‘qituvchilar foydalanishi mumkin.

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Maqolalarning to‘g‘ri va aniqligiga mualliflar mas‘uldir.

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KIRISH SO‘ZI

Assalomu-aleykum hurmatli anjuman ishtirokchilari!

Sizlarni Buxoro davlat universitetining anjumanlar zalida ko‘rib turganimizdan xursandmiz.

O‘zbekiston Respublikasi Oliy ta‘lim, fan va innovatsiyalar vazirligining 2024-yil 20-martdagi 76-sonli buyrug‘i ijrosini ta‘minlash maqsadida 2024-yilning 20-aprel kuni Buxoro davlat universitetida “**Zamonaviy psixologik tadqiqotlar tendensiyalari**” mavzusida Xalqaro ilmiy-amaliy anjuman tashkil etildi. Bugun o‘tkazilayotgan Xalqaro ilmiy-amaliy anjumanni tashkil etilishidan maqsad shundaki, psixologiya sohasidagi tadqiqotlarni yanada yuqori bosqichga olib chiqish va ushbu yo‘nalishdagi yangi ilmiy tadqiqotlar bilan yaqindan tanishish, ularni amaliyotga tadbiiq qilish, psixologiya fanlarini o‘qitishda zamonaviy psixologik va information texnologiyalardan samarali foydalanish, yoshlarni milliy g‘urur va ma‘naviy fazilatlariga tayanadigan barqaror axloqiy-ruhiy holatni ta‘minlash, murakkab vaziyatlarga shaxsning bardoshlilikni, yuksak hislarni tarbiyalash hamda ilmiy, innovatsion, pedagogik faoliyatida psixologik xizmatni ko‘rsatish va tegishli mutaxassislarining bilim va ko‘nikmalarini mustahkamlashdan iboratdir.

Respublikamizda psixologiya sohasida 60 nafar fan doktori, 140 nafar fan nomzodlari faoliyat yuritmoqda, Shundan kafedrada 2 nafar fan doktori, 9 nafar fan nomzodi, falsafa doktorlari faoliyat olib bormoqdalar.

Universitet huzurida psixologiya fanlari bo‘yicha falsafa doktori (PhD) ilmiy darajasini beruvchi ilmiy kengash samarali faoliyat ko‘rsatmoqda.

Mazkur kafedra tashabbusi bilan “Psixologiya” jurnali va “Вестник интерактивный психологии” xalqaro OAK jurnallari nashr qilinmoqda. Psixologiya va sotsiologiya kafedrasida huzurida “Psixologik klinika” faoliyati tashkil qilingan bo‘lib, hozirda aholiga samarali psixologik xizmat berib bormoqda.

Mazkur kafedra Rossiya, Ukraina, Qozog‘iston va Buyuk Britaniyaning Sankt-Peterburg universiteti bilan doimiy hamkorlik olib bormoqda.

Ushbu anjumanga 300 dan ortiq ishtirokchilar o‘z maqolalari bilan qatnashmoqda. Xorij OTMlaridan 10 nafar, Respublika OTM laridan esa 20 nafardan ortiq psixolog olimlar offlayn va onlayn shaklda ishtirok etishmoqda.

O‘ylaymanki, bugun ushbu anjumanda muhokama qilinadigan masalalar, qabul qilinadigan xulosalar, ilgari suriladigan takliflar psixologiya sohasini rivojlantirish uchun muhim ahamiyat kasb etadi.

Anjuman ishiga omad tilayman.

Obidjon Xamidov Xafizovich

Buxoro davlat universiteti rektori, iqtisodiyot fanlari doktori, professor

- проявление компетенций, связанных с деятельностью человека во всех ее видах и формах. На наш взгляд, работы И.А. Зимной считаются очень важными в процессе организации профессиональной подготовки практикующих психологов.

А.К. Маркова, более глубоко изучая «Профессиональную деятельность», показывает следующее:

- профессиональные навыки;
- профессиональная психологическая роль, навыки, необходимые для профессии;
- индивидуальные качества, направленные на профессиональную эффективность.

В целом развитие профессиональной ценности и уникальности личности педагога, которые могут повлиять на личность ребенка, а также рассмотрение проблемы исследования компетентности этого педагога создает основу, определяет его личностные качества как гуманитария и творца.

Практическое изучение значения использования математических методов в развитии профессиональной компетентности практикующих психологов, исследование научно-теоретических источников, направленных на изучение ее как социально-психологической проблемы, а также более детальные наблюдения о факторах, обслуживающих профессиональную компетентность практикующих психологов. психологи. Эта возможность создает основу для более глубокого исследования личности практикующих психологов и их профессиональной компетентности.

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SOCIO-PSYCHOLOGICAL CAUSES OF THE PHENOMENA OF DISADAPTATION IN THE BEHAVIOR OF ADOLESCENTS

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In society, it is increasingly possible to observe teenagers who do not have stable views, beliefs and moral values, with distorted psychological development. They, to a greater extent than adults, experience difficulties in activity, communication and self-determination in society, which, in turn, slows down their personal development. It is during this period that the number of undisciplined, conflict-ridden, uncontrollable schoolchildren and vocational school students increases. In pedagogical science they are usually called “difficult”, “difficult to educate”, “pedagogically neglected”, “neglected”, “discomfortable”, “deviant”, etc. In recent years, the term “disadaptation” has become popular. This term in modern science is gaining more and more weight and is used more often, successfully replacing all previous definitions.

Research of this phenomenon in theory and practice made it possible to give it the author's definition, which, as it seems, allows us to combine all children's difficulties with a single term.

Disadaptation is the result of internal or external (sometimes complex) deharmonization of a person's interaction with himself, surrounding people or society, manifested in the internal disk forte, behavioral disorders, relationships and activities.

As can be seen from the definition, disadaptation is a phenomenon so comprehensive that it can cover any type of relationship - from pathogenic to social. To be able to develop strategies aimed against disadaptation, knowledge of its mechanisms is necessary.

An attempt to determine the underlying causes of disadaptation, i.e. its psychological mechanisms forced us to turn to the structure of the personality, without which insight into the essence of this phenomenon would not have seemed possible. There are various theories related to this phenomenon. The most famous of them are the theories of S. Freud, C. Jung, S.L. Rubinstein, K. Platonov, V.M. Myasishcheva and others. Without going into detail on each of them, let us turn to the concept developed by V.N. Myasishchev, developed by K.K. Platonov, B.F. Lomov, B.G. Ananyev and others. Its essence is that the psychological structure of a person is considered as a set of various subjective relationships, which are necessarily objectified. But before becoming objectified, relationships exist as subjective formations that are united into separate complexes. Psychologists have long paid attention to complexes of this kind. This idea is about symptom complexes ("probabilistic connections between personality traits"). These "unities", or symptom complexes, include narrower relationships, manifested both in situational motives and in stable personality traits.

In order to consider in more detail the psychological preconditions of disadaptation, we, based on age characteristics, have conventionally identified the following symptom complexes in which it may appear in adolescence: a symptom complex of relationships to educational activities, to socially useful activities, to teachers, relationships in the family, with friends, to oneself ("I" is a concept) and to the world as a whole (moral values, ideals, goals). The role of symptom complexes for each individual is not equal. It depends on her age, individual characteristics, education, intellectual development, etc. In adolescents, symptom complexes associated with the search for their "I", self-identity, referentially significant activities, the desire to be with friends, etc. come to the fore. For another age, these may be different symptom complexes. But under any circumstances, there is a symptom complex that leaves an imprint on any of them - associated with the attitude towards the world as a whole, towards the meaning of one's existence, moral values, life plans. What the humanist psychologist V. Frankl quite succinctly called the meaning of life. Considering it as the central formation of a person, leaving an imprint on all others, he believed that life values were decisive for him. He includes the values of creativity, relationships and experiences. Undoubtedly, here we are talking about disadaptation, and quite deep and stable. But a person's meaning does not exist as some kind of internal reality. As it seems, here we are talking not only about the meaning of life, but also in general about the personal meaning of any activity in general. The concept of life meaning, as a central formation and personal meanings, are closely intertwined and each of the personal meanings can ultimately become a central meaning for an individual existence. In each of the symptom complexes, disturbances, changes, and defects can occur. A violation of the attitude towards learning may be associated with cognitive dissonance, negative learning motivation - with an inferiority complex, lack of confidence in one's abilities; violation of the relationship

with the teacher - with a psychological barrier, phobias, anxiety, aggression; changes in relationships with comrades - with indifference, alienation, desire for self-affirmation in any way, distortion of the sense of adulthood; deterioration of family relationships - with deprivation, frustration, depression; loss of one's "I" – with depersonalization, affect of inadequacy, egocentrism, etc. In the case if the symptom complex for the individual is central and associated with life goals and values, we are talking about deep, stable disadaptation, if the symptom complex is significant enough, one or several personal meanings and then we are talking about disadaptation in-depth, but narrow, if some then skills, habits, situational motives, we are talking about narrow and, as a rule, superficial disadaptation

In each of the indicated symptom complexes, quite large negative changes can occur that disrupt a significant layer of the formations included in it. Sometimes these are only initial defects in motives and personality states; in this case, there is narrow, superficial, temporary or situational disadaptation. If there are violations in several symptom complexes, moreover, at the level of stable personality traits, we are talking about widespread and deep disadaptation. Symptom complexes often determine each other, in a number of circumstances they are capable of entering into certain contradictions, the ways of resolving which can be very diverse; sometimes circumstances develop in such a way that symptom complexes merge, forming an indissoluble unity.

Let's give an example. The student likes to study, he finds pleasure in it: during lessons he carefully completes all assignments, asks questions, raises his hand, always prepares lessons, his symptom complex (educational I activity) clearly has a positive direction. At the same time, relationships with comrades can be very tense: they laugh at his efforts, consider him a "suck-up", ignore him, this gives rise to deharmonization of the symptom complex of relationships with mates. Signals of ill-being such as anxiety, discomfort, etc. appear. Between two symptom complexes – "attitude to learning" and "relationships with comrades" – different connections can be established, and their interaction takes place according to different scenarios:

1) a negative symptom complex will affect a positive one, and then the student will begin to study worse, so as not to irritate his friends. At the same time, relationships with comrades may change for the better, or they may not;

2) a positive symptom complex will affect the negative one, and schoolchildren will begin to take into account the student, respect him, take an example from him; each of the symptom complexes will remain isolated from each other.

To a large extent, the interaction of these symptom complexes depends on such symptom complexes as the attitude towards oneself, towards the world, etc. Indeed, if a person respects himself and has stable moral values, he will not change them to please others. If he is a conformist, unstable, then he will begin to adapt to the opinions of others to the detriment of his ideals, aspirations, interests, and moral values. In this case, disadaptation in relationships with friends will have a negative effect on the symptom complex "attitude to educational activities".

As we see, the reason for disadaptation in any area does not always lie on the surface; sometimes its origins lie in a completely different area. Symptom complexes mutually determine and often give rise to each other. Thus, a psychological barrier towards a teacher most often gives rise to a negative attitude towards his subject, inattention, lack of interest, which results in success, lack of discipline, conflicts with parents, class teacher, "withdrawal." The affect of inadequacy leads to high self-esteem, dissatisfaction with the attitude of others towards oneself, frustration, and alienation. Relationships are broken, conflicts begin, and as a result -

failure, anger, sometimes elopement and vagrancy. Therefore, when faced with the phenomenon of disadaptation, which includes many parameters, it is important to identify not only what factor contributed to it, but also the “triggering” psychological mechanism. Only by changing or eliminating it can we talk about a gradual change and disappearance of disadaptation. It is useless to fight a student’s inattention in class if the main reason for the inattention is a psychological barrier. The fight against rudeness and flaunting one’s strength will not give any results, if a teenager asserts himself in front of his comrades only in this way, it is necessary to find another way to assert himself enia.

Let’s consider the following example. The student respects the teacher, but, oddly enough, behaves rudely and intolerantly with him. It turns out that he asserts himself in front of a small group of peers who have become his reference group. The source of such behavior should be sought not where the student is maladapted (relationships with the teacher), but in a completely different area - relationships with friends. There are symptom complexes that traditionally depend on each other and can practically merge. In particular, the attitude towards educational activities is closely intertwined with the attitude towards the teacher as a person, the attitude towards parents often merges with the attitude towards the world and oneself, attitude towards the team is interconnected with attitude towards socially useful activities, etc. It is no coincidence that when asking teenagers what subjects they disliked most, they most often named the disciplines of teachers who often teach well, who are knowledgeable, but not angry, rude and authoritarian people with whom they had broken relationships. There is a clear dependence, and sometimes even a fusion of two symptom complexes. But there are antipode symptom complexes. The better things are in one thing, the worse they are in another. In a number of cases, a student’s intolerance and deceit in relations with his parents stems from the fact that their (parents’) views and values fundamentally contradict what is valuable in his informal group e. A teenager, unlike adults, most often cannot branch out and adapt. As a result, conflicts arise in the family, but completely normal relationships develop in an informal group, and sometimes the opposite happens.

It is important not only the fact of identifying a teenager’s disadaptation, but also establishing the nature of the cause of its appearance: is it primary or secondary, hidden or open to others. Of great importance is the study of the history of the individual, the conditions of his upbringing, his environment, which allows for a deeper study of any defect in the development of the individual, his communication with the world with the aim of eliminating it or ect.

All symptom complexes represent a set of relationships that include motivational and personal formations. Violations in these formations are manifested in conflicts in the motivational sphere, affects, stress, distorted motivation, negative character traits, psychological barriers, violations with assessments, etc. They are, as it were, “strung on”, they are supported, strengthened or weakened by the cognitive, emotional and volitional processes of the individual. Thus, delayed mental development of a teenager, low intelligence, impairments in memory, attention, perception and other cognitive processes will certainly affect the student’s attitude towards learning unless a number of very important warning conditions are not met. The presence of emotional instability, incontinence, “explosiveness” becomes a factor of disadaptation that strengthens or weakens any relationship. The weakness of volitional processes or their absence gives rise to instability of motives and properties, a violation of purposefulness, persistence, restraint, and this, in turn, is the foundation the point on which the stability of all relationships, including negative ones, is built.

In the event that motivational-personal relationships are deformed and complicated by various subjective factors (genetic and biological prerequisites, age-related characteristics, specificity of individual development), and, in addition, are based on the corresponding foundation of cognitive and emotional-volitional processes, they become personality traits, character traits. Where we are talking about negative manifestations, they form a stable, most often, deep disadaptation. If relationship violations are unstable, shallow, superficial and have not become negative personality traits, we can talk about situational or temporary disadaptation. Such violations exist as temporary motives, emotional states (situational anger, dissatisfaction, indignation, disappointment, confusion, etc.).

So, relationship violations exist in the form of motives, states and properties, included in certain symptom complexes, and arise at the psychological level under the influence of a variety of internal and external factors. They may not appear for quite a long time, existing latently, but they often turn into stable formations and begin to manifest themselves at the psychosocial and even social level. This happens thanks to certain “trigger” mechanisms, which include a change in social role or status, humiliation of dignity, insult to honor, betrayal, injustice, rejection, sudden changes in life circumstances, constant failures and other reasons. It is under their pressure that psychological “trigger” mechanisms begin to operate, often revealing pre-existing psychological disadaptation - affects of inadequacy, stress, negativity, frustration. Disadaptation can exist for quite a long time unnoticed both by others and remain a mystery for the most disadapted person. But, as a rule, after the action. The described manifestations of maladaptive behavior indicate a violation of some symptom complex of relationships

A certain difficulty in diagnosing maladjustment often lies in the fact that the motives for actions do not always lie on the surface, which is sometimes caused by an unconscious desire a person needs to hide something from prying eyes, get away from psycho-traumatic factors, protect himself from them, therefore the study of personal protective mechanisms, as well as compensatory capabilities are very important. In addition, there are formations that can be called “generalized psychological defects,” i.e. defects that affect not just one symptom complex, but the personality as a whole. Along with situational motives, they most often become “trigger” psychological mechanisms of disadaptation, as discussed above. Their difference from situational motives is that they, as a rule, leave their “imprint” on the child’s entire behavior. Such “trigger” mechanisms give rise to entire complexes of negative characteristic changes. For example, the affect of inadequacy can lead to arrogance, hypocrisy, contempt for people, etc., if this is associated with inflated self-esteem; to uncertainty, timidity, depression, if self-esteem is low. Let us immediately note that we were unable to correlate these “trigger” psychological mechanisms with specific facts of violations of behavior, relationships or activities, since they are very ambiguous.

The same skipping of lessons can be caused by almost any of the listed “trigger” psychological mechanisms. The same can be said about conflicts with others, rudeness, refusal to obey, etc. Even greater ambiguity is manifested in the disadaptation of social.

Such facts of behavior as reluctance to come to school and communicate with friends, alcoholism and drug addiction, running away from home, etc. may be caused by such a “bouquet” of psychological “trigger” mechanisms that it is difficult to get by with a simple correlation in this case. And yet, despite the enormous significance of each of the symptom complexes for the individual, their defects, as a rule, are most profound if a person (specifically a teenager) has lost his the essence of his existence, the meaning of life, if his moral values are

distorted and the “core” of personality is violated. This situation makes the teenager deeply and persistently maladjusted. In the event that the personal meaning of any of the areas of a teenager’s activity is lost, we can talk about a defect in one or more symptom complexes or in-depth disadaptation. Finally, in the case when the violations are superficial, situational, we can talk about pre-disadaptation or low-level disadaptation.

List of used literature:

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РЕЛИГИОЗНОЕ ОБРАЗОВАНИЕ И ХАДИСЫ - КАК ПСИХОЛОГО- ПЕДАГОГИЧЕСКИЙ АСПЕКТ ФОРМИРОВАНИЯ ЛИЧНОСТИ

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В наше время существует концепция, утверждающая, что каждая из религий мира является уникальной, придает смысл человеческому существованию и неотделима от истории мировых цивилизаций. Не рассматривая вопросы возникновения и распространения той или иной религии, невозможно понять сущность исторических событий. Современная наука рассматривает все религии как важный компонент единой культуры человечества. Поэтому сегодня ширится и становится более глубоким интерес граждан к имеющимся в распоряжении общества возможностям духовного возрождения.

Сегодня внимание самых широких кругов населения направленно не столько на собственно религиозные идеи (загробного мира, бессмертия души и т.п.), сколько на проблемы нравственности, гуманизма, высшего смысла существования, на отношение к культурному наследию.

Недостаточная изученность влияния религии на духовную жизнь общества стала одной из побудительных причин обостренного интереса широких кругов общественности к изучению данной темы.

Позитивные изменения в государственной политике в отношении религии, а также коренные перемены в образовательной сфере позволяют обсуждать широкий круг вопросов, связанных с религиозным просвещением общечеловеческих ценностей.

Поэтому на современном этапе немаловажным является научная разработка религиозно- педагогической культуры в учении ислама, что в свою очередь предполагает вычленение прогрессивных направлений этой проблемы и определение их значимости в распространённости и внедрении на современном этапе развития общества. Значительный интерес представляют раннеисламский и современный этапы социального развития, когда круг нравственных идей начинает определять основные направления теоретических поисков, обретая всё более отчетливое социально-религиозное звучание.

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TO‘PLAMI**

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