

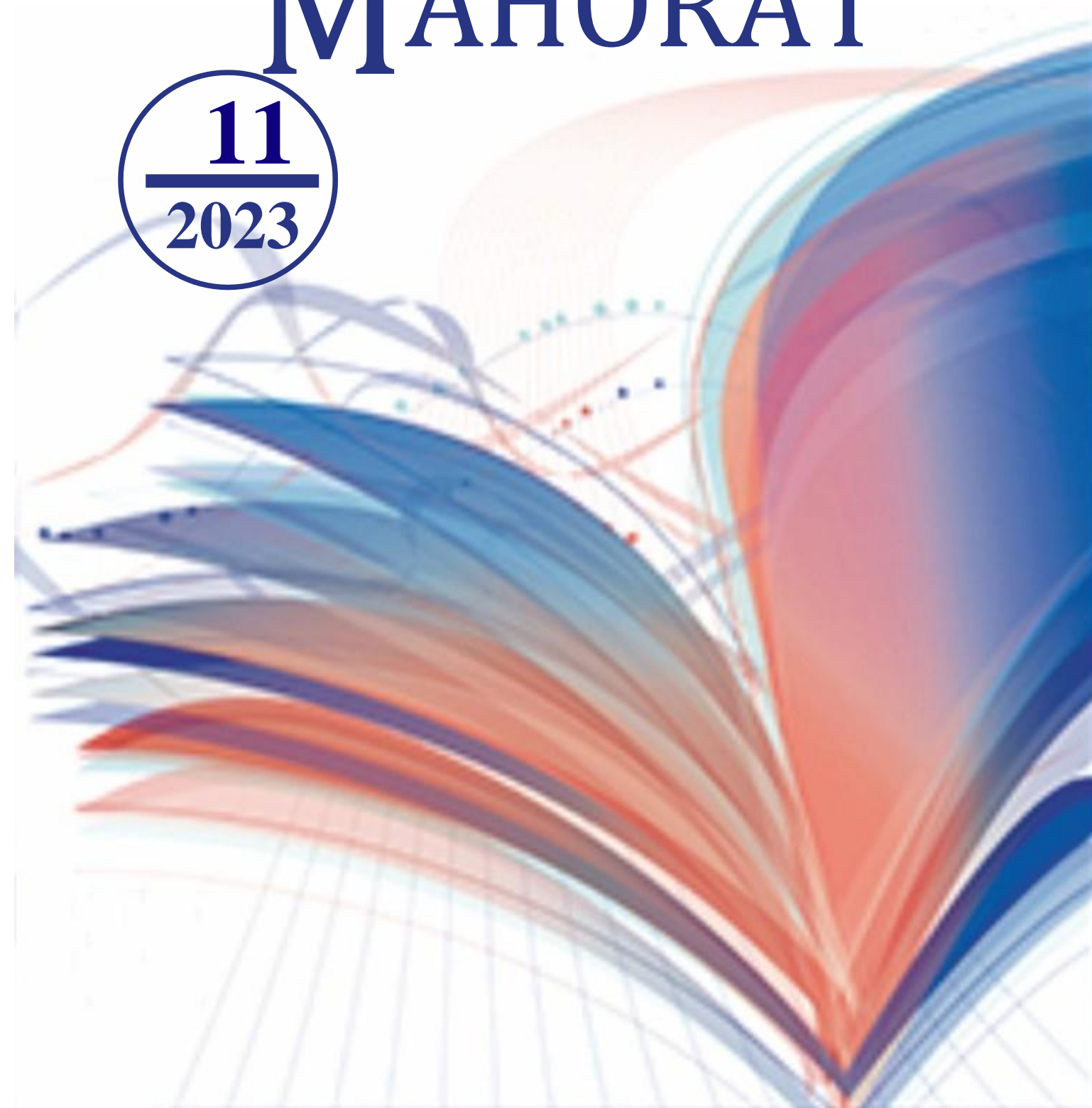
PEDAGOGIK MAHORAT

11
2023

ISSN 2181-6833



9 772181 683301



ISSN 2181-6883

PEDAGOGIK MAHORAT

Ilmiy-nazariy va metodik jurnal

11-son (2023-yil, dekabr)

Jurnal 2001-yildan chiqa boshlagan

Buxoro – 2023

PEDAGOGIK MAHORAT

Ilmiy-nazariy va metodik jurnal

2023, № 11

Jurnal O‘zbekiston Respublikasi Vazirlar Mahkamasi huzuridagi OAK Rayosatining 2016-yil 29-dekabrda qarori bilan **pedagogika** va **psixologiya** fanlari bo‘yicha dissertatsiya ishlari natijalari yuzasidan ilmiy maqolalar chop etilishi lozim bo‘lgan zaruriiy nashrlar ro‘yxatiga kiritilgan.

Jurnal 2001-yilda tashkil etilgan.

Jurnal 1 yilda 12 marta chiqadi.

Jurnal O‘zbekiston matbuot va axborot agentligi Buxoro viloyat matbuot va axborot boshqarmasi tomonidan 2016-yil 22-fevral № 05-072-sonli guvohnoma bilan ro‘yxatga olingan.

Muassis: Buxoro davlat universiteti

Tahririyat manzili: 200117, O‘zbekiston Respublikasi, Buxoro shahri Muhammad Iqbol ko‘chasi, 11-uy

Elektron manzil: nashriyot_buxdu@buxdu.uz

TAHRIR HAY‘ATI:

Bosh muharrir: Adizov Baxtiyor Rahmonovich – pedagogika fanlari doktori, professor

Mas’ul kotib: Sayfullayeva Nigora Zakiraliyevna – pedagogika fanlari bo‘yicha falsafa doktori (PhD)

Xamidov Obidjon Xafizovich, iqtisodiyot fanlari doktori, professor

Begimqulov Uzoqboy Shoyimqulovich, pedagogika fanlari doktori, professor

Navro‘z-zoda Baxtiyor Nigmatovich – iqtisodiyot fanlari doktori, professor

Mahmudov Mels Hasanovich, pedagogika fanlari doktori, professor

Ibragimov Xolboy Ibragimovich, pedagogika fanlari doktori, professor

Rasulov To‘lqin Husenovich, fizika-matematika fanlari doktori (DSc), professor

Yanakiyeva Yelka Kirilova, pedagogika fanlari doktori, professor (N. Rilski nomidagi Janubiy-G‘arbiy Universitet, Bolgariya)

Andriyenko Yelena Vasilyevna pedagogika fanlari doktori, professor (Novosibirsk davlat pedagogika universiteti

Fizika, matematika, axborot va texnologiya ta‘limi instituti, Novosibirsk, Rossiya)

Romm Tatyana Aleksandrovna pedagogika fanlari doktori, professor (Novosibirsk davlat pedagogika universiteti

Tarix, gumanitar va ijtimoiy ta‘lim instituti, Novosibirsk, Rossiya)

Chudakova Vera Petrovna, psixologiya fanlari nomzodi (Ukraina pedagogika fanlari milliy akademiyasi, Ukraina)

Hamroyev Alijon Ro‘ziqulovich – pedagogika fanlari doktori (DSc), dotsent

Qahhorov Siddiq Qahhorovich, pedagogika fanlari doktori, professor

Mahmudova Muyassar, pedagogika fanlari doktori, professor

Kozlov Vladimir Vasilyevich, psixologiya fanlari doktori, professor (Yaroslavl davlat universiteti, Rossiya)

Tadjixodjayev Zokirxo‘ja Abdusattorovich, texnika fanlari doktori, professor

Amonov Muxtor Raxmatovich, texnika fanlari doktori, professor

O‘rayeva Darmonoy Saidjonovna, filologiya fanlari doktori, professor

Durdiyev Durdimurod Qalandarovich, fizika-matematika fanlari doktori, professor

Mahmudov Nosir Mahmudovich, iqtisodiyot fanlari doktori, professor

Olimov Shirinboy Sharofovich, pedagogika fanlari doktori, professor

Chariyev Irgash To‘rayevich, pedagogika fanlari doktori, professor

Qiyamov Nishon Sodiqovich, pedagogika fanlari doktori (DSc), professor

Shomirzayev Maxmatmurod Xuramovich, pedagogika fanlari doktori, professor

Ro‘ziyeva Dilnoza Isomjonovna, pedagogika fanlari doktori, professor

Qurbonova Gulnoz Negmatovna, pedagogika fanlari doktori (DSc)

To‘xsanov Qahramon Rahimboyevich, filologiya fanlari doktori, dotsent

Nazarov Akmal Mardonovich, psixologiya fanlari bo‘yicha falsafa doktori (PhD), dotsent

Jumaev Rustam G‘aniyevich, siyosiy fanlari bo‘yicha falsafa doktori (PhD), dotsent

Nurulloev Firuz No‘monjonovich, pedagogika fanlari bo‘yicha falsafa doktori (PhD)

Navruz-Zoda Layli Baxtiyorovna, iqtisodiyot fanlari bo‘yicha falsafa doktori (PhD)

ПЕДАГОГИЧЕСКОЕ МАСТЕРСТВО

Научно-теоретический и методический журнал

№ 11, 2023

Решением Высшей аттестационной комиссии при Кабинете Министров Республики Узбекистан от 29 декабря 2016 года журнал включён в перечень изданий, рекомендованных для публикации научных результатов статей по направлениям «Педагогика» и «Психология».

Журнал основан в 2001 году.

Журнал выходит 12 раз в год.

Журнал зарегистрирован Бухарским управлением агентства по печати и массовой коммуникации Узбекистана.

Свидетельство о регистрации средства массовой информации № 05-072 от 22 февраля 2016 г.

Учредитель: Бухарский государственный университет

Адрес редакции: 200117, Узбекистан, г. Бухара, ул. Мухаммад Икбол, 11.

E-mail: nashriyot_buxdu@buxdu.uz

РЕДАКЦИОННАЯ КОЛЛЕГИЯ:

Главный редактор: Адизов Бахтиёр Рахманович – доктор педагогических наук, профессор

Ответственный редактор: Сайфуллаева Нигора Закиралиевна – доктор философии педагогических наук (PhD)

Хамидов Обиджон Хафизович, доктор экономических наук

Бегимкулов Узакбай Шаимкулович, доктор педагогических наук, профессор

Навруз-заде Бахтиёр Нигматович, доктор экономических наук, профессор

Махмудов Мэлс Хасанович, доктор педагогических наук, профессор

Ибрагимов Холбой Ибрагимович, доктор педагогических наук, профессор

Расулов Тулкин Хусенович, доктор физико-математических наук, профессор

Янакиева Елка Кирилова, доктор педагогических наук, профессор (Болгария)

Андрюченко Елена Васильевна (Институт физико-математического, информационного и технологического образования НГПУ, Новосибирск, Россия)

Ромм Татьяна Александровна (Институт истории, гуманитарного, социального образования ФГБОУ ВО НГПУ, Новосибирск, Россия)

Чудакова Вера Петровна, кандидат психологических наук (Национальная академия педагогических наук Украины, Украина)

Хамроев Алижон Рузикулович, доктор педагогических наук (DSc), доцент

Каххаров Сиддик Каххарович, доктор педагогических наук, профессор

Махмудова Муяссар, доктор педагогических наук, профессор

Козлов Владимир Васильевич, доктор психологических наук, профессор (Ярославль, Россия)

Таджиходжаев Закирходжа Абдусаттарович, доктор технических наук, профессор

Аманов Мухтор Рахматович, доктор технических наук, профессор

Ураева Дармоний Саиджановна, доктор филологических наук, профессор

Дурдиев Дурдимурад Каландарович, доктор физико-математических наук, профессор

Махмудов Насыр Махмудович, доктор экономических наук, профессор

Олимов Ширинбой Шарофович, доктор педагогических наук, профессор

Чариев Иргаш Тураевич, доктор педагогических наук, профессор

Киямов Нишон Содикович, доктор педагогических наук, профессор

Шомирзаев Махматмурод Хурамович, доктор педагогических наук, профессор

Рузиева Дилноза Исомжоновна, доктор педагогических наук, профессор

Курбонова Гулноз Несматовна, доктор педагогических наук (DSc)00

Тухсанов Кахрамон Рахимбоевич, доктор филологических наук, доцент

Назаров Акмал Мардонович, доктор философии психологических наук (PhD), доцент

Жумаев Рустам Ганиевич, доктор философии политических наук (PhD), доцент

Нуруллоев Фируз Нумонжонович, доктор философии педагогических наук (PhD)

Навруз-заде Лайли Бахтиёровна, доктор философии экономических наук (PhD)

PEDAGOGICAL SKILLS

The scientific-theoretical and methodical journal

№ 11, 2023

By the decision of the Higher Attestation Commission under the Cabinet of Ministers of the Republic of Uzbekistan dated December 29, 2016, the journal was included in the list of publications recommended for publishing scientific results of articles in the areas of «Pedagogy» and «Psychology».

The journal was founded in 2001.

The journal is published 12 times a year.

The journal is registered by the Bukhara Department of the Agency for Press and Mass Communication of Uzbekistan.

The certificate of registration of mass media № 05-072 of 22 February 2016

Founder: Bukhara State University

Publish house: 200117, Uzbekistan, Bukhara, Muhammad Ikbol Str., 11.

E-mail: nashriyot_buxdu@buxdu.uz

EDITORIAL BOARD:

Chief Editor: Pedagogical Sciences of Pedagogy, Prof. Bakhtiyor R. Adizov.

Editor: Doctor of Philosophy in Pedagogical Sciences (PhD), Nigora Z. Sayfullaeva

Doctor of Economics Sciences Prof. Obidjon X. Xamidov

Doctor of Pedagogical Sciences, Prof. Uzokboy Sh. Begimkulov

Doctor of Economics Sciences, Prof. Bakhtiyor N. Navruz-zade

Doctor of Pedagogical Sciences, Prof. Mels Kh. Mahmudov

Doctor of Pedagogical Sciences, Prof. Holboy I.Ibragimov

Doctor of Physical and Mathematical Sciences (DSc), Prof. Tulkin Kh. Rasulov

Doctor of Pedagogical Sciences, Prof. Yelka K. Yanakieva (Bulgaria)

Doctor of Pedagogical Sciences, Prof. Andrienko Yelena Vasilyevna (Russia)

Doctor of Pedagogical Sciences, Prof. Romm Tatyana Aleksandrovna (Russia)

Candidate of Psychology, Vera P. Chudakova (Kiev, Ukraina)

Doctor of Pedagogical Sciences (DSc), Doc. Alijon R. Hamroev

Doctor of Pedagogical Sciences, Prof. Siddik K. Kahhorov

Doctor of Pedagogical Sciences, Prof.M.Mahmudova

Doctor of Psychology, Prof. Vladimir V. Kozlov (Yaroslavl, Russia)

Doctor of Technical sciences, Prof. Zakirkhodja A. Tadjikhodjaev

Doctor of Technical sciences, Prof. Mukhtor R.Amanov

Doctor of Philology, Prof. Darmon S. Uraeva

Doctor of Physical and Mathematical Sciences, Prof. Durdimurod K. Durdiev

Doctor of Economics, Prof. Nasir N. Mahmudov

Doctor of Pedagogical Science, Prof. Shirinboy Sh. Olimov

Doctor of Pedagogical Science, Prof. Irgash T. Chariev

Doctor of Pedagogical Science, Prof. Nishon S. Kiyamov

Doctor of Pedagogical Sciences, Prof. Maxmatmurod X. Shomirzaev

Doctor of Pedagogical Sciences, Prof. Dilnoza I. Ruzieva

Doctor of Pedagogical Sciences, Prof. Gulnoz N. Qurbonova

Doctor of Philology, Doc. Qahramon R.Tuxsanov

Doctor of Psychology, Doc. Akmal M. Nazarov

PhD in Political Sciences, Doc. Rustam G.Jumaev

PhD in Pedagogical Sciences, Firuz N. Nurulloev

PhD in Economics Sciences, Layli B. Navruz-zade

MUNDARIJA

№	Familiya I.Sh.	Mavzu	Bet
DOLZARB MAVZU			
1.	<i>QARSHIBOYEVA Gulnoza Abduqodirovna, NAHALBOYEVA Nigora Turdi qizi,</i>	O’smirlarda depressiv xulqning psixologik muammolari	8
2.	<i>RAXMATOV Faxriddin Umarovich</i>	Voyaga yetmaganlarda deviant xulq-atvor muammosini nazariy va empirik tahlil etish	15
3.	<i>КУЛИЕВ Ёркин Каримович</i>	Некоторые особенности коррупции в сфере образования	21
PEDAGOGIKA VA PSIXOLOGIYA			
4.	<i>АЛЛАЁРОВ Музаффар Мингалиевич</i>	Бўлажак спорт мураббийларининг коммуникатив қобилятини ўрганишнинг педагогик асослари	25
5.	<i>ABDIEVA Gulara Babaniyazovna</i>	Umumta’lim maktablarida loyihaga asoslangan ta’limdan foydalanish	29
6.	<i>ALIMARDONOV Zohid Shukurillayevich</i>	Bo’lajak ofitserlarda kommunikativ kompetentlik shakllanishining ijtimoiy-psixologik determinantlari	33
7.	<i>DILOVA Nargiza Gaybullayevna</i>	Oliy ta’limda o’qitiladigan ijtimoiy gumanitar fanlar asosida bo’lajak o’qituvchilarni shaxslararo munosabatlarga tayyorlash mazmuni	37
8.	<i>ASRAYEV Zafar Rizakulovich</i>	O’quv jarayonida virtual laboratoriya imkoniyatlaridan foydalanish	44
9.	<i>ESHONQULOV Hakim Ilhomovich</i>	Oliy ta’limda innovatsion o’qitish usullari	50
10.	<i>ALIMARDONOV Zohid Shukurillaevich</i>	Kursantlarda kommunikativ kompetentlikning tarkibiy qismlari o’rtasidagi aloqadorlikning empirik tadqiqotlarda o’rganilishi	56
11.	<i>FAYZIYEVA Dildora Hayotovna, RAJABOVA Gulchehra Salomovna</i>	Talaba-yoshlar mediakompitentligini rivojlantirishda amaliy topshiriqlarning o’rni	60
12.	<i>FAYZIYEVA Malikajon Choshovna</i>	The importance of diversity, equity, and inclusion in higher education	65
13.	<i>FAYZIYEVA Umida Asadovna</i>	O’qituvchi shaxsi va kasbiga qo’yiladigan zamonaviy talablar	69
14.	<i>FAYZULLAYEVA Madina Abdumo‘min qizi</i>	Ta’lim jarayonini 3d asosida tashkil qilish va rivojlantirish	73
15.	<i>HAYDAROV Latifjon Rustamovich</i>	Talabalarning shaxsiy sifatlarini hamkorlik jarayonida rivojlantirish metodi	77
16.	<i>JAMOLOV Shaxboz Jamil o’g’li</i>	Bo’lajak texnologlarning kasbiy kompetensiyasini shakllantirish tizimi	82
17.	<i>JO‘RAYEV Qo‘ldoshjon Ismatullo o‘g‘li</i>	Talabalarda psixologik kompetentlikni shakllantirish mexanizmlarining amaliy xususiyatlari	87
18.	<i>JUMAYEV Axrom Asror o’g’li</i>	Bo’lajak energetik muhandislarda kreativlikni shakllantirish mazmuni va usullari	91
19.	<i>MAXAMMATOVA Ma‘muraxon Jalillovna</i>	Tanqidiy fikrlash va uning ta’limdagi ahamiyati	95
20.	<i>MAXMUDOVA Zulfiya Mexmonovna</i>	Qo‘riqlash xizmati xodimlari kasbiy kompetentligining ijtimoiy-psixologik diagnostikasi	99

UDC 81-139

THE IMPORTANCE OF DIVERSITY, EQUITY, AND INCLUSION IN HIGHER EDUCATION

Fayziyeva Malikajon Choshovna,
Teacher of English Linguistics Department,
Foreign Languages Faculty,
Bukhara State University, Bukhara
m.ch.fayziyeva@buxdu.uz

This article is about the vitality of diversity, equity, and inclusion in higher education. Diversity in student, faculties, and staff is of significance for universities and institutes to accomplish their primary goal of providing an outstanding education. It also concerns how universities educate, what programs they provide, as well as other aspects. There are also given data about insights and practical methods for promoting diversity and inclusion in higher education classrooms and curricula. It highlights the growing importance of international education programs in Uzbekistan and the value of understanding student diversity in a changing, evermore interconnected world. The article explores diversity across physical, and psychological traits, socio-economic backgrounds, value systems, traditions, and emerging identities, as well as diverse expectations around teaching, grading, and assessment.

Keywords: *diversity, higher education, educational experience, equity, inclusion, experience, process.*

**ВАЖНОСТЬ РАЗНООБРАЗИЯ, СПРАВЕДЛИВОСТИ И ИНКЛЮЗИВНОСТИ В
ВЫСШЕМ ОБРАЗОВАНИИ**

Эта статья о важности разнообразия, справедливости и инклюзивности в высшем образовании. Разнообразие студентов, преподавателей и сотрудников имеет важное значение для университетов и институтов для достижения их основной цели — предоставления выдающегося образования. Это касается и того, как университеты обучают, какие программы они предоставляют, а также других аспектов. Также приводятся данные об идеях и практических методах продвижения разнообразия и инклюзивности в классах и учебных программах высшего образования. Он подчеркивает растущую важность международных образовательных программ в Узбекистане и ценность понимания многообразия студентов в меняющемся, все более взаимосвязанном мире. В статье исследуется разнообразие физических и психологических характеристик, социально-экономического происхождения, систем ценностей, традиций и формирующейся идентичности, а также различные ожидания в отношении преподавания, выставления оценок.

Ключевые слова: *разнообразие, высшее образование, образовательный опыт, справедливость, инклюзивность, опыт, процесс.*

OLIY TA'LIMDA XILMA-XILLIK, TENGLIK VA KENG QAMROVLILIKNING AHAMIYATI

Ushbu maqola xilma-xillik, tenglik va keng qamrovlilik oliy ta'limda juda muhimligi haqida. Talabalar, fakultetlar va xodimlarning xilma-xilligi universitet va institutlar uchun ajoyib ta'lim berishdek asosiy maqsadlariga erishish uchun muhimdir. Bu, shuningdek, universitetlar qanday ta'lim berishlari, qanday dasturlarni taqdim etishlari va boshqa jihatlariga tegishli. Shuningdek, oliy ta'lim sinflari va o'quv dasturlarida xilma-xillik va inklyuziv ta'limni targ'ib qilish bo'yicha tushunchalar va amaliy usullar haqida ma'lumotlar keltirilgan. Bu O'zbekistonda xalqaro ta'lim dasturlarining ortib borayotgan ahamiyatini va o'zgaruvchan, doimiy ravishda o'zaro bog'liq bo'lgan dunyoda talabalar xilma-xilligini tushunish qiymatini ta'kidlaydi. Maqolada jismoniy va psixologik xususiyatlar, ijtimoiy-iqtisodiy asoslar, qadriyatlar tizimi, an'analar va paydo bo'lgan o'ziga xosliklar, shuningdek, o'qitish, baholash va baholash bo'yicha turli xil kutishlar o'rganiladi.

Kalit so'zlar: *xilma-xillik, oliy ma'lumot, ta'lim tajribasi, tenglik, inklyuziya, tajriba, jarayon.*

Introduction. The desire to fully explore the world and its wonders is a fundamental human impulse. Everyone should be able to attend a school that is supportive and inclusive. Diversity, equity, and inclusion are three closely linked values held by many organizations that are working to be supportive of different groups of individuals, including people of transformed races, ethnicities, religions, abilities, genders, and

sexual orientations. Most colleges and universities differ in their ways. Some of them are great urban universities, while others are small campuses; some are public, while others are independent. Some suggest graduate and professional programs, while others focus on undergraduate education.



Figure 1. Description of the diversity, equity and inclusion

Methods. More and more colleges and universities have particular and unique methods and purposes. One of the most significant features of the higher education system's collective diversity throughout universities is that it has contributed to the world's greatest. We must maintain diversity if we want to fulfill the demands of our democratic society and the expanding worldwide extent of the economy. The public has a right to know why these institutions are so convinced that racial and ethnic diversity should be one of many factors taken into account when making admissions decisions. There are some reasons: Diversity improves the quality of tuition. We gain knowledge from others whose experiences, viewpoints, and opinions differ from our own, and it is ideal for imparting these teachings in an intellectually and socially diverse and rich environment. It encourages individual processes and a healthy society. Teaching for diversity entails recognizing a number of variations in the classroom. Teaching for inclusion involves respecting difference. Teaching for equity encourages differences to influence the way we think, teach, learn, and act so that all

experiences and methods of being are valued with equality and fairness. When teachers and schools provide students with resources that are specific to their circumstances, the general atmosphere in the classroom increases.

Results. Diversity promotes critical thinking and challenges conventional notions. It teaches students how to interact with individuals from various backgrounds in a successful manner. It improves workplaces and communities. A diverse education prepares students to be good citizens in an increasingly complex and multicultural society; it develops collaboration and mutual respect; and it supports the development of communities in which people are appreciated for their character and contributions. Equality offers disadvantaged students the chance to overcome challenges and accomplish achievements. It provides an equitable chance to learn in a manner that supports each student's specific learning style. It establishes an effective family-teacher relationship in order to establish a stronger learning atmosphere at home for each student. Creating an inclusive education system requires not only encouraging inclusion (through curriculum, architecture, accessibility, and so on), but also actively resisting the reproduction of inequality. It's a means of working for a more inclusive and accessible education system as well as social justice for traditionally deprived students.

Analysis. Even so, the ability to choose who will teach and be taught has been curtailed in some regions and attacked in others. It is not through quotas that diversity on college campuses has gained any ground. Diversity also doesn't support or call for the admission of candidates who aren't qualified. However, colleges and universities must continue to be able to reach out and make an effort to create healthy and varied learning environments that are suitable for their missions if we are to achieve the diversity we desire and ensure the future of the country. It is essential to the development of higher education, besides the health of our democracy. Academic institutions need to help students from all backgrounds more. However, equitable treatment for higher tuition differs from equal treatment. Many countries have national examinations, either to graduate high school or to enter graduate school. Equality issues may develop as a result of students from advantaged backgrounds attending better schools or being able to afford private tutoring. Equity differs from equality in that it refers to providing opportunities that acknowledge and alleviate the difficulties that some students may experience. Equity means giving people what they need based on their starting point. Equity acknowledges people's challenges and advantages in the workplace.

Discussions. The OECD (The Organization for Economic Cooperation and Development) mentioned two aspects of equity in its 2008 report: fairness and inclusion. To achieve fairness, governments should develop policies aimed at achieving a condition in which the percentage of participation of students from various family circumstances complements the social content of society. To encourage inclusion, governments should develop programs that increase the absolute number of students from disadvantaged backgrounds who join and complete higher education. As a result, two methods of evaluating equity development have been used: comparison changes in involvement (equity or fairness) as well as absolute changes (inclusion). Inclusion demands that the student go beyond statistics of representation and develop a feeling of shared value, experience, and belonging. Inclusion preserves variety by allowing all students to participate in their studies while maintaining a professional, collaborative, and productive environment. Diverse environments provide existing students with numerous opportunities to think critically about their beliefs, understand what others believe, resolve conflicts through compromise and mutual understanding, and understand workplace and community norms. In the classroom, professors may challenge the ideals that students take for granted. Peers may encourage them to weigh the effects of their words and biases. Outside of the classroom, relationships with friends and classmates can help students learn to value a wide range of ideas and perspectives—not just their own. Thus, they can develop their intrapersonal skills as well as interpersonal skills through collaboration and communication with one another.

References:

1. Abduraxmonova N. Z. "Linguistic support of the program for translating English texts into Uzbek (on the example of simple sentences): Doctor of Philosophy (PhD) il dis. aftoref." (2018).
2. Abdurakhmonova N. The bases of automatic morphological analysis for machine translation. *Izvestiya Kyrgyzskogo gosudarstvennogo tekhnicheskogo universiteta*. 2016
3. Ataboev N. B. (2020). Functional features of the English corpus (in the example of COCA). *PhD thes. in phil.*(189 p.). *Tashkent*.
4. Атабоев Н. Б. (2020). Инглиз тили корпусининг функционал хусусиятлари (СОСА мисолида) дис... ф. ф. док. Choshovna, F. M. (2022, January). The notion of family loyalty in literary

works. In *Integration Conference on Integration of Pragmalinguistics, Functional Translation Studies and Language Teaching Processes* (pp. 107-109).

5. Azimova N. G., & Fayzieva, M. C. (2023). The importance of corpus linguistics. *Innovative Development in Educational Activities*, 2(6), 155-157.

6. Fayzieva M. (2023). Amerika va o'zbek badiiy diskursida sadoqat va xiyonat g'oyalari talqini. *Центр научных публикаций (buxdu.uz)*, 27(27).

7. Jon McHardy Sinclair, Tillarni o'qitishda korporatsiyani qanday ishlatish kerak, *Jon Benjaminlar*, 2004-y.

8. Turobova G., & Fayzieva M. C. (2023). The evolution of corpora. *Innovative Development in Educational Activities*, 2(6), 506-508.

9. Yuldasheva Feruza Erkinovna. (2023). Cross-Cultural Variation and Distribution of Politeness Strategies . *American Journal of Language, Literacy and Learning in STEM Education (2993-2769)*, 1(8), 31–34. Retrieved from <http://grnjournal.us/index.php/STEM/article/view/864>

10. Файзиева М. Ч., & Туробова Г. Ю. (2022). Важность инклюзивного образования в узбекистане. *Innovation in the modern education system*, 3(25), 49-52.

11. https://www.google.com/search?q=inclusion+in+higher+education&sca_esv=577069831&tbm=isch&sxsrf=AM9HkKksBYEFjeugDdM1BkZ_CcCDcotrnQ:1698382277385&source=lnms&sa=X&ved=2ahUKEwjSjtiCt5WCAxX7FBAIHedeA6kQ_AUoAXoECAIQAw&biw=1366&bih=611&dpr=1#imgrc=w1tygfgnjuDGHM

12. <https://link.springer.com>

13. <https://blog.insidegovernment.co.uk>

14. <https://www.acenet.edu/Documents/BoardDiversityStatement-June2012.pdf>

15. <https://online.maryville.edu/blog/equity-in-higher-education>

16. <https://www.academicdiversitysearch.com/>