

COLLECTION

Innovation, integration and modern
problems in the scientific activities of young
researchers and students: theory and
practice

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Innovation, integration and modern problems in the scientific activities of young
researchers and students: theory and practice collection of materials of the
international scientific and practical conference on the topic

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In the collection of materials of the conference, the role and role of Science, Education and production in the era of globalization, the pressing problems of the issues of interaction of these processes, feedback on their solutions were presented by mature specialists of the field.

In addition, research on the scientific and practical topic, carried out in the economics, Exact Sciences, Natural Sciences and socio-humanities during the globalization period, information is presented in the scientific and practical fields, which includes the latest innovative technologies in the fields of production.

It can be argued that this collection is one of the specific intersections of current thoughts and innovative ideas of the world of science. This scientific and practical conference was actively attended by professors and scientific researchers engaged in scientific research in Uzbekistan and foreign countries. In increasing the position of the scientific and practical conference, the professors and teachers of domestic and foreign higher educational institutions made a significant contribution.

Professors and teachers of foreign higher educational institutions who actively participated in the work of the conference made a worthy contribution to the high level of interaction with scientists of our country. The processes of international cooperation with foreign countries and exchange with them in the field of Science in the era of globalization have a positive effect on the development of Higher Education, the fields of Science and production. The materials of this conference are special in that they include a wide range of research, from theoretical developments to practical solutions, demonstrating the diversity of approaches and directions in this area.

In conclusion, it should be noted that this scientific and practical conference will be a very useful collection for everyone who is interested in modern research in the fields of further development of Higher Education, Science, Education and production in the era of globalization. The authors are responsible for the content and quality of the articles and abstracts included in the collection.

BOLA TARBIYALASHDA PSIXOLOGIK YONDASHUV

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Annotatsiya: Ushbu maqolada bola tarbiyasida psixologik yondashuvningo‘rni va ota-onaning roli yoritilgan. Bola shaxsini to‘g‘ri shakllantirish, uning emotsional holati va psixologik ehtiyojlarini tushunish orqali sog‘lom jamiyatni barpo etishda dinimizning, ota-onaning roli tahlil qilingan.

Kalit so‘zlar: bola psixologiyasi, tarbiya, ota-ona, emotsional rivojlanish.

Hozirgi davrda ota-ona bo‘lish professionallikni taqozo etmoqda. Yaxshi farzand tarbiyalash uchun ota-onaning o‘zi tarbiyalangan bo‘lishi va o‘z bilimini bolaga qunt bilan singdirishi lozim. Bolaning yanglish ishlari ko‘p hollarda ota-onaning xatolari natijasi bo‘lib chiqadi. o‘zaro hamjihat yashaydigan ota-ona risoladagi bolani tarbiyalaydi, bolaga yaxshi namuna bo‘ladi. Muvozanatsizlik va nomutanosibliklar esa oiladagi halovatni yo‘qotadi. Yusuf Xos Xojib aytadiki: “o‘g‘il-qiz kichkinaligida nimani o‘rgansa, qarib o‘lguncha unutmaydi” degan edilar.

Bola tarbiyalash uylanishdan oldinoq yani yaxshi turmush o‘rtoq tanlashdan boshlanadi, homiladorlikdan davom etadi

Ona hali homilador ekanidayoq bolani kitob o‘qishga odatlantirishi mumkin, u kitobni ovoz chiqarib o‘qisa, qornidagi bola uni tinglaydi. Homiladorlikda taxoratli bo‘lish, xarom va shubxali narsalarni yemaslik, Quron eshitish, ko‘p zikr qilish, bola tug‘ilgach, taxoratsiz oziqlantirmaslik, emizayotganda “Yasin” surasini o‘qish bolaning ma’naviy tomondan kuchli bo‘lib yetishishini taminlaydi.

Bolani baqirmasdan, jaxl qilmasdan, urmasdan tarbiyalash pedagogika bugun kashf qilgan uslub emas. Bu Payg‘ambarimiz (s.a.v) tomonidan bundan 1400 yil oldin ko‘rsatib berilgan ota-onalik shaklidir. Bizga esa bu ta’lim “din” tushunchasiga faqatgina ibodatlar (namoz, ro‘za, zakot) sifatida qaramasdan, hayotimizni qamrab olgan ro‘llarimizda ushbu vaziyatda “Payg‘ambarimiz qanday yo‘l tutgan bo‘lardi?” degan savolni berish orqali o‘tadi, chunki bu so‘roq ortida “Alloh qanday qilishimni istagan bo‘lar edi?” degan istihola yotadi...

Farzand onasi tomonidan ho‘rlangan, kamsitilgan, kaltaklangan, ezilgan bo‘lsa, bu bola ongiga kelgusida “seni kuch bilan ezadigan hammaga bo‘yin eg” degan fikrni singdirishi bilan hatarlidir.

Ota-ona hamma narsani muhayyo qilishi bolada hech narsaga intilmaslikni keltirib chiqaradi. Barcha muammolarini ota-onasi hal qilib berishi – kelajakda uning hayotini ham ular boshqarishiga zamin yaratadi. Oqibatda ular kelgusida boshqalarning xohishlari bilan yashashga o‘rganib qolib, qachondir afsuslanishadi. Shuning uchun o‘smirlarda kelajak haqida o‘ylash, to‘g‘ri qaror qabul qilish uchun imkon va tushuncha berishda yordam ko‘rsatish kerak. Aslida ota-ona bolaga hamma narsani yaratib bermasligi, u nimagadir intilishi, orzu qilishi uchun imkon

qoldirishi kerak. Nimagadir o‘z mehnati bilan erishsa, u uchun qadrli bo‘ladi. Ta‘lim va bilim bo‘lmasa, muvaffaqiyat qozona olmaymiz va baxtiyor bo‘lmaymiz, ammo texnik bilimdan yanada muhimrog‘i – sevgidir. Bolaga sevgimizni his qildirsa, ta‘lim-tarbiyaning ko‘pini amalga oshirgan bo‘lamiz. “Bolajonim, yaxshiyam sen borsan, seni yaxshi ko‘raman!” deyish uchun universitetni tamomlash shart emas. Bola sevilganiga ishonch hosil qilgach, nazokatli bo‘la boradi. Masalan, meva yeyishingizdan oldin bolaga berish unda nazokatli bo‘lish hissini paydo qiladi.

Bir maymun tug‘ilganidan keyin 6 oygacha uning ko‘zini bog‘lab qo‘yib, hecham ochishmagan. 6 oy quyosh nurini ko‘rmagan-bilmagan maymunning miyasi keyinchalik ham quyosh nuri nima ekanini anglay olmagan. Shu kabi agar bolaning qalbiga kichikligidan mehr-muhabbat, rahim-shavqat va yordanlashish tuyg‘ulari singdirilmasa, bola ulg‘aygach, bu tuyg‘ulardan mosuvo odam bo‘lib yetishadi.

Turli xil psixologik tasirlar bolaning ruhiy o‘shishiga salbiy ta‘sir ko‘rsatadi. Ematsional qo‘llab-quvvatlash, bolani sevilgan va qadrlangan his qilishiga, ruhiy jihatdan sog‘lom rivojlanishiga turtki bo‘ladi. Aksincha qattiq tanbeh, baqirish yoki befarqlik bolaning ruhiy holatiga salbiy ta‘sir qiladi.

Xulosa qilib shuni aytish mumkinki, bola tarbiyasida sog‘lom psixologik muhit yaratish, ota-onaning mehr berishi, farzandini tushunishi va u bilan doimiy muloqotda bo‘lishi uning kelajakdagi shaxsiyati hamda hayotdagi muvaffaqiyatining mustahkam asosi hisoblanadi. Bolaning emotsional ehtiyojlarini e‘tiborsiz qoldirmaslik, uni tinglash va qo‘llab-quvvatlash ruhiy barqarorlikni ta‘minlaydi. Psixologik yondashuv asosida olib borilgan tarbiya boladao‘ziga ishonch, mas‘uliyat va ijtimoiy moslashuvchanlikni shakllantiradi. Shuningdek, milliy va diniy qadriyatlar asosida tarbiyalash bolaning ma‘naviy yetuk bo‘lib ulg‘ayishiga xizmat qiladi. Zeroki, Hazrati Ali aytganlaridek: “Farzandlaringizni o‘z zamoningiz ta‘limotlariga ko‘ra emas, ular tug‘ilgan zamon haqiqatlariga moslab tarbiyalang.”

Foydalanilgan adabiyotlar ro‘yxati:

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