

Features of the Development of the Creative Competence of the Future Teacher

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In recent years, there have been two traditions in the study of competence as a pedagogical phenomenon. The essence of the first tradition is the development of competence in certain types of educational activities (competence of social activity, competence of organizational activity, personal competence, competence of intellectual activity, competence of scientific activity, competence of professional activity). The second tradition is the integration of different types of competence, the desire to present it as a single, unitary product. The study of the essential features of a teacher's creative competence implies a combination of these two traditions.

The research requires preliminary parameters, criteria and a scoring system. Competence and mechanism of its action:

- as a manifestation of the professional competence of a specialist, independent of his work (generalized characteristics);
- as the pedagogical competence of people (adults, elderly people, parents, etc.) involved in education and upbringing professionally and unprofessionally;
- can be viewed as a teacher's professional and creative competence, which is expressed in skills and creativity in a specific / specific pedagogical activity.

We refer to the concept of "professional competence".

According to the separation of special types of activities as a result of the division of labor, professional competence characterizes the quality of activity of a representative of a particular professional group of people.

In real life, it is very difficult to distinguish between professional and non-professional activities. Often a profession is called an occupation that is long-term and serves as the main source of income for a person. However, E. Rogov rightly says: "A profession with a complex internal structure includes many components that differ in form and content. In the imagination of people, they can exist in the form of individual examples, and in the case of integration, in the form of a "professional image"¹.

According to the definition of the word "profession" (profession: lat. Profitejr "I declare my work" in the encyclopedic dictionary), "vocational training (education) for professional activity, theoretical knowledge and practical knowledge gained as a result of work experience." ... as a form of labor activity "².

¹Rogov, E.I. Personality in pedagogical activity / E.I. Rogov. - Rostov n / a, 1994.

²Encyclopedic Dictionary: in 3 volumes / ch. ed. B.A. Vvedensky. - M.: TSE.

A profession is an activity, and this activity has its own purpose, and ultimately there are products, standards and means determined by the social function and the technologies served by this activity. The work of a master of his profession (professional) is characterized by work and the process of performing tasks (functions) performed at a professional level. From this point of view, we consider it as a generalized indicator of the teacher's professionalism and, at the same time, the highest level of teacher's professional competence. In fact, professionalism is defined as "a psychologist, psychophysicist, a person who acquires a qualitatively new, more effective level of solving complex professional problems in special conditions and in the process of long-term performance / implementation".³

In this sense, the professionalism of a teacher with its own characteristics as a subject of pedagogical work, as a subject of pedagogical activity and pedagogical communication; as well as the characteristics of the object: professional knowledge, professional and pedagogical skills, professional attitudes and psychological qualities, multiplied by the ability to receive education and training, the level of education and the ability to learn⁴.

The professional teacher (the teacher who is the master of his craft), along with the high productivity of the procedural and production aspects of his work, has a creative approach to his work: innovation, dedication and dedication to his work.

According to the scientist EI Egorov, mastering a new, more effective level of professionalism in solving complex professional tasks in special conditions and as a set of psychological, psychophysiological and personal changes that take place in a person in the process of long-term implementation⁵.

At present, the professionalism of the teacher is considered as a system consisting of two interrelated subsystems - the professionalism of the individual (personal aspect) and the professionalism of the activity (functional aspect).

The functional aspect of professionalism reflects the complexity of social functions and their social significance. The researcher scientist A.A. According to Derkach, professionalism of activity is a qualitative feature of the subject of labor, it is a modern algorithm of high professional qualification and competence, a variety of effective skills and abilities (including based on creative solutions / decisions), modern methods of solving professional tasks⁶.

Professionalism is characterized by high productivity or efficiency. In terms of content, professionalism of activity is close to the concept of pedagogical skills, as it requires developed

³Rogov, E.I. *The personality of the teacher: theory and practice* / E.I. Rogov. - Rostov n / a: Phoenix Publishing House, 1996-- 512 p.

⁴Markova, A.K. *Psychology of teacher's work* / A.K. Markov. - M.: Education, 1993.-192 p.

⁵Rogov, E.I. *Personality in pedagogical activity* / E.I. Rogov. - Rostov n / a, 1994.

⁶Derkach, A.A. *Acmeology: ways to achieve the heights of professionalism* / A.A. Derkach, N.V. Kuzmina // Socio-political processes, organization and management (economics). - M., 1991.

professional skills and abilities. The skill category is an integral part of the professionalism category. Pedagogical skills are formed on the basis of practical experience, well-thought-out, understood, implemented and analyzed pedagogical activity.

Professionalism is achieved through the improvement of performance and the development of professional and personal qualities. V.A. According to Slastenin, professional and personal development is the formation of a person aimed at achieving high professional achievements, professionalism, and the formation of a person who is self / independent development, professional activity and the formation of a person in professional relationships (formation)⁷.

In the theory and practice of pedagogical education in our country and abroad, the issue of teacher professionalism is always studied in connection with "the main indicator of the qualification / skill level of a modern specialist - his professional competence"⁸.

The key word "competence" in the scientific literature is interpreted differently, and sometimes other terms are used instead. The high technological aspect of the modern teacher's work cannot be achieved without competent and creative pedagogical activity. Therefore, there is a scientific need (and necessity) to minimize the uncertainty of understanding professional competence. This, in turn, through a professional-personal prism, it allows for a clearer understanding of certain / specific competencies that integrate through fracture and form competencies in a more general order. The definition of "professional competence" has a much broader meaning. Philosophically, it can be seen as a relation of professionalism and dilettantism, because in terms of the relationship between them, non-professionalism is one of the forms of professionalism. As a result, the professionalism of the teacher can be analyzed by level. Olima AK Markova described the concept of "professional" as "the highest level of professionalism." "A professional is an innovator, a researcher, a higher concept than a master, and a professional is a concept that comes together"⁹. Decision-making is the most important component of professional competence, understood as an integral feature of work and personal qualities, which usually reflects the level of knowledge, skills, abilities and experience sufficient to carry out professional activities related to decision-making. The teacher's professional competence is assessed by the level of development of professional and pedagogical skills. Among the operational functions of the teacher are several groups of professional and pedagogical skills:

- 1) gnostic (skills in the field of general professional, psychological and pedagogical knowledge, as well as assimilation of new information, their main, important aspects, highlighting facts, generalizing and systematizing their pedagogical experience and the experience of innovators.);
- 2) didactic (setting certain / specific goals of teaching, education and development, choosing

⁷Slastenin, V.A. *Psychology and pedagogy* / V.A. Slastenin, V.P. Kashirin.-M., 2001.

⁸Slobodchikov V. I. *O Possible Levels of Analysis of the Reflection Problem* / V.I. Slobodchikov // *Problems of the logical organization of reflexive processes*. - Novosibirsk, 1986.

⁹Markova, A.K. *Psychology of teacher's work* / A.K. Markov. - M.: Education, 1993.-192 p.

suitable / adequate forms, methods and means of teaching, creating pedagogical situations, interpreting educational material, demonstrating methods of educational activity);

3) organizational and methodological (implementation of the educational process, the formation of motivation, motivation of students, the organization of educational activities of students, the establishment of pedagogically grounded (appropriate) relationships, the formation of a team, self-organization);

4) communicative - directing (general pedagogical qualifications, including qualifications in the field of perceptual, expressive, supreme, oratory, as well as pedagogical direction);

5) prophecy (predicting the level of success of the educational process, identifying the individual and the community of students, analyzing the pedagogical situation, building alternative models of pedagogical activity, projecting the development of individual and community development, monitoring);

6) reflexive (the ability for self-knowledge, professional activity and self-assessment of professional behavior, self-actualization / self-assessment);

7) organizational and pedagogical (general pedagogical skills for planning the educational process, selection of optimal means of pedagogical influence, self-education and organization of self / independent management, orientation of students to the profession);

8) constructive (integrative (unifying) skills in the development of technology for teaching and educating students);

9) special (skills in a narrow profession in one of the aspects of pedagogical work).

Qualitatively important qualities, that is, the individual characteristics of the subject that affect the effectiveness of this activity are an important component of the composition of the professional competence of the teacher. Such qualities include: a) purposefulness; b) activity of the person; c) calmness / cheerfulness; d) willingness to work with students; e) ability not to lose oneself in extreme / extreme situations,

as well as charm, honesty, fairness, modernity, pedagogical humanity, erudition / knowledge, pedagogical politeness, tolerance, discipline, pedagogical optimism of the teacher.

Logical thinking is a professional quality of a teacher, which reflects the fact that logical perceptions are formed as a set of thinking actions aimed at the analysis, synthesis, classification of concepts, the implementation of finding logical connections. In addition, E.I. Serkova and V.D. Scientists like Simonenko include in the teacher's professional profile the quality of pedagogical artistry, which means the ability to combine thoughts and experiences in images / descriptions, behaviors and words by involving all the riches of personal imagination¹⁰.

¹⁰Simonenko, V.D. *Formation and development of professional education* / V.D. Symonenko // *General and professional pedagogy* / ed. V.D. Symonenko. -M.: Ventana-Graf, 2006.

The high level of professional competence of a teacher is expressed in the developed ability and readiness to solve professional tasks, that is, in the developed professional thinking and consciousness.

Research scientist V.A. Slavenin. The professional profile of the teacher Slavenin includes a social orientation (scientific and humanistic worldview; social needs; moral and value foundations; understanding of social duty and civic responsibility, social activity), professional and pedagogical orientation (interest and love for children, dedication to teaching work; psychological and pedagogical vigilance and observation; pedagogical politeness; pedagogical imagination; organization; justice; easy access to blood circulation; demanding; be firm in your goal / opinion; composure, endurance, self-esteem; the ability to work professionally), as well as cognitive orientation (scientific knowledge, spirituality, primarily cognitive needs and interests; intellectual / intellectual activity; willingness to learn new things)¹¹. The scientist pays special attention to the development of creative thinking and readiness for independent learning, as well as the formation of important professional qualities of the teacher, because the more popular the pedagogical profession, the stronger the personality and the ability to master it. Theoretical knowledge and skills based on them are the main, objective content of pedagogical skills. At the same time, psychological and pedagogical knowledge and skills should be included in the student's personal fund (fund), which is called the field of personal needs and motivation in the field of psychology, in the range of his current needs, interests and goals"¹². Professional competence is a systemic quality that integrates / combines creativity, skill and efficiency in a teacher.

Defining the basics of professionalism, competence and professional competence as scientific categories allows us to get closer to understanding the phenomenon of pedagogical competence. In the psychological and pedagogical literature, the concept of "pedagogical competence" was first introduced by F.N. Gonobolin in his "Book about the teacher". The author believes that much depends on the teacher in the development of the younger generation. It emphasizes the teacher's love for children as one of his most important features and emphasizes a responsible attitude to the upbringing and teaching of children, as well as compliance with the high requirements of society as the basis of his pedagogical activity"¹³. The psychological aspects of pedagogical work studied by FN Gonobolin are also of interest for modern research of the teacher.

Thus, pedagogical competence can be understood and imagined as a personal characteristic of a teacher.

Problems of pedagogical competence in relation to the analysis of the characteristics of

¹¹Slavenin, V.A. *The personal potential of the teacher* / V.A. Slavenin // *Preparation of primary school teachers and creative pedagogical activity*. - M., 1993.

¹²Smirnov V. *General pedagogy* / V.I. Smirnov. - Rostov n / a, 2000.

¹³Gonobolin, F.N. *The book about the teacher* / F.N. Gonobolin. - M.: Education, 1965.

pedagogical activity of AA Derkach, NV Kuzmina¹⁴, VA Slastenin¹⁵, NN Tarasevich¹⁶ and other scientists, the study of the pedagogical skills of teachers. The works of such scientists as AK Markova and LM Mitina are of special interest for our research. In these works, they present a holistic model of the teacher's work and describe its key components of activity, communication / communication and personal identity. They accused the teacher of “uniting” with the “professional” and “personal” values of the ME of the internal environment¹⁷.

We are of the opinion that it is very difficult, sometimes impossible, to distinguish between professional and personal aspects when applied to pedagogical activity. The interrelated components of psychological and pedagogical competence exist and are realized in the unity of professional and personal aspects. According to the scientist MI Lukyanova, the reasons for this are as follows: First, a person acquires the necessary knowledge, skills and abilities only in a personal context (context, point of view, meaning). Second, professional skills can be acquired only at the individual-creative level. Before translating into pedagogical practice, any psychological and pedagogical knowledge is filtered by the person's affective-valued (influential-valued) filters, the categories of self-assessment and concepts, attitudes (pre-established rules of conduct, rules of conduct), methods. becomes the acquired knowledge. The transformation of an external thing / concept / event (knowledge) into an internal property takes place in the case of a forced breakdown (bending) of external influences through internal conditions (personal characteristics, traits). It is the professionally important personal qualities that serve as the internal conditions through which external qualities and requirements become the competence of the teacher¹⁸.

Thus, in the structure of pedagogical competence there are two components: interdisciplinary, professional and pedagogical training, on the one hand, and on the other - psychologically, and on the self-determined pedagogical education. The growing interest in the issue of pedagogical competence dates back to the early 21st century. Such close attention to this problem is associated with the beginning of the modernization of the Russian education system and the active development of a competency-based approach in the fields of sociology, economics, pedagogy and psychology.

¹⁴Kuzmina, N.V. *Acmeological concept of reorganization of the vocational school staff into the author's school* / N.V. Kuzmina // *Professionalism of a teacher*. - Izhevsk: Publishing house of Udm. state University, 1992.-- S. 32 - 40.

¹⁵Slastenin, V.A. *The personal potential of the teacher* / V.A. Slastenin // *Preparation of primary school teachers and creative pedagogical activity*. - M., 1993.

¹⁶Tagpur, Yu.G. *Competence in the structure of the quality model for training specialists* / Yu.G. Tatur // *Higher education today*. - 2004. -T.Z.

¹⁷Pedagogy: textbook / ed. P.I. Perky. - M., 1995.

¹⁸Lukyanova, M.I. *On the problem of studying the professional and personal characteristics of a teacher* / M.I. Lukyanova // *Pedagogical monitoring as system diagnostics in education quality management*. - Kazan, 1997.

Research is conducted both on the general basis of pedagogical competence (VI Baidenko¹⁹, AM Novikov, EF Zeer, IA Zimnyaya, ND Nikandrov), and on its specific aspects: the methodological aspect (VV Kraevsky, VA Slastyonin²⁰), synergetically (NM Talanchuk²¹, VI Andreev); acmeological (AN Ribnikov, AA Derkach, NV Kuzmina, NV Kukharev²²); psychological and pedagogical (MI Lukyanova, AK Markova, LM Mitina²³); communicative (AV Mudrik, LA Petrovskaya, GS Trofimova²⁴); qualimetric (AS Kazarinov, AA Miroshnichenko, AISubetto, BC Cherepanov²⁵); management (VP Simonov²⁶); devoted to professional and creative aspects (VI Zagvyazinsky, NV Vishnyakova, FI Isaev, MM Potashnik, VN Kharkin, EL Yakovleva²⁷). These studies have served as a basis for the further development of the relevant competence problem.

The problem of professional and creative competence was first raised in 1965 by the scientist NV Kuzmina. In the classification of pedagogical competence, the scientist gives the levels of productivity: reproductive, adaptive, local-modeling of students' knowledge, system-modeling of knowledge, system-modeling of students' activities and behavior.

The content of the reproductive level is the ability of the teacher to tell / tell others what he or she knows. At the adaptive level, the teacher can adapt his / her information / message to the characteristics of the audience. The local modeling degree is a separate discipline that allows students to set pedagogical goals, set tasks, develop algorithms for solving problems, and use pedagogical tools to engage students in learning activities. At the system-modeling level of productivity, the teacher has mastered the strategies for the formation of the system of knowledge, skills and abilities required (sought) in the subject as a whole. The degree of system-modeling refers to the teacher's ability to transform his subject into a person, his self-education, independent learning and self-development as a means of self-development. Olima NV Kuzmina identifies reflection, design, construction, organization, and communication / communication as components of pedagogical activity that correspond to gnostic, design, construction, organization, and communicative functions. The scientist experimentally proved that the

¹⁹Baydenko, V.I. *Competence-based approach to the design of state educational standards for higher pedagogical education (methodological and methodological issues): methodological guide* / V.I. Baidenko. - M.: Research Center for the Problems of the Quality of Specialist Training, 2005.

²⁰Smirnov, S.D. *Psychology and pedagogy of higher education: from activity to personality* / S.D. Smirnov. - M: Aspect-Press, 1995.

²¹Talanchuk, N.M. *Introduction to neopedagogy* / N.M. Talanchuk. - M.: RAO, 1991.

²²Kukharev, P.V. *On the way to professional excellence* / NVU Kukharev; -M, 1990.

²³Mitina L.M. *Intellectual flexibility of the teacher: psychol. content, diagnostics, correction: textbook* / L.M. Mitina, N.S. El-fimova. - M.: MPSI: Flinta, 2003.

²⁴Trofimova, G.S. *The structure of pedagogical communicative competence (Methodological aspect): monograph* / G.S. Trofimova. - Izhevsk: Dome, 2000.

²⁵Cherepanov, B.C. *Expert assessments in pedagogical research* / B.C. Cherepanov. -M.: Pedagogy, 1989.

²⁶Simonov, V.P. *Diagnostics of the personality and professional skill of the teacher* / V.P. Simonov. - M.: Mezhdunar. ped. Academy, 1995-- 192 p.

²⁷Petrovskaya, L.A. *Competence in communication: socio-psychological training* / L.A. Petrovskaya. - M., 1989.

difference between high-competence teachers and low-competence teachers is that the psychological components are given at different levels in the system of professional knowledge. High levels of psychological components are needed to restructure the whole system of advanced knowledge to the teacher and "The ability to assimilate the differential-social-autopsychological components of the acquisition of new knowledge in one's own students, that is, to assimilate the knowledge of this knowledge" allows.²⁸.

Later, separate aspects of professional and creative competence were studied by AS Belkin (2000), VI Zagvyazinsky (1987), LK Veretennikova (1999), NV Vishnyakova (1987), YN Kulyutkin (1977), LM Luzina (1968), VG Maksimov (1999) and other scientists began to work actively. These studies have been widely discussed and tested in many pedagogical universities in Russia. They were followed by VA Adolf (1998), VN Vvedensky (2003), KM Duray-Novikova (1983), LN Zakharov (1997), VV Nesterova (2003), The research of RV Ovcharova (2001) and other scientists was based on the conceptual rules / positions of the personal-creative direction. Thus, the content of professional and creative competence is the integrative quality of the teacher, a pre-determined condition for the effectiveness of pedagogical activity, an indicator of the quality of the teacher's work and the quality of professional self / self-improvement.

However, the identified essential features of professional and creative competence are not generalized, and this requires the development and justification of its structural / structural and functional components. The following axiomatic conditions served as its methodological basis:

- creative competence reflects the qualitative characteristics of the teacher's personality, which ensures the success and effectiveness of pedagogical activity;
- The unit of analysis of creative competence is a pedagogical activity, which by its nature is creative;
- The characteristics of the development and implementation of professional and creative competence of the future teacher stems from the individual creative, psychophysiological and age characteristics, the resulting socio-pedagogical experience.

Competence in the field of creative development of students is a special manifestation of the professional and pedagogical competence of the teacher, which has all the features (competence) and at the same time has its own characteristics. In essence, they are relevant (private) and general (related). In the structure of competence, scientists distinguish three main levels: theoretical, practical and personal (NV Kukharev, NN Lobanova, MI Lukyanova, AK Markova²⁹). However, the characteristics of each level show that the opinions of scholars who

²⁸Kuzmina, N.V. *The creative potential of a specialist: acmeological problems of development* / N.V.: Kuzmina // *Humanization of education at the Research Institute of RAO; -Biysk, 1994.*

²⁹Kuzmina, N.V. *The creative potential of a specialist: acmeological problems of development* / N.V.: Kuzmina // *Humanization of education at the Research Institute of RAO; -Biysk, 1994.*

write about the combination (combination) of psychological and pedagogical knowledge, professional skills and personal qualities differ from each other.

Our study takes into account different points of view, which interpret the separate structural / structural components of "professional and pedagogical competence" (NN Lobanova, 1992) in different senses. The inconsistency of views is mainly due to the fact that the teacher's pedagogical work is necessary and sufficient for the implementation of pedagogical work at a high professional level, in order to achieve the appropriate procedural and effective indicators that lead to the goals set in an appropriate / adequate manner in the expression "scope of professional characteristics".

In a very generalized way, our scientific point of view is to recognize the Eurasian nature of pedagogical thinking and to highlight a certain structured set of "creatively significant personal qualities" - creative preparation.

The main criterion for the formation of a teacher's creative competence is the focus on the creative development of students and the need to find ways and means of professional self-development and improvement of pedagogical skills. This pedagogical orientation (path to aspiration, task) stems from new approaches and sustainable directions in the theory and practice of education. According to these approaches, the individual is seen as the main goal, object and subject of development, as a sustainable aspect of education. The ever-changing social situation of development requires a creative person who learns about these changes in an appropriate way by activating his / her competence.

Through the implementation of creative competence, the teacher promotes the creative development of the student. In this case, the main method is the teacher's creative work with students. Thus, professional-creative competence should be considered as an integrative component in the structure of professional competence, because this is what the "nuclear" element mobilizes the "essential forces of the teacher" to achieve the goals of educational activity in a unique way. The study of the phenomenon of professional and creative competence is the subject of pedagogy, as well as the pedagogical decision-making in the context of the constantly complex and renewed environment of the modern school, which in many cases is just beginning its work. is required by the school operation. The stereotypical nature of pedagogical thinking is enhanced by teachers who have experience in school."Decreases in criticality, increase in authoritarianism, intolerance, and defensive psychological responses leading to rigidity are strengthened"³⁰. All of this is incompatible with the humanistic principle of mutual understanding and cooperation between teachers and students, leading to the initiative, independence, self-realization, ability and competence of students.

A teacher with undeveloped creative competence faces serious difficulties in his professional

³⁰Mitina, L.M. *The teacher as a person and a professional (psychological problems)* / L.M. Mitina. - M., 1994.

activity. He has no initiative, he follows a stereotype (by example, like everyone else), His work is characterized by formalism and detachment from reality, which leads to failure and incompetence in teaching and educating students in many ways. By the concept of professional and creative competence, we express / demonstrate the creative potential of the subject of pedagogical work.

Such a generalized interpretation of the term in modern pedagogy and psychology reflects the characteristics of the teacher's thinking, erudition / knowledge, pedagogical abilities and skills, as well as the teacher's own and students' creative state. **The concept of a teacher's creative competence is defined in terms of personal parameters / indicators. "high level of pedagogical training" (NV Kukharev), "theoretical and practical training of the person to carry out pedagogical activity" (VA Slastenin) "on the basis of a high degree of self-organization" (NN Tarasevich) and "We understand it as an integrative set arising from the psychological regulation of the conditions of the subjects of the educational process" (AL Groysman).**

Thus, using the options of new and already existing descriptions of competence, the creative competence of the teacher is interrelated with the creative personality: psychological and pedagogical erudition / knowledge, professional and pedagogical abilities, pedagogical skills and abilities can be understood as a unit. We study three blocks of competencies as key components of creative competence.

1. General cultural and psychological-pedagogical (including creative) erudition / knowledge - theoretical, pedagogical, organizational, methodical, technological (cognitive) competencies.

2. Vocational training (ability, skill) - research, communicative / communication, organizational, eurological, technological (practical) competencies.

3. Creative training is a set of creatively significant personal qualities that are inseparable from the process of pedagogical activity and inevitably come from their character / nature. Creative training is provided by personal competencies such as empathy / benevolence, reflexivity, intelligence, creativity, communication / communication, creativity, improvisation. The realities of the science and practice of modern pedagogy, which adhere to the principle of individual activity, require the transformation of pedagogical activity into art, which, in turn, shapes these "nuclear" (professionally important) qualities of the future teacher.

Institutions of competence related to the distinguished structural components: a) theoretical and methodological innovation competencies; b) psychological-pedagogical, person-oriented competencies; c) personal-creative, acmeological competencies are provided by the formation of a system of professional-creative competencies.

Thus, a teacher's creative competence is the ability of a teacher to act creatively in various situations of pedagogical reality, aimed at competently supporting the creative development of students in their own abilities, abilities and competencies.

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