

ISSN 2181 - 7367

**GULISTON DAVLAT
UNIVERSITETI**



**GULISTON DAVLAT
UNIVERSITETI
AXBOROTNOMASI**

**ВЕСТНИК
ГУЛИСТАНСКОГО
ГОСУДАРСТВЕННОГО
УНИВЕРСИТЕТА**

**BULLETIN
OF GULISTAN STATE
UNIVERSITY**

2023 / 2

Gumanitar - ijtimoiy fanlar seriyasi

E-ISSN 2181 - 1172

Web site: www.guldu.uz
E-mail: guldu-vestnik@umail.uz

12. Ataxo'jayeva, S. A. (2020). INGLIZ TILINI O'RGATISHDA LOYIXA ISHINI TASHKIL QILISHNING AFZALLIKLARI. Science and Education, 1(1), 403-406.

13. Ешнаев Н. Ж., Атахужаева С. А. (2021). САМОРАЗРУШИТЕЛЬНОЕ ПОВЕДЕНИЕ И ЕГО СУЩНОСТЬ. Академические исследования в области педагогических наук, 2 (конференция CSPI 1), 371-375.

Muallif:

Умаров Абдулхусайн Абдулхатович - Ош давлат университети ўқитувчиси.

UDC 372.8

FACTORS AFFECTING PROFESSIONAL DEVELOPMENT OF THE PERSON

SHAXS KASBIY KAMOLOTIGA TA'SIR ETUVCHI OMILLAR

ФАКТОРЫ, ВЛИЯЮЩИЕ НА ПРОФЕССИОНАЛЬНОЕ РАЗВИТИЕ ЧЕЛОВЕКА

Avlayev Orif Umirovich

Chirchik State Pedagogical University. 111700. Chirchiq shahri, Amir Temur ko'chasi 104-uy

E-mail: avlaev-o-2023@gmail.com

Abstract. This article analyzes the factors affecting the professional development of a person: the components of social intelligence and the results of the study of values. A number of positive and negative coefficients were identified in the correlation between students' social intelligence and their target values. This showed a direct and significant correlation between HEI learning environment. In the study, mainly two types of social (socioeconomic) and non-social type (non-socioeconomic) students were experimented and psychologically analyzed. Since becoming a professional is a long and complex process, a person who excels in it must have developed a certain social intelligence and be able to manage his own values. Achieving a high level of financial security requires a person to possess a number of characteristics. In order for students to achieve high material security, they should form a system of social relations during professional training, learn to work in cooperation, develop sympathy and be able to establish warm relations with people. The inability of students of non-sociological professions to form such an internal attitude is due to the fact that they do not have enough information about the requirements for a specialist in the chosen profession.

Key words and concepts: person, student, maturity, profession, intelligence, social intelligence, target values, socioeconomic and non-socioeconomic professions, professional formation.

Introduction. It is appropriate to study him from a social and sociobiological point of view in order to imagine that a person is the object of research of a number of sciences in a compact, integrated way. Today in the world, issues of development of social intelligence by creating a healthy environment for the spheres of professional activity are being researched as one of the urgent directions. There are the following contradictions between a person's level of education and training in different age periods, acquiring a profession, and the level of development in different periods of labor activity and the determinant of social intelligence: the maturity of a person and the level of his social intellectual activity; complexity of the structure of the phenomenon of social intellectual activity of a person and psychological obstacles in its manifestation; lack of a scientifically based psychological approach to the formation of new types of personal development in modern life and the study of the manifestation and development of social intellectual activity of a person; the need to develop a concept for early identification of social intellectual activity of a person, to define its theoretical and methodological foundations, to create experimental programs for psychological support of a person's high level of development; lack of scientific and methodological support for the practice of psychological-pedagogical support for the development of a person's socio-intellectual activity, taking into account his typology, age and gender.

The educational system is required due to the high relevance of social intelligence in the professional activities of future social ("people-to-people") type of professionals. In the process of their professional education, training and retraining, attention should be paid to the development of their social intelligence.

The analysis of psychological-pedagogical research on various aspects of the development of social intelligence in the process of personality development and the optimization of the social intelligence components of students - professionals of the future social type made it possible to identify a number of important contradictions: the increase in requirements for the social attitude and communication of students at all levels of education (secondary specialized and higher) and the insufficient development of the theory and practice of the development of the components of social intelligence in the training and retraining of future specialists; the objective need to develop the activity of students' components of social intelligence - future representatives of social-type professions and the existing narrow-profile training system are insufficient for the development of the student's components of social intelligence and his effective interpersonal and professional relations.

Scientifically based psychological programs can eliminate existing contradictions in the system of ensuring the maturity of a person as a result of the integration of the components of social intelligence with his maturity.

12. Ataxo'jayeva, S. A. (2020). INGLIZ TILINI O'RGATISHDA LOYIXA ISHINI TASHKIL QILISHNING AFZALLIKLARI. Science and Education, 1(1), 403-406.

13. Ешнаев Н. Ж., Атахужаева С. А. (2021). САМОРАЗРУШИТЕЛЬНОЕ ПОВЕДЕНИЕ И ЕГО СУЩНОСТЬ. Академические исследования в области педагогических наук, 2 (конференция CSPI 1), 371-375.

Muallif:

Умаров Абдулхусайн Абдулхатович - Ош давлат университети ўқитувчиси.

UDC 372.8

FACTORS AFFECTING PROFESSIONAL DEVELOPMENT OF THE PERSON

SHAXS KASBIY KAMOLOTIGA TA'SIR ETUVCHI OMILLAR

ФАКТОРЫ, ВЛИЯЮЩИЕ НА ПРОФЕССИОНАЛЬНОЕ РАЗВИТИЕ ЧЕЛОВЕКА

Avlayev Orif Umirovich

Chirchik State Pedagogical University. 111700. Chirchiq shahri, Amir Temur ko'chasi 104-uy

E-mail: avlaev-o-2023@gmail.com

Abstract. This article analyzes the factors affecting the professional development of a person: the components of social intelligence and the results of the study of values. A number of positive and negative coefficients were identified in the correlation between students' social intelligence and their target values. This showed a direct and significant correlation between HEI learning environment. In the study, mainly two types of social (socioeconomic) and non-social type (non-socioeconomic) students were experimented and psychologically analyzed. Since becoming a professional is a long and complex process, a person who excels in it must have developed a certain social intelligence and be able to manage his own values. Achieving a high level of financial security requires a person to possess a number of characteristics. In order for students to achieve high material security, they should form a system of social relations during professional training, learn to work in cooperation, develop sympathy and be able to establish warm relations with people. The inability of students of non-sociological professions to form such an internal attitude is due to the fact that they do not have enough information about the requirements for a specialist in the chosen profession.

Key words and concepts: person, student, maturity, profession, intelligence, social intelligence, target values, socioeconomic and non-socioeconomic professions, professional formation.

Introduction. It is appropriate to study him from a social and sociobiological point of view in order to imagine that a person is the object of research of a number of sciences in a compact, integrated way. Today in the world, issues of development of social intelligence by creating a healthy environment for the spheres of professional activity are being researched as one of the urgent directions. There are the following contradictions between a person's level of education and training in different age periods, acquiring a profession, and the level of development in different periods of labor activity and the determinant of social intelligence: the maturity of a person and the level of his social intellectual activity; complexity of the structure of the phenomenon of social intellectual activity of a person and psychological obstacles in its manifestation; lack of a scientifically based psychological approach to the formation of new types of personal development in modern life and the study of the manifestation and development of social intellectual activity of a person; the need to develop a concept for early identification of social intellectual activity of a person, to define its theoretical and methodological foundations, to create experimental programs for psychological support of a person's high level of development; lack of scientific and methodological support for the practice of psychological-pedagogical support for the development of a person's socio-intellectual activity, taking into account his typology, age and gender.

The educational system is required due to the high relevance of social intelligence in the professional activities of future social ("people-to-people") type of professionals. In the process of their professional education, training and retraining, attention should be paid to the development of their social intelligence.

The analysis of psychological-pedagogical research on various aspects of the development of social intelligence in the process of personality development and the optimization of the social intelligence components of students - professionals of the future social type made it possible to identify a number of important contradictions: the increase in requirements for the social attitude and communication of students at all levels of education (secondary specialized and higher) and the insufficient development of the theory and practice of the development of the components of social intelligence in the training and retraining of future specialists; the objective need to develop the activity of students' components of social intelligence - future representatives of social-type professions and the existing narrow-profile training system are insufficient for the development of the student's components of social intelligence and his effective interpersonal and professional relations.

Scientifically based psychological programs can eliminate existing contradictions in the system of ensuring the maturity of a person as a result of the integration of the components of social intelligence with his maturity.

In order to organize psychological support for the development of social intelligence in higher educational institutions, it is necessary to take into account the changes that occur in the development of the personality of students during the teaching process.

It is important to carry out scientific and practical research in the areas of study of objective and subjective determinants of social intelligence and values as a driving force for personal development. Value orientations help to illuminate the basic nature of the personality structure. Because values are reflected in a person's social relations, social requirements, lifestyle, attitude to the environment, personal position, life goals, material and spiritual needs, worldview, and social intelligence components performed in life activities.

Literature analysis on the research topic.

The analysis of psychological-pedagogical research on various aspects of the development of social intelligence in the process of personality development and the optimization of social intelligence components of socioeconomic and non-socioeconomic students - specialists in future social-type professions made it possible to identify a number of important contradictions [1, 2]: the increase in requirements for the social attitude and communication of students at all levels of education (secondary special and higher) and the insufficient development of the theory and practice of developing the components of social intelligence in the training and retraining of future specialists and managers; The objective need to develop the activity of students' components of social intelligence - future representatives of social-type professions and the current narrow-profile training system is insufficient for the development of students' components of social intelligence and its effective interpersonal and professional relations. Also, a study was conducted in order to study the impact of the imbalance in the value orientations of students of socioeconomic and non-socioeconomic professions on the choice of a profession and determining the appropriateness of professional activity.

V.M. Rusalov stated [7; 83-97-b], the maturity parameter has any complex systematic mental product (man, personality, character, intellect), and the author adds spiritual, civil and professional maturity to the list of aspects of human maturity.

Therefore, in order to ensure harmony between professional and personal development, students should be satisfied with the educational process. It is also emphasized in general psychological concepts of personality. A. Maslow said, "When does a person have the desire to work?" to the question, he said that when work brings joy, a person feels the desire to work again.

A.M. Jabborov [10], who studied various stages of professional activity, studied the formation of professionally important personal qualities of future teachers in student production teams, R.Z. Gaynutdinov studied the professional maturity of Uzbek school teachers, and E.N. Sattarov studied the development of professional interests in young people who are being trained in technical professions. ; B.N. Sirliev [8] and Sh.B. Saparov studied the professional formation of vocational school teachers and masters.

B.N. Sirliev's research is aimed at researching the psychological aspects of the professional maturity of the masters of secondary special vocational educational institutions, in which the correlation between the personal and professional characteristics of the masters and the stages of their professional maturity is psychologically analyzed [8].

Professor N.S. Safaev's researches are devoted to the study of self-awareness, psychological mechanisms of values and their specific characteristics among pedagogic students. In his research, the scientist focuses on the issues of future pedagogues combining professional and national values in their work [9].

The purpose of the study. The professional development of a person consists of theoretical-practical justification of social intelligence and values.

The scientific nature of the research. The socio-psychological characteristics of the manifestation of social intelligence and values have been determined in the professional development of a person.

The object of the study. Sociological and non-sociological students (250 in total) were involved.

The subject of research. Social-psychological conditions of development of social intelligence and values, ensuring professional perfection of the person.

Research methods. We aimed to determine the role of students' personal and life positions in the study of psychological characteristics and factors that determine their professional formation, relying on the social intelligence and value of students.

It is known that the values of a person occupy one of the leading places in the psychological structure of a person. Therefore, there is a need to determine the suitability of professional characteristics of students of non-sociological professions to professional activity and the place of personal values for professional development. Taking into account this situation, we found it necessary to determine the direction of the values of the students in their professional development. For this purpose, we studied non-sociological profession students through the "Values Orientation" questionnaire. The ideological basis of this methodology is the theory of personality, the views of M. Rokich [9] on values and the opinions of the Russian scientist I. G. Senin [9].

G. Guilford and M. S'allivan [6] "Diagnosis of social intelligence" methodology was used. This test not only predicts the general development level of social intelligence, but also the result of people's behavior; the ratio of verbal and non-verbal expression; designed to study the skills of analyzing complex situations in interpersonal interaction.

Research results. In our research, the main attention is devoted to the study of the connection with the professional formation of the student's personality depending on their social intelligence, values, interests, attitudes and other psychological aspects.

From the results of the research, it became clear that a number of psychological laws lie behind the imbalances in the process of training specialists today, and they provide an opportunity to activate the mechanisms that serve to ensure the formation of a person as a specialist. Since becoming a professional is a long and complex process, a person who excels in it must be a subject of a certain level and be able to manage himself.

In our research work, we conducted an experiment mainly with students of **socionomic and non-sociological professions in higher education institutions**. The results obtained from the questionnaires are shown in Table 1.

Table 1.

Social intelligence and values role in the professional formation of students

№	Professional development components	Socionomic occupations		Non-socionomic occupations		t
		X	δ	X	δ	
1	Social intelligence	29,20	2,66	26,70	3,01	2,36
2	To have a high reputation	28,30	2,99	28,35	3,21	-0,10
3	High material security	28,07	3,89	28,02	3,13	0,98
4	Creativity	29,29	3,03	28,12	3,33	2,09
5	Active social interaction	29,69	2,51	27,81	3,29	-2,26
6	Work on yourself	30,90	2,32	31,79	2,80	0,25
7	Achievement orientation	31,90	2,21	31,86	2,91	0,98
8	Spiritual satisfaction	33,28	2,99	31,18	3,12	-0,635
9	Preservation of identity	31,42	2,19	28,92	3,13	0,98

When studying the social intelligence of students in socionomic and non-socionomic professional fields, we use the methodology of Dj. Gilford [6], and its subtests serve to illuminate the aspects of a person's social intelligence.

"Social intelligence" (1) When we analyzed the results of the students in the fields of study, although they reflected the same level in solving tasks related to social intelligence, we witnessed the relative differences between individual values. According to social intelligence, there was a difference in the indicators of socionomics (29.20 ± 2.66) and non-socionomics students (26.70 ± 3.01) ($p < 0.05$). It can be seen that students of non-sociological professional fields should always pay attention to the development of social intelligence in the course of education and work. They showed a moderately strong level of social intelligence (26.70 ± 3.01). This leads to the conclusion that students have the ability to predict relations with people, predict the course of events, but it should be developed.

If the students of socionomic and non-socionomic professional fields achieve a high result in terms of this social intelligence, they will not only be subjects capable of acquiring the necessary knowledge, skills and competencies for their field, but they will be flexible in social relations, able to feel the experiences of others, influence them, enter into relationships, would lead to being a person who can adapt his behavior to others. Unfortunately, this aspect of social intelligence of students of socionomic and non-socionomic professional directions has matured above average.

Value orientations help to illuminate the basic nature of the personality structure. Because values are reflected in a person's social relations, social requirements, lifestyle, attitude to the environment, personal position, life goals, fashion-spiritual needs, worldview, and social intelligence components performed in life activities.

Our results regarding the importance of professional institutions serve to explain some aspects of the factors necessary for the development of students as specialists, but they do not provide an opportunity to reveal the essence of the problem.

Therefore, it was necessary to look at the importance of the individual factor in the integration of professional orientation, professional goal, professional training and personal professional development.

The main reason for our use of this methodology is that it will be possible to explain the relationship between the direction of values and the spheres of life.

Referring to the results, each of the value orientations was able to represent a value level and life area of particular importance.

The value of "**Having high prestige**" (2) is the realization that the person around him, the public, acts according to the students and strives for him in order to occupy a social position.

If we analyze the indicators of students depending on the field of study, it can be observed that their indicators of "achieving high prestige" are relatively uniform. In other words, students of socioeconomic professions (28,30) and students of non-socioeconomic professions (28,35) have a specific quantitative value. Their indicators should have a value between 10 and 50, depending on the nature of the methodology. It can be noted that the results of our respondents are above average compared to this norm. Therefore, students of higher educational institutions, regardless of their field, theoretically dream of having a high position and results in this field. But the fact that they did not claim a full high rate also indicates that they accepted social requirements. It can be seen from the results that they try to act according to the wishes of the people around them.

High material security represents a person's view of personal well-being in his life as a basic condition for living.

Respondents also collected similar values for the value direction of "**High material security**" (3), i.e. students of socioeconomic profession (28.07), students of non-socioeconomic profession (28.02), achieved almost the same grade. Their vision of how to achieve high material security is reflected in their subsequent activities, and it is embodied as a result of harmony between the students' personality and professional development. Nevertheless, they still have a desire for higher material security at the next stage of their lifestyle. They still have an average desire to live a full life. Only after they enter into social relations and form a personal lifestyle, will it be possible to change the attitude towards values of this nature. It is possible that the desire for higher material security is less and it affects their development as professionals.

The evaluations of the students of different courses on the direction of values "**creativity**" (4) also repeated the traditional indicators. Their indicators in all directions are above average, that is, the following indicators were obtained for these values: students of socioeconomic profession (29.26), students of non-socioeconomic profession (28, 12). This does not mean that they lack creativity. As explained in the previous paragraph, the lack of proper formation of professional standards becomes an obstacle to the correct choice of specialty and the determination of measures to become a leading employee in it. For this reason, the creativity of a person in professional activity, making future plans, self-awareness, striving for innovation and diligence develop much slower.

The value of "creativity" in the students of the multi-professional direction is very high and should be of a high content, which allows the spiritual potential of the individual to be realized in time.

The value of "**Active social attitude**" (5) defines a person's tendency to deal, openness to communication and having social influence. It is known that they are reflected in active social relations. Socioeconomics majors had a score of 29.69 on the Proactive Social Attitude subscale, while non-socioeconomics majors had a score of 27.81. As can be seen from the results, students of the socioeconomic profession obtained high results on this scale.

The direction "**The value of working on oneself**" (6) is aimed at the development of one's qualities and qualities, and the desire to realize one's potential and abilities. According to these values, the respondents showed specific indicators. Regardless of which direction the respondents were in, the results showed slightly different values compared to other values, but slightly different values according to their fields. Among them, the students of the socioeconomic profession have estimated that they lack confidence and that there is no benefit in working on themselves (30,90). and non-sociological major students showed a slightly higher than average score of 31.79.

This does not mean that they have a working system on them. In some cases, their activity, realization of their potential and coordination of their behavior with general activities are not visible. The processes of controlling their temporary behavior and working on themselves may lead to certain obstacles in professional formation and coordination of professional activities. But from the point of view of realizing individual potential, high demand and aspiration are necessary for students of various fields.

The value orientation "**Achievement orientation**" (7) as well as other value orientations was above average, i.e. 31.90 (students of socioeconomic profession), 31.86 (students of non-socioeconomic profession). It can be seen from this that we cannot say that their values of striving for high achievements and success have been fully reflected in the personality of the student. From the results of their activities, it can be understood that the sense of self-interest among the students is not sufficiently developed.

The results of the students' value direction "**spiritual satisfaction**" (8) showed quantitative indicators, like all other values. They can't be said to be directed towards areas of life that they are interested in, interested in, and satisfied with. Because the results of all students reflected a set of results of 33.28 (students of socioeconomic profession), 31.18 (students of non-socioeconomic profession).

Even the indicators of students on the value of "**self-awareness**" (9), which has the main place in the value orientations, are quite controversial. These values should represent their independence, individuality, stand out in their worldview, and their tendency to make independent decisions, away from the influence of others. But such a situation was not observed 31.42 (students of socioeconomic profession), 28.92 (students of non-socioeconomic profession). Basically, it can be said that students need the influence and support of others before making an independent decision in order to choose a profession and coordinate professional activities. Without such support, it is difficult for them to make positive changes.

In our experience, we will focus on the analysis of this problem below, based on the fact that in addition to assessing the suitability of students for professional activity and the correct choice of professional activity areas, it is also necessary to study their target values in life areas.

A number of positive and negative coefficients were observed in the correlation between students' social intelligence and target values (Table 2).

Professional values with social intelligence in personal professional maturity - "Having high authority" ($r < 0.01$), "Active social relations" ($r < 0.01$), "Working on oneself" ($r < 0.05$), "A positive correlation was found between the scales "Orientation to achievements" ($r < 0.01$), "Spiritual satisfaction" ($r < 0.01$), "Self-awareness" ($r < 0.01$). It can be seen that the professional maturity of the students determines the tendency of the person to deal with, openness to communication and gaining social influence.

The fact that the inverse correlation coefficients are leading in the correlation links between values indicates that our students have a special place in choosing a profession and forming them as specialists. Among the values, only "having high prestige" and "having a high level of material security" had a positive connection ($r = 0.329$, equal to $R < 0.01$). Life observations and experiences also show that a person's orientation to high prestige is more related to his pursuit of high material security, or "high material security" is related to a person's pursuit of high prestige. There is no doubt that students increasingly emphasize these two values in their chosen careers.

Table 2.

Correlational links between social intelligence and interpersonal values as determinants of students' career suitability

	Social intelligence	To have a high reputation	High material security	Creativity	Active social relations	Work on yourself	Achievement orientation	Spiritual satisfaction	Self-awareness
Social intelligence	1	0,308**	-0,081	-0,104	-0,306**	0,139*	-0,233**	0,486**	-0,190**
To have a high reputation		1	0,329**	-0,293**	-0,306**	-0,394**	-0,062	-0,499**	-0,133*
High material security			1	-0,103	-0,358**	-0,440**	-0,177*	-0,353**	-0,102
Creativity				1	-0,001	-0,052	-0,305**	-0,097	-0,167**
Active social relations					1	0,139*	-0,233**	-0,006	-0,187**
Work on yourself						1	-0,004	0,251**	-0,083
Achievement orientation							1	0,100	-0,065
Spiritual satisfaction								1	-0,010
Self-awareness									1

* $P < 0,05$; ** $p < 0,01$

However, the value of "having high prestige" had an inverse correlation with the other values ($r = -0.293$, $r = -0.306$, $r = -0.499$, $r = -0.133$, $P < 0.01$). It can be seen that in order to achieve a high career, students have not been able to reveal their creative potential, they have not been able to show enough activity in social relations, they do not have the ability to work on themselves, they do not have the willpower, they are not satisfied with the results of their work and activities, they do not have the skills to evaluate their behavior correctly. It is obvious that they do not have the ability to form independent thoughts in the process of reflection and knowledge acquisition.

Achieving a high level of financial security requires a person to possess a number of characteristics. In order for students to achieve high material security, they should form a system of social relations during professional training, learn to work in cooperation, develop sympathy and be able to establish warm relations with people. The inability of students of non-sociological professions to form such an internal attitude is due to the fact that they do not have enough information about the requirements for a specialist in the chosen profession.

At this point, it is important to dwell on two situations that emerged as a result of the analysis of the students' values for a certain goal. First, it is necessary for students to work on themselves in order to ensure their suitability for the profession and for their professional formation to form values characteristic of "active social attitude" ($r= 0.139, P<0.05$), and the second is mental satisfaction while working on themselves and forming personal qualities. and should take into account the possibility of reaching spiritual maturity ($r=0.251, P<0.01$).

The results of the study revealed a significant correlation between students' social intelligence and professional values

Therefore, it is possible to achieve high results in this direction if a person establishes a consistent connection between his suitability for professional activity and his social intelligence and values. This showed a direct and significant correlation between HEI learning environment.

Based on these results, the following conclusions were reached: 1. The obtained data indicate the development of the activity of the components of social intelligence of the students of the socio-economic profession. 2. According to the results of the research conducted on students of socio-economic and non-socio-economic professions, there are certain relationships between the target values and the instrumental values, which could not complement each other. 3. Professional values of students of socio-economic and non-socio-economic professions have a positive connection with their social intelligence. Students would need to clearly express their interest in certain areas for professional development. Their scores showed a high degree of association and relationship between their objective values and social intelligence. The statistical indicators indicated the cases where students' social intelligence was combined with personal values. But there are some important indicators that do not fully justify the suitability of the profession for the formation of students as specialists. 4. It is a pity that the indicator of relationship between values and social intelligence of students of both socio-economic and non-socio-economic professions has more negative correlation coefficients and lack of reliability. 5. Psychological support for the development of the components of social intelligence of future specialists in socio-economic (social type) professions - this is the creation of favorable conditions that ensure the development of the activity of the components of social intelligence of students and contribute to the harmonization of their professional and personal development, as well as interpersonal and professional communication, interaction. It is considered as an integral psychological process aimed at solving the problems that arise in the process. 6. Nevertheless, the opinions of the students in the results of the questionnaire about the professional imagination and the perspective of the profession were also confirmed in the correlation coefficients between the values and their social intelligence. Their high value of material interest is "Having high prestige" ($r= -0.306, P<0.01$), "Working on oneself" ($r= 0.139, P<0.05$), "Spiritual satisfaction" ($r= 0.486, P<0.01$), formed a positive correlation relationship in the directions. However, it is worth noting that this correlation is statistically insignificant. There are many differences between the imagination of the person and the realization of the set goal. It is possible to connect the problems of today's students regarding their suitability for the profession with the ideas of D.J. Kelly, who explained the effective activity in the psychology of personality constructs in three stages. A person chooses the direction of behavior that suits him. Actions in this direction consist of three stages, i.e. goal acquisition, selection and execution. Students also experience these three stages in terms of professional formation and development, but some of their stages of action were not up to the level of demand. This shows the need to improve social intelligence.

The results of the research show that in the process of professional socialization, the formation of its criteria changes depending on the degree of compatibility of determinants of social intelligence expressed in satisfaction with oneself, social relations, work and life with external factors. 1. Personal maturity is an important factor in the improvement of professional and social relations and quality characteristics of life strategies. 2. The intensity of the formation of indicators of the level of maturity of the person, the system of strengthening the integration of these indicators (especially the components of social intelligence and values) depending on the conditions of the educational process (general secondary education and higher educational institutions) was determined. 3. The conducted research made it possible to determine that one of the decisive factors of the success of educational activities and professional self-awareness is professional values and social intelligence. Students with high indicators of professional maturity, early professional self-awareness, high indicators of educational activity are characteristic of students.

References:

1. Avlaev, O.U., & Mamatkulova, Z.G. (2019). The dynamics of the interpersonal relationship of the components of social intelligence of students. *Science and education today*, (12 (47)).
2. Avlaev O., Butaeva U. Psychological determinant of personality development. *Scientific-methodical journal of public education*. 2021. № Pages 6, 87-92.
3. Butaeva U., Avlaev O., Abdumannotova N. Scientific and practical studies of psychological maturity of students. / *Journal of critical reviews. JCR*. 2020; 7 (12): 3063-3070 doi: 10.31838 / jcr.07.12.463
4. Burkhanov A., Avlaev O., Abdujalilova Sh. Responsibility as a criterion for determining personal maturity / *E3S Web of Conferences* 2021.
5. Маслоу А. Мотивация и личность. - СПб, 2006.
6. Михайлова (Алешина), Е.С. Тест Гилфорда диагностика социального интеллекта [Текст]: методическое руководство / Е.С. Михайлова (Алешина). – СПб.: ИМАТОН, 2006. – 56 с.

MUNDARIJA

PEDAGOGIKA

Majidov Jasur Baxtiyarovich. PROFESSIONAL FUTBOL JAMOALARIDA O'ZARO MUNOSABATLARNI SOTSIOMETRIK USULDA O'RGANISHNING AHAMIYATI.....	3
Fayziyeva Maxbuba Raximjonovna. RAQAMLI TEXNOLOGIYALARNING TA'LIMGA INTEGRASIYASIGA TA'SIR ETUVCHI OMILLAR.....	8
Абдуназаров Абдумутал Олимович. СОҒЛОМ ВА АҚЛИ ЗАЙФ БОЛАЛАРНИ ИЖТИМОЙ ҲАЁТГА ТАЙЁРЛАШНИНГ ЎЗИГА ХОСЛИГИ ВА ҚИЁСИЙ ЖИҲАТЛАРИ.....	13
Muxiddinova Dilnoza Shavkat qizi. VIRTUAL IJTIMOYIY MAKON AXBOROTLARINING YOSHLAR DUNYOQARASHIGA TA'SIRI.....	18
Bayturayeva Nasiba. MUSTAQIL TA'LIM FAOLİYATIDA BO'LAJAK BOSHLANG'ICH SINIF O'QITUVCHILARINING IJODIY KOMPETENTLIGINI RIVOJLANTIRISHNING NAZARIY ASOSLARI.....	21
Турдибоев Дилшод Хамидович. ЎҚУВЧИЛАРНИНГ “МАТЕМАТИК САВОДХОНЛИК” ДАРАЖАСИНИ ОШИРИШДА “ТИЗИМЛИ ФИКРЛАШ” ПЕДАГОГИК ОМИЛИНИНГ АҲАМИЯТЛИЛИК ДАРАЖАСИ.....	23
Hasanov Abdihakim Raimqulovich. АКАДЕМИК ЛИТСЕYLARDA ФИЗИКА ФАНИНИ О'QITISH BOSQICHLARI.....	26
Mavlonov Sherzod Hazratkulovich. INTERFAOL DIZAYN KURSI YORDAMIDA ELEKTRON TA'LIM JARAYONIDA AXBOROT XAVFSIZLIGI TA'LIMINI TAKOMILLASHTIRISH.....	28
Abdurashidova E'zoza Rauf qizi. KICHIK GURUH YOSHIDAGI BOLALARNI GEOMETRIK SHAKL HAQIDAGI TASAVVURLARINI SHAKLLANTIRISH.....	32
Beknazarova Muhlisa O'tkir qizi. BOSHLANG'ICH SINIF O'QUVCHILARIDA MA'NAVİY, AHLOQIY SIFATLARINI XALQ OG'ZAKI IJODI NAMUNALARI ASOSIDA SHAKLLANTIRISH.....	38
Bekrulatov Khasan Olim o'g'li. КИМЁ ФАНИДАН ПЕДАГОГИК ТАЖРИБА-СИНОВ ИШЛАРИНИ ТАШКИЛ ҚИЛИШНИНГ ЎЗИГА ХОСЛИГИ.....	40
Mo'minov Elyor Abdualiyevich. VIRTUAL TA'LIM MUHITI VA UNDA FOYDALANISHNING AFZALLIKLARI.....	46
Salixov Shoxrux Mansurovich. INNOVATSION TEXNOLOGIYALARNI JISMONIY TARBIYA VA SPORTGA TADBIQ ETISHNING PEDAGOGIK ASOSLARI.....	49
Turanova Iroda Egamberdiyevna. BOSHLANG'ICH SINIF O'QUVCHILARINI XALQARO BAHOLASH DASTURLARI TALABLARIGA TAYYORLASH METODIKASI.....	51
Salixov Temur Mansurovich. BOSHLANG'ICH SINIF O'QUVCHILARIDA SOG'LOM TURMUSH TARZINI SHAKLLANTIRISHNING PEDAGOGIK MEХАНИЗMLARI.....	54
Суюнова Гулчехра Холмаматовна. ТАЛАБАЛАРНИНГ КАСБИЙ МОБИЛЛИГИНИ РИВОЖЛАНТИРИШДА ХОРИЖИЙ ТИЛЛАРНИ ЎҚИТИШ МЕТОДИКАСИНИНГ АҲАМИЯТИ.....	57
Suleymanova Ra'no Do'stbekovna. MEDIATA'LIM ASOSIDA BO'LAJAK O'QITUVCHILARNING PEDAGOGIK MAHORATINI RIVOJLANTIRISH MEХАНИЗMI.....	60
Xudayberganov Shuhrat Shavkat o'g'li. GLOBAL TA'LIM VA RIVOJLANGAN OSIYO DAVLATLARI ETNOPEDAGOGIK TAJRIBALARI.....	64
Назаркулова Гулнора Аблакуловна. КРЕДИТ-МОДУЛЬ ТАЪЛИМ ШАРОИТИДА ТАЛАБАНИНГ МУСТАҚИЛ ТАЪЛИМИНИ ШАКЛЛАНТИРИШ НАТИЖАЛАРИ ВА УЛАРНИНГ САМАРАДОРЛИК ДАРАЖАСИ.....	68
Ergasheva Nargizaxon Abdusattarovna. ТИВВИЙОТ ХОДИМЛАРИДА “HISSIIY CHARCHOQ” SINDROMINING PSIXOLOGIK ASPEKTLARI.....	71
Ахназарова Диёра Эркиновна. QOBILIYAT HAQIDA UMUMIY TUSHUNCHA VA UNING RIVOJLANISH BOSQICHI.....	75
Nazarova Ozoda Tashnazarovna. TALABALAR KOMMUNIKATIV QOBILIYATLARINI O'RGANISHNING EMPIRIK TAHLILI.....	77
Gayupova Saodat Khamidovna. ZAMONAVIY TALABALAR SHAXSI PSIXOLOGIYASINI SHAKLLANTIRISHNING TA'LIM JARAYONI BILAN ALOQADORLIGI.....	83
Saidmurodova Malohat Boymurod qizi. O'QUVCHILARNI MA'NAVİY JASORAT RUHIDA TARBIYALASH PSIXOLOGIK MUAMMO SIFATIDA.....	87
Fayzullayev Mirzaodil Mirzamurodovich. O'SMIRLARDA PSIXOLOGIK SAVODLILIKNI RIVOJLANISH DINAMIKASINING AMALIY ASOSLARI.....	90
Mamatkulov Sarvar Temirbekovich. BULUTLI TEXNOLOGIYALAR VA ULARNING TA'LIM TIZIMIDAGI AHAMIYATI.....	93
Sultonov Shuhratjon Nurmaxamatovich, Isoqova Sevara Abdumanonovna, Akbarova Dilrabo Bahrom qizi. 14-15 YOSHLI ERKIN KURASHCHILARNING HAFTALIK MIKROSIKILLARDA MASHG'ULOTLAR REJASINI SAMARALI TASHKIL QILISH METODIKASI.....	95
To'ymurodov Abdurahmon Shuhrat o'g'li. EKSTREMAL VAZIYATLARNING UMUMIY IJTIMOYIY-PSIXOLOGIK TAVSIFI VA UNING DIAGNOSTIKASI.....	99
Qorayev Samariddin Barakayevich. KASBIY TAYYORGARLIKNI RIVOJLANTIRISHNING KASB-HUNAR MAKTABLARIGA XOS BO'LGAN JIHATLARI.....	102
Arziqulov O'tkirbek Maxammatovich. TALABALAR O'QUV MOTIVATSIYASI MUAMMOSINING DOLZARBLIGI.....	107

*** GULISTON DAVLAT UNIVERSITETI AXBOROTNOMASI ***

*** Gumanitar – ijtimoiy fanlar seriyasi, 2023. № 2 ***

Bafayev Muxiddin Muxammadovich. SHARQ MUTAFAKKIRLARI ILMIY MEROSIDA TOLERANTLIK TALQINI.....	110
Tursunova Mallika Baxtiyor qizi. BOSHLANG'ICH TA'LIMDA TARBIYA FANINI O'QITISHDA INNOVATSION TA'LIM TECHNOLOGIYALARIDAN FOYDALANISH.....	114
Рахимова Райхон Абдурасуловна. ОИЛА АХЛОҚИЙ МАДАНИЯТИНИ ТАДҚИҚ ЭТИШНИНГ РЕТРОСПЕКТИВ АСОСЛАРИ.....	118
Эшова Хуррият Хуррамовна. ГЛОБАЛЛАШУВ ВА ТАХДИДЛАРНИНГ МИЛЛИЙ МАЪНАВИЯТ БИЛАН МУНОСАБАТЛАРИ.....	121
Юлдашев Шухрат Шакирович. ЎҚУВ ЖАРАЁНИДА ИННОВАЦИОН ТАЪЛИМ ВОСИТАЛАРИДАН ФОЙДАЛАНИШ.....	123
Abduvalieva Khayrinso Abdurasul kizi. MAKTAB YOSHGACHA BOLALAR MUSIQIY MADANIYATINI RIVOJLANTIRISHNING PSIXOLOGIK-PEDAGOGIK MUAMMOLARI.....	129
Sultonov Zohid Sobir o'g'li. MAKTABLARDA JISMONIY TARBIYA DARSLARINI BOSHQARISH.....	133
Muslimov Sherzod Narzulla o'g'li. INTEGRATSION YONDASHUV MONIYATI VA NAZARIY JIHATDAN TAHLILI.....	135
Matkarimov Jasurbek Abdumannobovich, Raxmonov Omadjon Mamasidiq o'g'li. TALABALARDA VIRTUAL TECHNOLOGIYALARDAN FOYDALANISH KOMPETENTLIGINI RIVOJLANTIRISH.....	139
Qudratova Shaxnoza Baxtiyor qizi. РОЛЬ МЕЖДУНАРОДНОГО ОПЫТА В РЕАЛИЗАЦИИ ИННОВАЦИОННОГО ПРОЦЕССА В НАЧАЛЬНОМ ОБРАЗОВАНИИ.....	143
Sharqova Sabohat Djabbarovna. TALABA - YOSHLARNI AXBOROT TAHDIDLARIDAN ASRASHNING PSIXOLOGIK MASALALARI.....	147
Kushvaktov Nemat Husanovich. PEDAGOGIK JARAYONLARNI TASHKIL ETISHDA REFLEKSIV YONDASHUV MUNOSABATLARI.....	149
Umarova Gulshod Abdujabbarovna MAKTABGACHA YOSHDAGI BOLALARNI BADIY- ESTETIK TARBIYALASH.....	152
Bekmurodov Alisher Joniqulovich. TA'LIM JARAYONIDA XALQ PEDAGOGIKASINING YUTUQLARIDAN FOYDALANISH.....	155
Маматкулов Акмал Ахмадалиевич, Жалолов Иброхим Мустофокул угли, Арипов Юнус Юсупович. АКАДЕМИК ЛИЦЕЙЛАРДА ЎҚУВЧИЛАРНИНГ ЖИСМОНИЙ ТАРБИЯ ВА СПОРТГА БЎЛГАН МУНОСАБАТЛАРИНИ ЎРГАНИШ МЕТОДИКАСИ.....	159
Норимова Гулжахон. ИНГЛИЗ ТИЛИНИ ЎЗЛАШТИРИШГА ЙЎНАЛТИРИЛГАН СТРИМИНГ ТЕХНОЛОГИЯЛАРИ.....	163
Шавкиева Дилфуза РАҚАМЛАШТИРИШ ДАВРИДА ЯНГИ ЎЗБЕКИСТОН ЁШЛАРИГА ИНГЛИЗ ТИЛИНИ ЎРГАТИШДА ГЕЙМИФИКАЦИЯ ТЕХНОЛОГИЯЛАРИНИНГ РОЛИ ВА АҲАМИЯТИ.....	166
Камолова Шириной Усаровна. БЎЛАЖАК ЎҚИТУВЧИЛАР ИЛМИЙ ДУНЁҚАРАШИНИ ЮКСАЛТИРИШДА ИЛМИЙ БИЛИМЛАР УЗЛУКСИЗЛИГИ ВА УЛАРНИНГ АХБОРОТЛИ ТАЪМИНОТИ.....	169
Abdullayeva Barno Sayfudinovna, Mamarajabov Odil Elmurazovich. BULUTLI TECHNOLOGIYALAR VOSITADA RAQAMLI KOMPETENTLIKNI RIVOJLANTIRISH.....	173
Mamatov Dilmurad Narmuradovich, Saidova Zaxro Rahmatullayevna MASOFAVIY TA'LIM SHAROITIDA TALABALARDA RAQAMLI TA'LIM TECHNOLOGIYALARIDAN FOYDALANISHNING TASHKILIY-DIDAKTIK SHART-SHAROITLARI.....	174
Mexmonov Rustamxon Yusuf-ug'li. TALABALARNING AXBOROT-KOMMUNIKATSIYA TECHNOLOGIYALARIGA OID KOMPETENTLIGINI SHAKLLANTIRISH METODIKASI.....	178
Ботиров Хамид Хакимович. МАКТАБЛАРНИНГ РАҚОБАТБАРДОШЛИГИНИ ТАЪМИНЛАЙДИГАН ОМИЛЛАРИНИ ТИЗИМЛАШТИРИШ.....	182
Xudoyberdiyev G'iyosiddin Baxtiyor o'g'li. BOSHLANG'ICH SINIF O'QUVCHILARINI SOG'LOM TURMUSH TARZI MAZMUNINI ETNOSPORT VOSITASIDA RIVOJLANTIRISH.....	184
Файзиёва Мабдурахон Мухаммаджоновна. МАКТАБГАЧА ТАЪЛИМ ТАШКИЛОТЛАРИ ФАОЛИЯТИНИ НАЗОРАТ ҚИЛИШ ВА БАҲОЛАШ ШАКЛЛАРИ.....	187
Mavlanova Zilola Turakulovna. RAHBARNING SIYOSIY MAHORATI VA JAMOAVIY FAOLIYATDAGI PSIXOLOGIK TURG'UNLIGI.....	191
Мамажоновна Севара Тўйчибой қизи, Ягафарова Назиля Рафаиловна. ЖИСМОНИЙ ТАРБИЯДА ИНСОН КУЧИ ВА УНИ ТАРБИЯЛАШ УСЛУБЛАРИ.....	195
Orinbayeva Alima Otebayevna. VEB-ILOVALAR ARXITEKTURASI: ISHLASH, KOMPONENTLAR, TURLAR.....	199
Bekchonova Shoira Bazarbayevna. RAQAMLI TA'LIM MUHITIDA RAQOBATBARDOSH KADRLARNI TAYYORLASH.....	203
Nurumbekova Yarkinay Anarmatovna. MUTAXASSISLAR UCHUN MURABBIYLIK TEXNIKASINI ISHLAB CHIQUISHNING MONIYATI.....	206
Омонбоев Бердиёр Ихтиёр угли. VIRTUAL TECHNOLOGIYA ASOSIDA JISMONIY TARBIYA YO'NALISHI TALABALARINING JISMONIY TAYORGARLIGINI TAKOMILLASHTIRISH.....	209
Ахмедова Махфуза Садыковна. UZLUKSIZ TA'LIM TIZIMIDA O'QITUVCHINING KOMMUNIKATIV VA NUTQIY KOMPETENTSIYASINI RIVOJLANTIRISH TENDENTSIYALARI.....	214
Каримова Малика Абди-Хафизовна. ZAMONAVIY DUNYODA MASOFAVIY TA'LIM.....	221

*** GULISTON DAVLAT UNIVERSITETI AXBOROTNOMASI ***

*** Gumanitar – ijtimoiy fanlar seriyasi, 2023. № 2 ***

Рахимов Бахтиёр Худойбердиевич. FAN VA TA'LIM SIFATI KADRLARNING INTELEKTUAL POTENTIALINI OSHIRISH GAROVASI.....	224
Khazratkulova Dilfuza Khamrakulovna. OILAVIY NIZOLAR VA ULARNI BARTARAF ETISHNING PSIXOLOGIK ASPEKTLARI.....	227
Xolnazarova Dildora Mamatmuratovna. TALABALARDA HUQUQIY MADANIYATNI RIVOJLANTIRISHNING PEDAGOGIK SHART-SHAROITLARI.....	229
Jurayeva Sohibjamol Norgobilovna. PEDAGOGLARNING IMIDJI KASBIY YETUKLIK OMILLARIDAN BIRI SIFATIDA.....	234
Холназарова Матлюба Холбутаевна. КУБРОВИЯ ТАЪЛИМОТИНИНГ ТУЗИЛИШИ ВА ПЕДАГОГИК-ПСИХОЛОГИК ТАЪЛИЛИ.....	238
Abdujalilova Shoira Abdumajitovna. FITRATNING PEDAGOGIK TA'LIMOTIDA OILA TARBIYASI VA IJTIMOY PEDAGOGIK TA'LIM XUSUSIYATLARI.....	241
Тангирбердиев Шерзод Гаппарович. ИЖТИМОЙ-ГУМАНИТАР ФАНЛАРНИ ЎҚИТИШДАГИ ЗАМОНАВИЙ ИНОВАЦИЯЛАР ВА ИЛФОР ХОРИЖИЙ ТАЖРИБАЛАР.....	246
Yuldasheva Saodat. PROGNOZLASH O'QITUVCHILARNING KASBIY FIKRLASH QOBILIYATINING ASOSI SIFATIDA.....	247
Умаров Абдулхусайн Абдулхатович. ПЕДАГОГИК НАЗАРИЯ ВА АМАЛИЁТДА БЎЛАЖАК ЎҚИТУВЧИНИНГ АХБОРОТ КОМПЕТЕНЦИЯСИНИ РИВОЖЛАНТИРИШ КОНЦЕПЦИЯСИ.....	254
Avlayev Orif Umirovich. SHAXS KASBIY KAMOLOTIGA TA'SIR ETUVCHI OMILLAR.....	259
Ataxo'jayeva Shaxlo Anvarovna. OLIY TA'LIM CHET TILI O'QITUVCHILARIDA SOTSIAL EMOTSIONAL KOMPETENTLIKNING PEDAGOGIK PSIXOLOGIK XUSUSIYATLARI.....	265
Қаюмова Шохсанам Тўлқин қизи. ХАЛҚАРО БАҲОЛАШ ДАСТУРЛАРИ АСОСИДА ЎҚИТИШДА ТАЛАБАЛАРНИНГ МЕТОДИК ТАЙЁРГАРЛИГИНИ РИВОЖЛАНТИРИШ.....	267

FILOLOGIYA

Musurmankulova Shaxribon Gulmurodovna. O'ZBEK-TURK TILLARI PARALLEL KORPUSI MA'LUMOTLAR BAZASINI SHAKLLANTIRISHNING KOMPYUTER USULLARI.....	271
Axrоров Alisher Akbarovich. TIL VA MADANIYAT MUSHTARAKLIGI HAMDA UNING XALQ MAQOLLARIDA NAMOYON BO'LISHI.....	276
Uskanov Kaxramon Xalikulovich. "ALPOMISH" DOSTONINING TIL XUSUSIYATLARI.....	279
Babayeva Sevara Bakhtiyar qizi. ISAJON SULTON ROMANLARIDA BADIY TAFAKKURNING TADRIJIY RIVOJLANISHI.....	283
Sadinov Fazliddin. QO'SHMA VA BIRIKMA VETERINARIYA TERMINLARINING HOSIL BO'LISH USULLARI.....	290
Ahmadova Shohsanam Sodiq qizi. TASAVVUF ADABIYOTIDA ZOHIDLIK TALQINI.....	294
Алиева Махлиё Маъмуржон қизи. ЗАМОНАВИЙ МИЛЛИЙ МЕДИА МАҚОНДА МЕДИА ДИСКУРС ЛИНГВИСТИКАНИНГ ОБЪЕКТИ СИФАТИДА.....	297
Kubayev Kabil Umarovich. TARIXIY HAQIQAT VA BADIY TALQIN.....	301
Mamatqulov Muzaffar Rahmonqulovich. SAYQALIY – G'AZALNAVIS.....	304
To'ychiyeva Zulayho Hamraqulovna. ALPOMISH DOSTONINING XALQ OG'ZAKI IJODIDA MA'NAVIY MEROS SIFATIDA TUTGAN O'RNI.....	307
Qo'chqarov Bahodir Abdullajonovich. "DEVONU LUG'OT IT TURK" —O'TMISHDA YARATILGAN BUYUK OBIDA.....	312
Yuldashev Mansurjon. MEHMONDO'STLIK SANOATI TUSHUNCHASI VA MEHMONDO'STLIK SANOATI TERMINLARINING O'ZIGA XOSLIKLARI (INGLIZ VA O'ZBEK TILLARI MISOLIDA).....	317

IJTIMOY - IQTISODIY FANLAR

Норжигитов Санжар Абдуқаюмович, Облакулов Давлат Олтинбоевич. АМИР ТЕМУРНИНГ КОРРУПЦИЯГА ҚАРШИ КУРАШИШ СИЁСАТИ.....	325
Махамматов Акрам Раймқулович. "БҮЮК ИПАК ЙЎЛИ"ДАГИ ҚАДИМИЙ БЕКАТЛАРНИНГ ТОПОНИМИК ЎРНИ.....	329

“Guliston davlat universiteti axborotnomasi” ilmiy jurnali mualliflari diqqatiga!

1. “Guliston davlat universiteti axborotnomasi” ilmiy jurnali quyidagi sohalar bo‘yicha ilmiy maqolalarni o‘zbek, rus va ingliz tillarida chop etadi:

- Tabiiy va qishloq xo‘jaligi fanlari (fizika, biologiya, qishloq xo‘jaligi va ishlab chiqarish texnologiyalari).
- Gumanitar - ijtimoiy fanlar (pedagogika, filologiya, ijtimoiy-iqtisodiy fanlar).

2. E‘lon qilinadigan maqolalarga bo‘lgan asosiy talablar: ishning dolzarbligi va ilmiy yangiligi; maqolaning hajmi: adabiyotlar ro‘yxati, chizma va jadvallar inobatga olingan holatda 9-10 betgacha; maqola nomi, annotatsiya (180-200 ta so‘z) va tayanch so‘zlar (8-10 ta) ingliz, o‘zbek va rus tillarida keltiriladi.

3. Maqola boshida UDK, mavzu, muallifning F.I.O.(to‘liq yozilishi kerak), tashkilot, shahar, mamlakat, muallifning E-mail, annotatsiya (namunaga qarang) berilib, keyin matn keltiriladi. Matnda kirish qismi, tadqiqot ob‘ekti va qo‘llanilgan metodlar, olingan natijalar va ularning tahlili, xulosa, adabiyotlar ro‘yxati (kiril va lotin imlosida, namunaga qarang) albatta keltiriladi. Maqolada keyingi 10-15 yilda e‘lon qilingan adabiyotlarga havola qilinishi tavsiya etiladi.

4. Matn uchun: Microsoft Word; Times New Roman, 12 shrift, maqola nomi bosh harflarda, interval 1,5; abzats 1,0 sm, yuqori va pastki tomon 2 sm, chap tomon 3 sm, o‘ng tomon 1,5 sm.

Namuna:

UDK 581.14

REPRODUCTION CHARACTERISTICS OF *GOBELIA PACHYCARPA* (FABACEAE) IN THE ARID ZONES OF UZBEKISTAN

O‘ZBEKISTONNING QURG‘OQCHIL MINTAQASIDA *GOBELIA PACHYCARPA* (FABACEAE)NING REPRODUKTSIYASI

РЕПРОДУКЦИЯ *GOBELIA PACHYCARPA* (FABACEAE) В АРИДНОЙ ЗОНЕ УЗБЕКИСТАНА

Botirova Laziza Axmadjon qizi¹, Karimova Inobatxon²

¹Guliston davlat universiteti, 120100. Sirdaryo viloyati, Guliston shahri, IV mikrorayon.

²Andijon qishloq xo‘jaligi instituti, 150100. Andijon shahri, Uvaysiy ko‘chasi 12-uy.

E-mail: liliya_15@mail.ru

Abstract. The article is devoted to the reproduction processes of 3 populations of *Goebelia pachicarpa* (C.A.Mey.) Bunge in the arid zones of Uzbekistan. While studying the reproductive biology of plants the works of Sasyperova I.F. (1993), Ashurmetov A.A. and Karshibaev H.K. (2002) were used. Seed production of plants was defined according to the methods of Ashurmetov A.A. (1982) and Zlobin Yu.A. (2002). Reproduction strategies of species were determined by Ramenskiy –Grime system.....(Abstract 180-200 ta so‘zdan kam bo‘lmasligi kerak).

Keywords: *Goebelia pachicarpa*, reproduction, reproduction strategy, seed productivity, dissemination, seed and vegetative reproduction, diaspore, seed renewal (8-10 ta).

Annotatsiya. Ushbu maqola *Goebelia pachicarpa* (C.A.Mey.) turining 2 ta populyatsiyasida.....(180-200 ta so‘zdan kam bo‘lmasligi kerak)

Tayanch so‘zlar: *Goebelia pachicarpa*, reproduksiya, (8-10 ta).

Аннотация. Данная статья посвящена к двум популяциям *Goebelia pachicarpa* (C.A.Mey.).....(180-200 шт.)

Ключевые слова: *Goebelia pachicarpa*, репродукция, 8-10 шт.

Matn keltiriladi:

Kirish. Muammoning dorzarbligi asoslanadi va maqsad ko‘rsatiladi (maqolaning maqsadi ... aniqlash, ishlab chiqish, tavsiya berish, tasdiqlash, baholash, yechimini topish, ...).

Tadqiqot ob‘ekti va qo‘llanilgan metodlar... .

Olingan natijalar va ularning tahlili...

Xulosa, rahmatnoma (majburiy emas) ketma-ketlikda keltiriladi.

5. Foydalanilgan adabiyotlarga havola to‘rtburchak qavsda [1], jadval va rasmlarga havolalar esa dumaloq qavslarda keltiriladi (1-jadval), (2-rasm). Jadval va rasmlar matndan keyin berilishi lozim. Ularning umumiy soni 5 tadan oshmasligi kerak.

6. Adabiyotlar ro‘yxati matnda kelishi bo‘yicha keltiriladi, masalan [1], [2],

Adabiyotlar ro‘yxati: (adabiyotlar nomi asl (original) holda keltiriladi)

Kitoblar: Muallif, nomi, shahar, nashriyot, yil va betlar keltiriladi (*Namuna:* 1. Иванов И.И. Лекарственные средства. - М.: Медицина, 1997. - 328 с.)

Maqolalar: Muallif, maqola nomi // Jurnal nomi, yil, №, betlar. (2. Каримова С.К. Адир минтақасининг лола турлари. // Ўзб. биол. журн., 2009. -№ 2. - Б. 10-18.)

Avtoreferatlar: Muallif, nomi: doktorlik. diss. avtoreferati, shahar, yil, betlar. (3. Ходжаев Д.Х. Влияние микроэлементов на урожайность хлопчатника: Автореф. дисс... д-ра биол.наук.- Москва, 1995. - 35 с.)

Tezislari: Mualliflar, nomi // To'plam nomi, shahar, yil va betlar. (4. Каршибаев Х.К., Ахмедов Г.А. Биоэкологические исследования видов янтaka // Материалы Респуб. науч. конф. "Кормовые растения Узбекистана". - Гулистан, 2006. - С. 15-17.)

7. Adabiyotlar ro'yxati qo'shimcha lotin imlosida takror keltiriladi:

References:

1. Ivanov I.I. Lekarstvennie sredstva. - M.: Medisina, 1997. - 328 s. (in Russian)

2. Karimova S.K. Adir mintaqasi lola turlari // O'zb. biol. jurn., 2009.-№ 2. - B. 10-18.

3. Xodjaev D.X. Vliyanie mikroelementov na uroжайnost xlopchatnika: Avtoref. diss... d-ra biol. nauk.- Moskva, 1995. - 35 s. (in Russian)

4. Karshibaev X.K., Ahmedov G.A. Bioekologicheskie issledovaniya vidov yantaka // Materiali Respub. nauch. konf. "Kormovie rasteniya Uzbekistana". - Gulistan, 2006. - S. 15-17. (in Russian)

8. Tahririyat fizik o'lchovlarni keltirishda xalqaro tizim (SI), biologik ob'ektlarni nomlashda xalqaro Kodeks nomenklaturasidan foydalanishni tavsiya etadi. Butun sondan keyingi sonlar nuqta bilan ajratiladi (0.2).

9. Tahririyatga maqolaning elektron varianti topshiriladi. Maqolaning so'ngi betida hamma mualliflarning imzosi bo'lishi shart. Qo'lyozmaga ish bajarilgan tashkilotning yo'llanma xati, tasdiqlangan ekspertiza akti, taqrizlar ilova qilinadi. Maqolaning oxirgi betida mualliflar to'g'risidagi ma'lumotlar keltiriladi. Masalan:

Mualliflar:

Botirova Laziza Axmadjon qizi – Guliston davlat universiteti Dorivor o'simliklar va botanika kafedrasini mudiri, b.f.n., dotsenti. E-mail: liliya_15@mail.ru

Karimova Inobatxon - Andijon qishloq xo'jaligi instituti tadqiqotchisi. E-mail: inobat_90@inbox.ru

10. Tahririyat maqolani taqrizga yuboradi, taqriz ijobiy bo'lsa maqola jurnalda chop etish uchun qabul qilinadi. Maqola jurnalda maxsus hisobga (Guliston davlat universiteti Moliya vazirligi G'aznachiligi x/r. 23402000300100001010, INN 201122919, MFO 00014. Markaziy bank XKKM Toshkent sh. BB STIR 200322757, ShXR 400110860244017094100079001 axborotnoma uchun) mehnatga haq to'lashning bazaviy hisoblash miqdorida (330 000 so'm) to'lov amalga oshirilgandan keyin chop etiladi. Jurnalda anjuman tezislari va ma'ruzalari chop etilmaydi. **E'lon qilingan materiallarning haqqoniyligiga va ko'chirilmaganligiga shaxsan muallif javobgardir.**

11. Tahririyat maqolaga ayrim kichik o'zgartirishlarni kiritishi mumkin. Yuqoridagi talablarga javob bermaydigan maqolalar tahririyat tomonidan ko'rib chiqilmaydi va muallifga qaytarilmaydi.

Manzil: O'zbekiston Respublikasi, 120100, Guliston shahri, 4-mavze, Guliston davlat universiteti, Asosiy bino, 4-qavat, 423-xona.

Web site: www.guldu.uz

E-mail: guldu-vestnik@umail.uz

Muharrirlar: Y.Karimov, R.Sh. Axmedov

Terishga berildi: 2023-yil 20-iyun. Bosishga ruxsat etildi: 2023-yil 30-iyun.

Qog'oz bichimi: 60x84, 1/8. F.A4. Shartli bosma tabog'i 21,25. Adadi 100.

Buyurtma № _____. Bahosi kelishilgan narxda.

“Universitet” bosmaxonasida chop etildi.

Manzil: 120100, Guliston shahri, 4-mavze, Guliston davlat universiteti,

Asosiy bino, 4-qavat, 423-xona. Tel.: (67) 225-41-76