

## EFFECTIVE USE OF INTERACTIVE TECHNIQUES IN THE EDUCATIONAL PROCESS IN PRESCHOOL EDUCATIONAL ORGANIZATIONS

Otajonov Jamshid

Teacher of Fergana State University, Master's Degree Education

Theory of Education 2 Course Preschool Education

Sobirova Durдона Absamat qizi

### ABSTRACT

The article presents non-traditional approaches to the use of interactive technologies for organizing methodological support for preschool teachers. The essence and purpose of interactive technologies when working with preschool teachers is revealed. Specific examples of the use of interactive technologies with teachers, which are aimed at improving their professional skills, are given. The author is convinced that interactive technologies in the context of methodological work with teachers contribute to increasing creativity and professional competence, providing professional support and creative growth of teachers.

**Keywords:** Interactive technologies, interactive, methodical work, teachers, preschool education, professional competence.

Preschool education is an integral part of a child's development. This is the first step on the way to becoming a person. Here children get most of the necessary life experience, which will become the basis for building their behavior model in the future. And the most important point is the ability to show communication skills. In this case, interactive learning technologies will be indispensable. Interactive learning technology implies such an organization of the pedagogical process in which it is impossible for a child not to participate in collective interaction.

Interactive learning is based on a joint process of cognition, where knowledge is obtained through dialogue and polylogue of students between themselves and the teacher. Today there are more than a hundred educational technologies, classified by organizational forms, by subjects, author's, by approaches to the child, etc. One of the main methodological innovations are interactive teaching methods, what is it "interactive learning, interactive technologies". Interactivity inter – between active and act – to act, action Interactivity means the ability to interact or be in a conversation, dialogue mode with something (for example, with a computer) or someone (a person). Therefore, interactive learning is learning based on the interaction of the student with the subject–developing environment, which serves as an area of learning experience, i.e. "a type of information exchange of students with the surrounding information environment".

The main tasks of such training and education:

- Development of children's initiative, independence, cognitive motivation
- Formation of the ability to learn and independently extract information
- Integrated content of working with children
- Partnership between children and adults
- Active involvement of the child in society, etc.

The purpose of interactive learning is to create comfortable learning conditions in which the child feels his success, his intellectual perfection, which makes the educational process itself productive.

The essence of interactive learning is dialogical learning, the learning process is carried out in conditions of constant, active interaction of all pupils, the child and the teacher are equal subjects of learning; the dominance of one participant in the educational process over another, one thought over another is excluded; the use of interactive technologies allows you to move from an explanatory and illustrated way of learning to an active one, in which the child takes an active participation in this activity.

- With the passive method of teaching, information comes from the teacher to the pupil.
- With an active method of teaching – the interaction of the teacher and the pupil.
- Interactive learning is based on interaction in the "teacher-child-child" structure.

It is possible to include interactive technologies in preschool education in almost all educational areas. In interactive learning models, the interaction of the teacher with the pupils is changing: the activity of the teacher gives way to the activity of the pupil, the task of an adult is to create conditions for the initiative of children. In interactive pedagogical technology, pupils act as full participants, their experience is no less important than the experience of an adult, which does not so much give ready-made knowledge, as it encourages students to independently search, research.

There are a large number of interactive learning techniques that can be used in the preschool. At the same time, their introduction into work with children is carried out gradually, taking into account the age characteristics of preschoolers.

- junior group – round dance
- middle group – round dance, chain; interview
- senior group – round dance, chain, interview, work in pairs, work in small groups (threes)
- preparatory group for school – round dance, chain, interview, work in pairs, work in small groups, threes, carousel, aquarium, big circle, tree of knowledge.

The most favorable conditions for the inclusion of each child in active work in the classroom are created by group forms of work. When organizing work in pairs and groups, each child thinks, offers his opinion, even if it is incorrect, disputes are born in groups, different solutions are discussed. And what is especially important, the group form of work allows you to solve the problem of an individual approach. So, using "Working in pairs", children learn to interact

with each other, combining into pairs at will. Working in pairs, children improve their ability to negotiate, consistently, and work together. In the process of using the "Round Dance" technology, children develop the ability to listen to answers and not interrupt each other. Interactive technology "Round dance" contributes to the formation of the initial skills of arbitrary behavior in preschool children. Interactive technology helps to start the formation of the ability of preschool children to work in a team. The basis of this technology is the consistent solution of one task by each participant. The presence of a common goal, one common result creates an atmosphere of empathy and mutual assistance, makes us communicate with each other, offer solutions to the task.

The "Carousel" technology is being implemented to organize work in pairs. It is a dynamic couple that has great communicative potential, and this stimulates communication between children. "Carousel" forms in a child such moral and volitional qualities as mutual assistance, cooperation skills.

Interactive technology "Interview" is used at the stage of consolidation or generalization of knowledge, summing up the results of the work. Thanks to the use of this technology, children actively develop dialogic speech, which encourages them to interact "adult-child", "child-child".

The use of group work technology "Working in small groups" (threes) makes it possible for all children to work in the classroom. The guys learn to evaluate their work, the work of a friend, communicate, help each other. The principle of cooperation in the learning process becomes the leading one. The "tree of knowledge" develops communication skills, the ability to negotiate, solve common tasks. Children learn to negotiate, unite in small groups, complete tasks, analyze and evaluate.

The use of interactive technologies in direct educational activities relieves the nervous load of preschoolers, makes it possible to change their forms of activity, switch attention to the issues of the topic of classes.

Thus, interactive learning is undoubtedly an interesting, creative, promising direction of pedagogy. It helps to realize all the possibilities of preschool children, taking into account their psychological capabilities.

The skillful use of interactive pedagogical technology gives greater efficiency, efficiency and effectiveness in the educational process, makes it possible to enrich children's knowledge and ideas about the world around them, encourages children to actively interact in the system of social relations.

At the present stage of our civilization, information technologies are increasingly being introduced into our lives. Therefore, a preschool educational institution, as a carrier of culture and knowledge, also cannot remain on the sidelines. In the rapid development of information and communication technologies, there is a need to modernize the content and structure of all areas of preschool education. This is reflected in the new educational Standards. It is the

requirements of Federal State Educational Standards, their introduction that has become an incentive for the introduction of interactive learning and interactive technologies into the work of preschool institutions, which are considered as pervasive universal information systems that can connect with various areas of the educational process, enrich them and radically change the developing environment of kindergarten as a whole.

Interactive technologies in kindergarten are an actual problem modern preschool education. On the one hand, this is one of the ways of learning, and on the other hand, there is a real threat to health that occurs when children are taught to a computer early. But the teacher must keep up with the times and ensure the full transition of children to the next level of the education system. It is also necessary to study the possibilities of using and implementing new interactive technologies in their practical activities. A teacher should not only be able to use a computer and modern multimedia equipment, but also create their own educational resources, widely use them in their teaching activities. However, he must remember that the computer does not replace, but only complements it.

Interactive technologies can be represented as a kind of active teaching methods. The essence of interactive technologies is that learning is carried out through the interaction of everyone who is learning. The educator acts only as an organizer of training, as a rule, real life situations are simulated, problems are proposed for joint solutions. Interactive learning technology can be understood as a system of ways to organize interaction between a teacher and pupils in the form of educational games that guarantee pedagogically effective cognitive communication, as a result of which conditions are created for children to experience a situation of success in their activities and mutual enrichment of their motivational, intellectual, emotional and other spheres. Interactive technologies are based on the phenomenon of integration of educational fields.

The use of interactive technologies in the educational process of preschool education presupposes the presence of interactive equipment (interactive whiteboards, computers, audio and video recorders, etc.). An interactive whiteboard is a universal tool that allows any teacher to organize the educational process so that children have increased interest in classes, attention stability, speed of mental operations. Its use allows you to move from an explanatory and illustrated way of teaching to an active one.

Interactive whiteboard helps to solve problems of speech, mathematical, environmental, aesthetic development, and also helps to develop memory, imagination, creativity, spatial orientation skills, logical and abstract thinking. The game components included in multimedia programs activate the cognitive activity of children and enhance the efficiency of learning the material. Interactive whiteboard is a convenient tool both in the organization of the educational process and for presentations, seminars, parent meetings. You can write and draw on it with electronic ink and save all the notes you have made.

The feature of the interactive whiteboard is tactile control, which helps to implement various learning styles, including working with children with disabilities. The board reacts to the touch of a finger (or any other object) like clicking a computer mouse.

The ergonomic design of the board, tray, markers and eraser is as convenient as possible for preschool children.

The game form of direct educational activity contributes to the development of children's cognitive interest, helps to protect them from excessive fatigue, activates a variety of movements, stimulates frequent changes of positions. The use of game techniques when working with an interactive whiteboard allows you to make educational activities fascinating, quite complex and interesting, which is why the interest of children is maintained from beginning to end. Changing activities does not allow children to be distracted, and children do not get tired.

When using interactive technologies, the activity of students remains traditional, focused on the perception of the material, its memorization. The main task is to find ways to work with interactive equipment that will modernize the educational process.

With the systematic use of interactive technologies of training programs in the educational process in combination with traditional teaching methods and pedagogical innovations, the effectiveness of children with multi-level training significantly increases. At the same time, there is a qualitative strengthening of the result of education due to the simultaneous impact of several technologies. Therefore, it is necessary to introduce modern information technologies into the kindergarten didactics system, i.e. strive for an organic combination of traditional and computer means of developing a child's personality.

Implementing the preschool education program, teachers face many difficulties of various directions: organizational difficulties, substantive difficulties, methodological difficulties, etc. Methodological support of teachers is an important activity in preschool educational organizations. The central place in the system of methodological work is given to the organizational and methodological direction, focused on improving the theoretical knowledge and pedagogical skills of teachers, thereby improving the educational process and increasing the quality of educational services [7]. Methodical work allows teachers to familiarize themselves with innovative processes in education, overcome stereotypes, and find new methods of work. However, due to low efficiency and low feedback, traditional forms of methodological work have now lost their relevance. Activation of the creative potential of teachers is possible only through non-traditional forms of work.

In order to organize a system of methodological assistance to teachers aimed at overcoming emerging difficulties, effectively use interactive technologies. N.V. Kozyreva "interactive" defines as: "capable of acting, being in dialogue mode" [3]. Experimental data of scientists suggest that with direct participation in solving various problems, information is absorbed by 95%. Such an indicator cannot be achieved when listening to or reading information [8].

Interactive technologies have gained popularity thanks to the spread of game forms of education, in particular, business games. The expansion of the didactic use of interactive technologies is associated with the names of such researchers as I.P. Ivanov, A.A. Verbitsky, V.Ya. Platov, L.G. Borisova, etc.

The scheme of interactive technologies for organizing methodical work with teachers can be depicted as follows: "methodologist-teacher-teacher". The difference between interactive technologies is that not only the methodologist and teachers interact with each other, but also teachers. At the same time, the methodologist largely performs the role of coordinator, assistant and creates conditions for stimulating the initiative of teachers [2].

Interactive technologies bring new opportunities to the pedagogical process, reveal the personal and individual capabilities of each teacher, develop communication skills, skills of independent intellectual work.

The goals of interactive technologies when working with preschool teachers are: organization of methodological assistance; identification, study and dissemination of the work experience accumulated by preschool teachers; improvement of pedagogical culture and skills of teachers; improvement of professional competence; self-development, self-education and self-education of teachers; development of communicative, analytical and creative abilities of teachers, consolidation of the teaching staff. Interactive technologies are based on the principle of active communication. An equally important principle is the principle of creating a comfortable psychological atmosphere, participants should feel comfortable [1].

Interactive technologies can be conditionally divided into two groups: technologies for the formation of teachers' professional knowledge (about innovative directions, effective forms and methods of work, etc.), technologies for the formation of teachers' professional skills (on the use of certain technologies, forms and methods of work). All of the following technologies can be used to train educators and form certain abilities, knowledge, skills and abilities in them.

The main interactive technologies include [1, 2, 5]:

Technologies of formation of professional knowledge among teachers:

- The round table (discussion, debate) is organized in group interaction and involves a collective discussion, discussion of the problems put forward, ideas, provisions and a joint search for an effective solution.
- Swot analysis. The analysis identifies the strengths and weaknesses of a phenomenon or favorable and unfavorable factors. It is usually used for strategic planning. The question is formulated, after which teachers unite in groups to discuss it.

There are many interactive technologies that can be used in working with teachers: building a scale of opinions, a decision tree also relate to interactive learning technologies.

Thus, when choosing or developing interactive technologies, the creativity of teachers is limitless. Interactive technologies can be used both with future teachers in the process of their

theoretical and practical training as part of the educational process, and with practicing teachers in the framework of methodological work, in advanced training and retraining courses. Let's consider the features of the use of interactive technologies in working with preschool teachers on specific examples.

Business game "Techniques for creating a situation of choice". A business game will allow you to lose any pedagogical situation through roles, which in turn will allow you to understand psychology, both on the part of pupils and adults.

Training-reasoning "How does the development of a plot-role-playing game with older preschool children begin?". The training-reasoning will allow each teacher to express their position and determine the system of work on the development of a story-role-playing game with older preschool children.

Fair of pedagogical ideas "Moral education of preschoolers". At the fair of pedagogical ideas, each teacher offers a lesson scenario. The fair of pedagogical ideas allows each teacher to develop their own "ideal" scenario for moral education of preschoolers. Teachers develop a lesson scenario (several scenarios are allowed) taking into account modern scientific and methodological approaches, the best ideas are selected, which will be implemented in the future.

Round table "Features of the construction of complex thematic planning". In preparation for the round table, teachers have the opportunity to independently study and prepare for discussion on the designated issues, thereby increasing their educational level. The following issues can be discussed at the round table: how to select content for complex thematic planning? What are the ways to implement modern approaches to integrated thematic planning? How to choose the most effective methods and techniques for implementing modern approaches to integrated thematic planning? Modern pedagogical technologies in the implementation of approaches to complex thematic planning. After discussing these topics, the team will come to a common decision on the issue of building a comprehensive thematic planning.

Debates on various topics. At the debates, teachers exchange information that reflects opposing points of view on the same problem. Debates allow you to delve into the study of the problem, gain new knowledge, train analytical and communicative skills.

When using interactive technologies, it is important to create an atmosphere of goodwill and cooperation. This can be facilitated by various visualizations, situations for analysis, competitiveness, diagrams, sociometric maps, etc. Teachers should feel free and not be afraid to speak out on the issues discussed.

All the interactive technologies discussed in this article (various kinds of discussions, debates, business games, pedagogical auctions, etc.) are quite effective. It is important to plan the system of their use correctly, to create motivation for teachers to participate in the proposed forms of work. The effectiveness of interactive technologies in working with teachers is due to the fact that they provide feedback [4]. The use of interactive technologies in working with

preschool teachers will lead to an increase in their creative abilities and professional competence, and will also allow to unite the teaching staff.

## LITERATURE

1. Баженова В.В. Интерактивные формы проведения занятий по психологии в высшей школе // Психолого-педагогическое сопровождение образовательного процесса: теория и практика. – 2015. – С. 35-38.
2. Батракова С.И., Носкова К.В. Применение нетрадиционных форм занятий в современной образовательной среде // Наука и образование: новое время. – 2019. – № 1 (30). – С. 426-431.
3. Козырева Н.В. Использование интерактивных форм в методической работе с педагогами // Образование. Карьера. Общество. – 2018. – № 1 (56). – С. 35-37
4. Mamasoliyevich, S. S., Abdumalikovna, M. S., & Kholmatova, N. (2022). A Life Sacrificed in the Development of Social Life. *Kresna Social Science and Humanities Research*, 3, 152-156.
5. Abdumalikovna, M. S. (2022). Music As a Factor for The Formation of Social Identity in Youth. *Texas Journal of Multidisciplinary Studies*, 5, 21-24.
6. Sidikova, G. S., & Ibrahimovich, T. A. (2021). FORMATION OF CHILDREN'S HEALTH CULTURE AS A SOCIAL AND PEDAGOGICAL PROBLEM. *Conferencea*, 71-74.
7. Сидикова, Г. С. (2022). ФОРМИРОВАНИЕ ЗДОРОВОГО ОБРАЗА ЖИЗНИ У ДЕТЕЙ СТАРШЕГО ДОШКОЛЬНОГО ВОЗРАСТА. *TA'LIM VA RIVOJLANISH TANLILI ONLAYN ILMIY JURNALI*, 2(1), 6-11.
8. Sabirovna, S. G. (2021, November). FORMATION OF A HEALTHY LIFESTYLE FOR PRESCHOOLERS. In *Archive of Conferences (Vol. 22, No. 1, pp. 44-48)*.
9. Туйчиев, А. И., & Сидикова, Г. С. (2022). ОРГАНИЗАЦИЯ ФИЗКУЛЬТУРНООЗДОРОВИТЕЛЬНОЙ РАБОТЫ С ДЕТЬМИ ДОШКОЛЬНОГО ВОЗРАСТА. *JURNALI*, 178.
10. Sabirovna, S. G., & Ibragimovich, T. A. (2022). Organization of Physical Culture and Recreation Work with Preschool Children.
11. АИ Туйчиев, ГС Сидикова - INTEGRATION OF SCIENCE, EDUCATION AND ..., 2022
12. Ibragimovich, A. E. (2022). Athletics at a Higher Educational Institution. *American Journal of Social and Humanitarian Research*, 3(10), 83-88.
13. Хасанов, А. Т., Юсупов, Т. Т., & Алломов, Э. И. (2020). ПОДГОТОВКА СПЕЦИАЛИСТОВ ФАКУЛЬТЕТА ВОЕННОГО ОБРАЗОВАНИЯ К ПРОФЕССИОНАЛЬНО-ИННОВАЦИОННОЙ ДЕЯТЕЛЬНОСТИ. *European Journal of Humanities and Social Sciences*, (1), 108-113.

- 14.Туйчиев, А. И., & Сидикова, Г. С. (2022). ИГРОВЫЕ ТЕХНОЛОГИИ И ИХ ЗНАЧЕНИЕ В РАЗВИТИИ И ВОСПИТАНИИ СОВРЕМЕННОГО ПОДРОСТКА. INTEGRATION OF SCIENCE, EDUCATION AND PRACTICE. SCIENTIFIC-METHODICAL JOURNAL, 3(6), 190-198
- 15.Хасанов, А. Т., Юсупов, Т. Т., & Алломов, Э. И. (2020). ПОДГОТОВКА СПЕЦИАЛИСТОВ ФАКУЛЬТЕТА ВОЕННОГО ОБРАЗОВАНИЯ К ПРОФЕССИОНАЛЬНО-ИННОВАЦИОННОЙ ДЕЯТЕЛЬНОСТИ. European Journal of Humanities and Social Sciences, (1), 108-113.
- 16.Tursinovich, H. A., Ibrokhimovich, A. E., & Tavakkalovich, A. D. (2022). Features of the interdependence of indicators of physical status of students of I-IV stages of military education faculties. Texas Journal of Multidisciplinary Studies, 7, 58-61.
- 17.Allomov Erkin Ibragimovich. (2022). Athletics at a Higher Educational Institution. American Journal of Social and Humanitarian Research, 3(10), 83–88. Retrieved from <https://www.grnjournals.us/index.php/ajshr/article/view/1543>
- 18.Orifjon, M. (2021). NO ONE CAN MAKE THE COUNTRY FAMOUS IN SPORTS. Galaxy International Interdisciplinary Research Journal, 9(12), 908-911.
- 19.Nishanbayevich, M. O. (2022). Outdoor Games in The System of Physical Culture and Sports in Higher Education. Texas Journal of Multidisciplinary Studies, 5, 18-20
- 20.Хасанов, А. Т., Юсупов, Т. Т., & Алломов, Э. И. (2020). ПОДГОТОВКА СПЕЦИАЛИСТОВ ФАКУЛЬТЕТА ВОЕННОГО ОБРАЗОВАНИЯ К ПРОФЕССИОНАЛЬНО-ИННОВАЦИОННОЙ ДЕЯТЕЛЬНОСТИ. European Journal of Humanities and Social Sciences, (1), 108-113.
- 21.Tursinovich, H. A., Ibrokhimovich, A. E., & Tavakkalovich, A. D. (2022). Features of the interdependence of indicators of physical status of students of I-IV stages of military education faculties. Texas Journal of Multidisciplinary Studies, 7, 58-61.
- 22.Ashurova, O. A. (2021). AESTHETIC EDUCATION AS A FACTOR OF PROFESSIONAL TRAINING OF PRESCHOOL TEACHERS IN A PEDAGOGICAL UNIVERSITY. Theoretical & Applied Science, (5), 425-427.
- 23.Ashurova, O. (2021). Analysis of foreign experience on the development of eco-aesthetic culture of future preschool education specialists. Asian Journal of Multidimensional Research, 10(10), 1478-1484.
- 24.Ashurova, O. A. (2021). SOCIO-HISTORICAL TRADITIONS OF DEVELOPMENT OF ECOESTHETIC CULTURE OF PRESCHOOL EDUCATIONAL PROFESSIONALS. CURRENT RESEARCH JOURNAL OF PEDAGOGICS, 2(05), 46-52.
- 25.Ashurova, O. (2021, December). THE IMPORTANCE OF AESTHETICITY OF ECOLOGICAL CONSCIOUSNESS AND CULTURE IN THE ACTIVITIES OF

- PRESCHOOL EDUCATIONAL PROFESSIONALS. In International Scientific and Current Research Conferences (pp. 88-90).
26. Anvarjonovna, A. O. (2021). Factors for the Development of Ecoesthetic Culture of Future Preschool Educational Professionals. *European Journal of Humanities and Educational Advancements*, 2(5), 162-164.
27. Anvarjonovna, A. O. (2021, December). Methodological Foundations for Development of Aesthetic Culture Teacher of Preschool Education. In INTERNATIONAL CONFERENCE ON MULTIDISCIPLINARY RESEARCH AND INNOVATIVE TECHNOLOGIES (Vol. 2, pp. 254-258).
28. Anvarjonovna, A. O. (2021, December). Methodological Foundations for Development of Aesthetic Culture Teacher of Preschool Education. In INTERNATIONAL CONFERENCE ON MULTIDISCIPLINARY RESEARCH AND INNOVATIVE TECHNOLOGIES (Vol. 2, pp. 254-258). \Anvarjonovna, A. O. (2021). AESTHETIC CULTURE OF THE EDUCATOR. In Interdisciplinary Conference of Young Scholars in Social Sciences (pp. 253-255).
29. Abdumalikovna, M. S. (2021). BASIT KORIEV'S LIFE BECAME A MILESTONE IN THE DEVELOPMENT OF MUSICAL AND THEATRICAL EDUCATION. *Conferencea*, 52-54
30. journals, S. (2022, June 22). Organization of Physical Culture and Recreation Work with Preschool Children. <https://doi.org/10.31219/osf.io/t85qc>
31. Orifjon, M. (2021). NO ONE CAN MAKE THE COUNTRY FAMOUS IN SPORTS. *Galaxy International Interdisciplinary Research Journal*, 9(12), 908-911.
32. Nishanbayevich, M. O. (2022). Outdoor Games in The System of Physical Culture and Sports in Higher Education. *Texas Journal of Multidisciplinary Studies*, 5, 18-20
33. Sidikova, G. S., & Ibrahimovich, T. A. (2021). FORMATION OF CHILDREN'S HEALTH CULTURE AS A SOCIAL AND PEDAGOGICAL PROBLEM. *Conferencea*, 71-74.
34. Сидикова, Г. С. (2022). ФОРМИРОВАНИЕ ЗДОРОВОГО ОБРАЗА ЖИЗНИ У ДЕТЕЙ СТАРШЕГО ДОШКОЛЬНОГО ВОЗРАСТА. ТА'ЛИМ VA RIVOJLANISH TANLILI ONLAYN ILMIY JURNALI, 2(1), 6-11.
35. Sabirovna, S. G. (2021, November). FORMATION OF A HEALTHY LIFESTYLE FOR PRESCHOOLERS. In *Archive of Conferences* (Vol. 22, No. 1, pp. 44-48).
36. Туйчиев, А. И., & Сидикова, Г. С. (2022). ОРГАНИЗАЦИЯ ФИЗКУЛЬТУРНООЗДОРОВИТЕЛЬНОЙ РАБОТЫ С ДЕТЬМИ ДОШКОЛЬНОГО ВОЗРАСТА. *JURNALI*, 178.
37. Sabirovna, S. G., & Ibragimovich, T. A. (2022). Organization of Physical Culture and Recreation Work with Preschool Children.
38. АИ Туйчиев, ГС Сидикова - INTEGRATION OF SCIENCE, EDUCATION AND ..., 2022

39. Allomov Erkin Ibragimovich. (2022). Athletics at a Higher Educational Institution. American Journal of Social and Humanitarian Research, 3(10), 83–88. Retrieved from <https://www.grnjournals.us/index.php/ajshr/article/view/1543>
40. Mamasoliyevich, S. S., Abdumalikovna, M. S., & Kholmatova, N. (2022). A Life Sacrificed in the Development of Social Life. Kresna Social Science and Humanities Research, 3, 152-156.
41. Tursinovich, H. A., Ibrokhimovich, A. E., & Tavakkalovich, A. D. (2022). Features of the interdependence of indicators of physical status of students of I-IV stages of military education faculties. Texas Journal of Multidisciplinary Studies, 7, 58-61.
42. Allomov Erkin Ibragimovich. (2022). Athletics at a Higher Educational Institution. American Journal of Social and Humanitarian Research, 3(10), 83–88. Retrieved from <https://www.grnjournals.us/index.php/ajshr/article/view/1543>
43. Orifjon, M. (2021). NO ONE CAN MAKE THE COUNTRY FAMOUS IN SPORTS. Galaxy International Interdisciplinary Research Journal, 9(12), 908-911.
44. Nishanbayevich, M. O. (2022). Outdoor Games in The System of Physical Culture and Sports in Higher Education. Texas Journal of Multidisciplinary Studies, 5, 18-20.
45. Хасанов, А. Т., Юсупов, Т. Т., & Алломов, Э. И. (2020). ПОДГОТОВКА СПЕЦИАЛИСТОВ ФАКУЛЬТЕТА ВОЕННОГО ОБРАЗОВАНИЯ К ПРОФЕССИОНАЛЬНО-ИННОВАЦИОННОЙ ДЕЯТЕЛЬНОСТИ. European Journal of Humanities and Social Sciences, (1), 108-113.
46. Tursinovich, H. A., Ibrokhimovich, A. E., & Tavakkalovich, A. D. (2022). Features of the interdependence of indicators of physical status of students of I-IV stages of military education faculties. Texas Journal of Multidisciplinary Studies, 7, 58-61.