



## FORMS AND METHODS OF IMPLEMENTING PEDAGOGICAL TECHNOLOGIES IN THE LESSONS OF PHYSICAL INSTRUCTION

Turkmenov Farrukh Nuritdinovich

Bukhara Engineering-Technological Institute Doctor of Philosophy (PhD) in  
Pedagogical Sciences, «Physical Education» department

farrux.turkmenov@mail.ru

### Annotation:

In this article, the ways to achieve educational effectiveness and effectiveness, and to increase students' motivation to study by using pedagogical technologies and interactive methods in physical education classes of physical education teachers of educational institutions are described.

**Keywords:** physical culture, healthy lifestyle, psychological process, sportsmanship, physical performance, didactics, motivation, pedagogical technology, pedagogical skills.

The problem of upbringing a free person requires the implementation of educational work in the institutions using pedagogical technologies. Of course, this process will not be easy: it is necessary to turn the today`s voluntarily educational built and implemented system, into a strictly scientifically based pedagogical system. In fact, the elements of social experience - knowledge, skills, creative activity, attitudes to objective existence - are the product of the pedagogical process and are stored within the framework of a certain pedagogical system. Pedagogical technology is a project of a pedagogical system, put into practice.

The motivational stage of the didactic process allows accelerating students' absorption in cognitive activities. For this, it is necessary to pay attention to the following:

1. Treating each student as a great person, respecting him, understanding him, accepting him, and trusting him;
2. It is necessary to create such an environment of education in which the student feels that he is a person and feels the attention paid to him.
3. Not to put pressure on the child and not to exaggerate his shortcomings; identifying the reasons for not learning, misbehaving and eliminating them in a way that does not harm the child's personality;
4. Creating an "atmosphere of success" in education, helping the child to succeed in studies, gaining confidence in his own strength and talent. To make the student understand that everyone around him is like him, to develop a sense of belonging to the team;





5. To gain the respect and trust of the student, to look at oneself from the point of view of a person.

The following opinions of pedagogues are worthy of attention about what children who live in different conditions can learn under the influence of this life:

“What do the children learn from the life they are living in?”

If a child lives with criticism, he learns to blame.

If a child lives with enmity, he will learn to quarrel.

If a child lives in fear, he learns to be a coward.

If a child lives in regret, he will learn to regret.

If a child is laughed at a lot, he will learn to be shy.

If a child lives with curiosity, he will learn to be curious.

If a child lives with shame, he learns guilt.

If a child lives with support, he learns to rely on himself.

If a child lives in tolerance, he will learn to be patient.

If a child lives with praise, he will learn to appreciate.

If a child lives with recognition, he learns to love.

If a child lives in honesty and justice, he will learn what truth and justice are.

If a child lives in safety, he will trust himself and the people around him.

If a child lives with friendship, he will realize that the earth is a wonderful place to live.

If you live in peace, your child will also live in peace.

How is your child living?”

It is very important to ensure the creation of conditions for cognitive (mental), communicative (speech-sociability), social-emotional and physical-motor development of children in the activities of general secondary education institution. Conditions for the child's development must be created not only in classrooms, but also at the entrance to the institution, on the corridors, on sports and recreation grounds.

The room and building is an internal factor important for the child's development, sports, recreation and playgrounds, the territory of the school and other educational institutions serve as external factors.

The developing environment focused on the personality of the child serves to provide the most favorable conditions in the educational process, taking into account the child's age, psychological and physiological characteristics. The following basic requirements are imposed on it:

Factors of maintaining the child's health: clean air, clean place, building and classrooms with normal temperature and light.





Ensuring that the school is a safe place that protects the child from unpleasant and unexpected events.

Encourage children to move, explore and experience, that is, make it possible in all areas of the school territory. For example, having enough equipment in sports, recreation and playground; observing the growth of different plants in the corridor, information about academic subjects in the room, having different books in the library, and so on.

All objects, materials and manuals used by children should be located at a distance and height that the child can see and reach.

Encouraging cooperation and communication between children, that is, they should work in small groups and in pairs, play games outside of class.

Children have a sense of belonging to the school, a sense of security and freedom.

The classroom is divided into parts according to specific topics that ensure the comprehensive development of the child, and each of these parts contains objects, equipment, toys, constructions, symbols, which are necessary and interesting for the child according to their own topics. numbers, words, etc. equipped with

The furniture should be placed in such a way that it does not hinder the child's physical condition and free movement, the child can easily move the furniture belonging to him and the furniture should be suitable for the disabled, and it should also be convenient for the teacher.

Providing materials of different shapes and colors that develop the child's perception and encourage creativity.

Avoid placing too many objects and information in one place for children to see and identify, as this will make it difficult for the child to pick them apart.

Allow the child to choose freely and encourage him to make independent decisions.

Helping them to interact with their peers.

Describing daily activities in the form of a table with words and symbols, hanging it in a place where the child can see and understand.

Creating an environment that allows establishing a warm relationship between parents and the school.

Some non-traditional forms of lessons in which education focused on the personality of the student is carried out:

A diving lesson consists of active learning of the subject by being in the most favorable environment for acquiring certain knowledge or creating such an environment.

Competition lesson - exercises to strengthen knowledge by organizing mutual competition of students.



Consultation lesson is an exercise in mastering the lesson by organizing mutual consultations between students and the teacher during the lesson.

A creative lesson is a lesson of organizing students' independent creativity.

A test lesson is a lesson in which students' mastery is tested in various ways.

A questioning lesson is a lesson in explaining a new topic by conducting an interesting discussion and analysis about the rules of the lesson topic, what can happen if the conclusions are considered wrong. The lesson of creative reports is a presentation of students' independently learned knowledge and conclusions on certain topics.

A generalization lesson is a lesson for summarizing the knowledge gained on previously studied topics.

A science fiction lesson is a lesson to expand students' independent thinking through the exercise of creative imagination and conjectures based on the knowledge they have learned.

The lesson of searching for the truth is a lesson to determine the truth and ensure mastery of the topic by organizing students' independent opinions on some issues related to the subject.

The lesson of "Paradoxes" is a lesson to determine the correct conclusions based on the description of the studied topic in connection with various "paradoxes" in order to increase the activity and interest of students.

A seminar lesson is a lesson to ensure that all students in the class master the lesson and strengthen their knowledge by listening to information about the results of the tasks given to the students in advance on questions related to the topic of the new lesson.

Excursion lesson - by introducing students to various objects: museum, shrine, enterprise, workshop, nature, scientific institution, college, lyceum, etc., it is ensured to connect their knowledge with life and to direct them to the profession.

Taking into account the age characteristics of students in the educational process, knowing their personal qualities, individually approaching the analysis is based on the rules and requirements of current youth psychology and pedagogy. One of the main issues is to take into account the differences in students' preparation, interests and mastery of different subjects. Accordingly, taking into account the differences between teachers in terms of teaching style and planning of the educational process, each teacher should be able to get the optimal result within a certain period of time, that is, the students' have individual approaches to achieving mastery at the level held in

Taking into account the personal qualities of students, in order to achieve the goals of positive and development of these qualities, giving students independent tasks in the





lesson, organizing their independent conclusions, learning from each other, paying special attention to creating a comfortable environment for their studies is required to give.

Education focused on the personality of the student implies the organization of a pedagogical environment adapted to the personal capabilities of the student and the educational process. It is important to understand, respect and trust each student in this educational technology. Pupil-teacher and pupil-pupil cooperation gives expected positive results.

All elements of the lesson content should be created by the teacher in the process of organizing the lesson. The basis for organizing a lesson is the biological law of the existence of an organism, the determination of its working capacity, and the logic of the educational process. There are two states of incapacity: pre-start state and temporary incapacity state.

The logic of the educational process requires the following:

- 1) consistently incorporating knowledge into the activities of practitioners;
- 2) consistently achieving the required physical capacity;
- 3) to consistently solve the educational, educational and health-improving tasks set in a certain training;
- 4) to ensure a good condition of the body after work, which helps students in their further successful activities.

These are related to the requirement to divide the lesson into three parts: preparation, main and final. Dividing the lesson into three parts does not mean that it loses its integrity. On the contrary, each part should logically complete the following based on the previous ones. Each part should solve its task and make the final result of the lesson effective. Therefore, the time allocated to individual parts and their exact content are more variable, because they depend on many factors: from the specific situation of the participants in a given lesson, their characteristics, the task of the training, the nature of the selected exercises. 'uniqueness, external conditions of work, etc.

After dividing the lesson into parts, the second part of the organization of the lesson begins - determining the physical exercises (their sequence), which makes it possible to better solve the general and part tasks of the lesson. It is necessary for the teacher to try to perform the next exercises well and positively through the exercises that have been performed. For example, learning complex coordination exercises is placed at the beginning of the lesson. They can be done at the end of the lesson by improving them. Speed training is very effective after endurance training. It has a negative effect





in one lesson. It is not appropriate to give exercises that lead to negative displacement in one lesson.

The third decisive part of the lesson system, which is used in the course of the lesson, consists in determining the activities of the pedagogue and the interaction of the participants in solving each pedagogical task. This includes the formation of groups, assigning tasks to them, the procedure for changing the place of training, setting up shells, distributing and collecting equipment, actions used in existing lessons.

Thus, each lesson consists of a unity of substantive, methodical and organizational elements. Violation of this unity, failure to understand or recognize the importance of the mentioned elements leads to a rapid decrease in the effectiveness of the lesson, leaving the ability to solve the set tasks in doubt.

At the level of the pedagogical team or methodological associations, the directions of learning the personality of the student, the methods of communication, the level of knowledge of the students in the lesson, their interests, the different mastery of subjects In order to take into account the differences, to create a comfortable environment, to achieve students' mastery and other issues, it is necessary to conduct practical trainings from time to time in order to get acquainted with, study, popularize theoretical, methodical and practical experiences. It is recommended to conduct this exercise in any of the forms, such as debate, training, business game or seminar, according to the available conditions and opportunities.

Technology of projecting physical instruction lessons:

The main essence of pedagogical technology is to achieve a guaranteed result based on a systematic approach in cooperation between the teacher and the student.

The teacher's skill has a special place in this. The teacher's skills are reflected in the precise planning of the lesson. The lesson should be planned in such a way that what is intended to be done is clearly reflected in it, and there is no room for the possibility of making a different plan. Sometimes we witness mistakes made in the field of lesson planning in the work of young teachers. Such errors can be divided into the following groups.

1. Lack of clarity of purpose. That is, it is not clearly defined what students will actually do and what they will learn.
2. There are cases where the requirements of the educational goal do not match the results of the lesson.
3. The materials recommended for learning do not correspond to the purpose of the lesson.
4. The directions given by the teacher do not ensure that the student learns knowledge effectively in the lesson.





5. The actions of the students indicated in the lesson plan cannot be an effective means of realizing the purpose of the lesson.

In order to avoid such mistakes, every prepared plan should be revised and worked on to eliminate mistakes.

The issue of the use of pedagogical technologies in the organization of the educational process in physical education classes, as well as methodological recommendations, have not yet been fully reflected in the pedagogical and methodological literature.

The teacher should be able to see each lesson as a whole and design it so that he can imagine it.

Creating a technological map is important in designing a lesson. Because the technological map is created based on the characteristics of each educational subject, the capabilities and needs of students. The technological map can be created differently, taking into account the capabilities of each teacher, the textbook and the students.

The success of the training is determined in the process of preparing for it. However, it should not be forgotten that specific situations may not always be taken into account, otherwise, in turn, it will be necessary to reconstruct it during the course of the lesson. Pedagogical knowledge, practical experience, skills allow to positively solve the situations that occurred in the lesson.

We will analyse each lesson separately.

## **PROCEDURE OF THE LESSON**

The preparatory part of the lesson should be conducted as follows:

- it is necessary to organize students and create psychological preparation for the conscious performance of certain tasks assigned to the lesson;
- preparing students to master exercises of a certain nature (playful, athletics);
- functional preparation of students' bodies to perform more intensive, intense, complex exercises;
- to help shape the figure, to educate lightness, to be able to manage with movement activity.

Therefore, the preparatory part solves the tasks of providing the best conditions related to solving the general tasks of the lesson, and at the same time, it has the importance of relatively independent education and rehabilitation.

The lesson begins with a general arrangement of the class and a report that the student on duty is ready for the lesson to begin. After greeting, the person on duty stands on the right side of the classroom. This allows each student to rank twice a year. Studying line exercises increases the activity of students, develops skills about line up and re-





line up, and line turns. In order to avoid homogeneity in the formation of students, it is necessary to organize the methods of placement and changing their places in a different way.

Greeting is a necessary didactics of the preparation part of the lesson. He should be a person who wants mutual health and is polite, courteous, well-bred, who can cultivate mutual relations and ensure success in further activities.

In the first lesson, after greeting the class, he reads the list in order to familiarize himself with the composition of the students, it is not necessary to read the list in the next lessons, in order to save time, it is advisable to send the list during the lesson or at the end of the lesson.

Then the teacher announces the task of the lesson. Their essence can be determined in the main part of the lesson.

The source of the preparatory part consists of sorting and re-sorting; light walking, quick, high and springy steps, various ways of running and jumping, jumping from heel to toe; dance exercises, overcoming obstacles, attention exercises, general development exercises without objects, through games with objects and projectiles (gymnastic wall, gymnastic bench), in movement and in place, in pairs. The preparatory part of the lesson can be divided into three consistent sections: general, special and individual. General mainly solves health and functional training: special prepares students to master exercises with a certain order and character; Free time is allocated for self-chosen exercises recommended by the teacher, which helps to solve the tasks set for individual (individual) well.

Various forms of rowing are used to perform general development exercises, in extended (written) and narrow rows, in a circle (in two, three circles), in a square, arc in a triangle, etc. If shells are installed in the hall, students will choose their own place. The chosen place should be convenient for students to exercise and not disturb their friends.

Selected exercises should allow you to solve several tasks efficiently in a short time. That is, the main part should be based on necessary actions. It is necessary to strictly control children's step activities.

Fulfillment of these requirements is assessed by the teacher and taken into account in the final grade.

The motto of every teacher should be: "Do not take a step forward without mastering the previous exercise."

When performing a series of general development exercises, it is necessary to achieve its synchronicity (uniformity).

The method of managing students during the exercises is noteworthy.







They should be diverse and effective. Teachers count, clap; students use self-counting (in a low voice), through music, to the result of the task, with elements of the competition, with a stream behind the teacher's back. In any way of management, the teacher should be able to reprimand, correct mistakes, and encourage students.

It is advisable to increase the intensity of the preparatory part by bringing the lessons closer to the training (exercise) classes in the upper grades. Duration of the preparatory part should be 10-12 minutes.

### **The main part of the lesson**

#### **The tasks of the main part are as follows:**

- formation of students' knowledge, ability to perform and skills in the process of performing physical exercises specified in a certain lesson plan;
- teaching students to perform independent physical exercises;
- shaping the figure of the participants during complex physical exercises;
- education of physical qualities;
- helps employees to be mentally and aesthetically educated, to strengthen their will;
- increase the level of sports achievements of students;

These tasks determine the characteristics of carrying out the main part;

First of all, the teacher should try to create the situation for the development of students' creativity. He should always take the initiative, be active, teach each other, encourage each other, and listen to the children's report on their mistakes.

In the main part, the teacher should increase the level of physical achievements to a sufficient level, reduce the number of exercises to 15-20, and increase the ones studied to 30-40.

When conducting a lesson in fresh air, it should be remembered that in cold weather, it is necessary to limit long explanations, to show briefly, and to perform intensive exercises. In hot weather, it is necessary to protect the body from overheating and pass in the shade, pay attention to the condition of the students and replace intensive exercises with non-intensive exercises. In the conditions of the Republics of Central Asia, it is possible to study in the fresh air all year round.

However, due to the rapid change of weather, it is appropriate to schedule some classes (mainly gymnastics section) in the gym in December of the second quarter, and in the first ten days of January and February of the third quarter.

Installation and collection of projectiles should be done during the lesson. Here you can only collect projectiles that will interfere with the next lesson. It is recommended that the installation of projectiles and preparation of equipment be carried out by those on duty and temporarily exempted from classes. The teacher can organize a





competition in setting up shells and collecting them. In the classroom, you can put educational cards that regulate students' activities on a special board.

In the main part of the lesson, depending on the number of tasks assigned to the lesson, the number of students in the class should be taken into account, if possible. It is necessary to constantly try to increase the motor intensity of the lesson.

The physical exercises used in the main part have a positive effect on training the quality of strength and endurance, the exercises in the final part lead to muscle relaxation and stretching through exhaustion, allowing students to improve their flexibility. Endurance is best developed in classes that use long-distance running, the best conditions for developing strength are when using gymnastic exercises, and dexterity is created in the process of sports and active games.

A necessary condition for the effectiveness of the main part of the lessons is the careful observation by the teacher of the correct execution of the exercises by the students and their assessment.

### **The final part of the lesson.**

The final part of the lesson is used to gradually lower the level of physical and emotional arousal. But this does not end the final part. The main task of the final part is to conclude the lesson, that is, to evaluate the performance of students by the teacher. At the end of the lesson, the teacher gives homework to the students to complete before the next lesson, checks the previous ones, and gives a grade.

Homework can be given in any part of the lesson, but it must be repeated at the end of the lesson. Homework can be given in any part of the lesson. It can be checked individually and frontally.

### **Innovative technologies in the lessons of physical:**

Nowadays, interest in using innovative technologies and interactive methods in the educational process is becoming more and more widespread. The use of such methods increases the effectiveness and effectiveness of education, increases the motivation of students to study.

Innovation means creating something new. Therefore, the use of a work form aimed at increasing the effectiveness of the educational process based on news, rather than on the basis of the same templates as in traditional education, means innovation. Basing on pedagogical technologies in education and striving for innovation, using various interactive methods aimed at activating students helps to effectively implement the goal of education.





Communicative methods are widely used in this technology, we will consider some of their main features.

It is known that interactive methods are mainly used in conducting current interactive training. In our opinion, the difference between the concepts of this interactive method and technology can be described as follows.

Interactive education method is implemented by each teacher at the level of available tools and capabilities. In this, each student learns at different levels according to his motives and intellectual level.

Interactive educational technology ensures that each teacher conducts an activity that all students master as intended. In this case, each student, having his own motivation and intellectual level, learns the lesson at a predetermined level.

Based on the study of some experiences in the practical application of interactive training, we can show some factors that affect the quality and efficiency of these trainings. They can be conventionally called organizational-pedagogical, scientific-methodical, and factors related to the teacher, students, and educational tools. We should assume that they will have a positive or negative effect according to their nature.

Organizational-pedagogical factors include: preparation of a team of trainers who conduct interactive training from teachers;

- organizing teaching of interactive methods to teachers;
- creation of necessary conditions for interactive training in the classroom;
- ensuring that the speaker's and participants' workplaces are comfortable;
- prevention of violation of sanitary and hygienic standards;
- ensuring compliance with safety regulations;
- maintaining attendance and discipline;
- organization of supervision, etc. Scientific and methodological factors include:
  - Correct selection of appropriate interactive methods to ensure the fulfillment of the requirements of the state educational standard and the full achievement of the intended purpose of the lesson;
  - quality preparation of interactive training development;
  - ensuring that each element of the interactive training is related to the topic being studied; - determining the subject and content of training based on the latest scientific and theoretical information; - use of modern highly effective methods;
  - to determine in advance the level of preparation of students and conduct interactive training at the corresponding level; - being able to allocate enough time for interactive training, etc.



In order to organize the educational process using innovative methods, it is first necessary to develop clearly the plan and project of the lesson.

When creating a lesson plan, the teacher should clearly define his work forms and the scope of work of students in the process of acquiring skills. It is also important what teaching methods he uses. Focusing on more interactive methods when choosing a method increases the effectiveness of education.

(The English word "interactive" means interaction, i.e. inter - aro, act - action.)

Interactive methods mean teaching based on mutual action, that is, cooperation.

There are 4 main types of interactive methods. These are:

- cognitive methods;
- games, experimental activities;
- business games, modeling;
- teaching through practice, direct activity.

All interactive methods include cooperation between the teacher and the student, the active movement of the student in the educational process. For example, when teaching a subject, in the **modeling** part, the teacher can use the "Brainstorming" method before showing the model to the students. That is, students are asked how they can understand the problem and acquire the skill, and their opinions are summarized. The opinion of students is not criticized at all.

In the **practical leading part**, the teacher can use the "**Teach your partner**" method. This method creates an opportunity for optimal organization of the lesson, teaches students to critically monitor their own activities and eliminate mistakes.

Here's how to use it:

- The class is divided into the first and second partner parts.
- Using the lesson transition model, the first partner teaches the second partner, and the second partner teaches the first part of the model.
- The teacher first explains and then shows the parts of the model using educational methods. Pupils repeat and do what the teacher says and shows.
- The teacher chooses 2 voluntary partners to control the class. The teacher shows his partners how to perform the model step by step. It helps them understand and learn what they don't understand.
- The teacher tells the partners in the class to teach and do the first part to each other. They monitor their work and help to eliminate shortcomings. Only after that it goes to the next stage. The teacher's partners help the teacher to control the class.
- This way of working continues to execute other parts of the model. It teaches students to be demanding of each other and themselves, to eliminate mistakes in time, to be able to critically evaluate work.





When checking concepts, the teacher can use various interactive methods ("Boomerang", "Water-wheel", "Brain storming", etc.). For example, "Charkhpalak method". Pupils are divided into groups and a sheet with tasks is distributed to them. After students complete the task, their work is distributed to other students in the group. After they have made appropriate changes, they are given to other students, and in this way, the work of each student passes through the hands of all students in the group and finally returns to himself. Everyone can make changes to the work from their point of view. Then the teacher shows the correct answer. In this way, students will have the opportunity to think creatively, express their thoughts freely, and learn about their shortcomings.

In the "Wheel of Mind" method, students' logical thinking skills are developed, speech becomes fluent, and the ability to answer quickly and correctly is formed.

Groups of two or three students participate in this game. The first student says one of the terms related to the topic. The second student repeats the term given by the first student and also says one term. The third student repeats the previous two terms and adds one term. It is the turn of the first student, he also returns the previous three terms and adds one term. Any student who makes a mistake or repeats the given terms is out of the game. In this way, the student group continues. In organizing this game, it is important that the goal is clear and attention is paid to what knowledge, skills and competences the students will acquire. For example: say sports:

1<sup>st</sup> pupil: football

2<sup>nd</sup> pupil: football - volleyball

3<sup>rd</sup> pupil: football - volleyball – boxing

1<sup>st</sup> pupil: football- volleyball – boxing – tennis

2<sup>nd</sup> pupil: football- volleyball – boxing – tennis - karate

3<sup>rd</sup> pupil: football- volleyball – boxing – tennis – karate and etc.

If the student makes a mistake in saying the words in sequence, he is out of the game. In the same way, this game can be used to study "Sports" and other topics. This game is especially useful for summarizing and repeating lessons. It is very important to develop students' motivation to study during physical education classes. Because the motive makes students interested in the educational process, encourages students to actively participate in the lesson and acquire knowledge. Interactive methods greatly help to develop the motivation to study. For example,

"Lucky coincidence" method: this method makes it easy to determine how much homework has been learned on a topic. For this, paper cards are made and 2-3 questions are put on each card. Only one card is written "Achievement 5". Whoever lands this winning card will be the owner of "Lucky Coincidence" and will receive the





highest score in today's lesson. Students who receive question cards are also evaluated based on their answers to the questions. Such methods make the student eager for knowledge. The student tries to prepare thoroughly for the lessons. In short, interactive methods increase the interest and effectiveness of the lesson, turn students into active subjects of the educational process.

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