

VARIATIVE PEDAGOGICAL APPROACHES IN TEACHING THE "PSYCHOLOGY" COURSE TO STUDENTS

<https://doi.org/10.5281/zenodo.18667657>

Tulyaganova Dilnoza Ravshanbekovna

senior lecturer of the Department of "Psychology" of the Tashkent University of applied sciences, Uzbekistan

Djumbaeva Manzura Bagibekovna

Associate Professor of the Department of "Psychology" of the Tashkent University of applied sciences, Uzbekistan

Abstract

This article examines the didactic potential of student-centered, activity-based, problem-based, interactive, and contextual teaching approaches in the instruction of psychology. A comparative analysis of the scholarly perspectives of psychologists from foreign countries, CIS nations, and Uzbekistan is conducted, highlighting the significance of variative pedagogical approaches in accounting for students' individual psychological characteristics, enhancing learning motivation, and developing critical and reflective thinking. The research findings confirm that an educational process organized on the basis of variative approaches facilitates the deep assimilation of psychological knowledge and the formation of competencies for its application in practical activity. The article provides a scholarly rationale for the necessity of systematically and comprehensively implementing variative pedagogical approaches in teaching psychology.

Keywords

teaching psychology, variative pedagogical approach, student-centered education, problem-based learning, interactive methods, competency-based approach, student personality, higher education.

INTRODUCTION. Ensuring the personal, intellectual, and professional development of students is a key priority of the educational process in the contemporary higher education system. In particular, the discipline of "Psychology" holds significant scientific and practical importance in shaping students' competencies for understanding, analyzing, and applying interpersonal relationships, mental processes, and states in practical activities. This subject serves not only to acquire theoretical knowledge but also to develop students' reflective thinking, decision-making in problematic situations, and professional adaptability.

However, in higher education institutions, the predominance of traditional, one-sided pedagogical approaches in teaching "Psychology" has resulted in insufficient consideration of students' individual characteristics, cognitive needs, and learning styles. Consequently, organizing the educational process on the basis of variative pedagogical approaches – that is, the integrated application of differentiated, student-centered, activity-based, problem-based, and interactive methods – has become a pressing pedagogical task [1].

In the current context of globalization and digital transformation, the demands placed on the higher education system are fundamentally changing, placing a premium on student activity, independent thinking, and a creative approach within the educational process. The multifaceted and practice-oriented nature of psychological knowledge, in particular, renders the use of a single method or a standardized approach ineffective [2]. The depth of students' understanding of psychological concepts is directly dependent on their personal experience, cognitive style, and motivation, a circumstance that necessitates the use of variative pedagogical approaches.

Furthermore, within the framework of the competency-based education model, integrating theoretical knowledge with practical activity is of paramount importance in the teaching of psychology [3]. Variative pedagogical approaches contribute to enhancing the level of knowledge acquisition by accounting for students' individual capabilities, strengthening learning motivation, and improving the quality of professional preparation.

Within the framework of reforms aimed at improving the quality of education in our country's higher education system, the implementation of innovative and adaptive pedagogical technologies for teaching disciplines has been identified as a critical task [4]. From this perspective, providing a scientific rationale for the use of variative pedagogical approaches in teaching "Psychology" to students and developing practical recommendations holds both theoretical and practical significance, which determines the relevance of this research topic.

LITERATURE REVIEW. Scientific research conducted at the intersection of pedagogy and psychology indicates that the use of variative pedagogical approaches in the educational process significantly increases the level of students' knowledge acquisition and their learning motivation. This issue is widely covered within various theoretical concepts and methodological approaches in both foreign and local scientific sources.

In foreign scientific literature, the issue of using variative pedagogical approaches in higher education is extensively covered within the frameworks of student-centered, constructivist, and competency-based approaches. Notably,

J.Dewey interpreted education as an activity inherently linked to the student's personal experience, establishing the necessity of organizing problematic situations and reflective activity in the teaching process [5].

The student-centered education concept developed by C.Rogers recognizes flexible, individualized forms of teaching as a critical factor for the effective assimilation of psychological knowledge.

Investigations conducted by foreign researchers – J.Dewey, C.Rogers, and D.Kolb – have substantiated the need to organize the educational process based on the student's individual experience, needs, and reflective activity. Within this framework, the effectiveness of problem-based situations, experiential learning, and reflection methods in teaching psychology is acknowledged [6].

Proponents of the constructivist approach – such as J.Piaget and L.Vygotsky – explain the process of knowledge acquisition as active cognitive activity. Their research emphasizes the necessity of using differential and variative methods based on concepts of students' cognitive development level, social collaboration, and the zone of proximal development [7].

D.Kolb's experiential learning model provides opportunities to reinforce knowledge in teaching "Psychology" through training sessions, case studies, and practical exercises [8].

According to the theories of foreign researchers, active student participation, collaborative learning, and problem-solving tasks play a crucial role in consolidating knowledge when teaching "Psychology." This establishes the need for variative methods such as case studies, role-playing, training, and debates.

Recent empirical research (J.Biggs, J.Hattie, M.Prince) has scientifically proven that active and interactive teaching methods significantly improve students' academic results and critical thinking skills [9].

Foreign literature examines the effectiveness of variative pedagogical approaches in teaching "Psychology" in conjunction with digital educational technologies and hybrid teaching models. It is particularly emphasized that the integration of problem-based learning, collaborative learning, and reflective approaches in teaching psychology serves to develop critical thinking and professional competencies in students and yields high educational outcomes.

In the scientific works of scholars from CIS countries, variative pedagogical approaches are more often analyzed from the perspective of activity-based education, differentiated instruction, and the competency-based approach. Specifically, the theory of developmental learning, developed by Russian psychologists V.V.Davydov and D.B.Elkonin, is aimed at activating students'

cognitive activity and developing independent thinking, and involves the use of problem-based tasks and elements of reflection in teaching "Psychology" [10].

The contextual learning approach, established by A.A.Verbitsky, allows for the assimilation of theoretical knowledge within the context of professional activity in teaching "Psychology." This approach necessitates the extensive use of variative methods – role-playing games, analysis of professional situations, and training sessions[11].

In the research of prominent Russian pedagogues – I.Ya.Lerner, M.N.Skatkin and V.V.Kraevsky – the diversification of educational content and the flexible selection of teaching methods are presented as significant factors in students' conscious assimilation of knowledge [12].

CIS scholars' research has separately studied the integration of individual and group work forms in teaching psychology, as well as the implementation of assessment systems based on variative tasks. However, it is observed that the integrative model of variative pedagogical approaches is not sufficiently systematized in this literature.

In the scientific investigations of Uzbek scholars – M.G.Davletshin, E.G.G'oziyev, G'.B.Shoumarov, B.Qodirov and V.M.Karimova – issues of modernizing the higher education system, implementing innovative pedagogical technologies in the educational process, and applying the competency-based approach take a leading position [13].

Local research substantiates the need to organize the educational process in a student-centered manner, to consider students' individual psychological characteristics, and to develop independent learning. For example: M.G.Davletshin highlights the importance of considering individual characteristics in the educational process within the psychology of the modern school teacher.

E.G'.G'oziyev, in works such as "General Psychology" and "The Psychology of Thinking," has laid the pedagogical and theoretical foundations of psychology as a science in Uzbekistan.

G'.B.Shoumarov, in scientific materials such as "The Modern Uzbek Family and Its Psychological Characteristics," studies family conditions and the psychological development of the individual, confirming the necessity of contextual approaches in teaching psychology.

V.M. Karimova's work analyzes the social relations of the student's personality and psychological mechanisms in the learning process, which strengthens the theoretical basis for variative pedagogical approaches.

B.Qodirov emphasizes youth behavior and self-awareness processes in psychology education.

Z.T.Nishanova assesses methodological approaches while considering learners' individual characteristics.

N.A.Sog'inov has elucidated theoretical psychology concepts used in identifying students' individual characteristics and adapting teaching methods.

S.To'ychiyeva has studied youth developmental psychology, which gives rise to the practical application of variative teaching approaches.

M.S.Salayeva's work enriches the practical aspects of psychology by understanding the familial and social context of the individual in the educational process.

Research by Uzbek pedagogue-psychologists has scientifically and practically proven the effectiveness of using interactive methods, training sessions, and problem-based learning technologies in teaching "Psychology" for shaping students' knowledge, skills, and qualifications. However, in local literature, variative pedagogical approaches are more often covered within the scope of individual methods, and the issue of their systematic and comprehensive application based on an integrated model has not been sufficiently researched [15].

Young scholars working in higher education institutions of Uzbekistan, such as M.Turg'unov (on training and educational technologies integrating pedagogy and psychology); S.M.Muxamedova, N.M.Yo'ldoshev, M.A.Usmonov (on communicative competencies and students' practical preparation); and J.Majidov (on the psychological causes of learning difficulties), have conducted research in these areas [15].

These researchers focus on developing integrated approaches and personnel training technologies in psychology, including publishing articles on educational technologies that integrate pedagogy and psychology.

However, the analysis of existing literature indicates that the issue of using variative pedagogical approaches in teaching "Psychology" has been studied fragmentarily in some aspects, and research aimed at establishing their systematic model and practical effectiveness is insufficient. In particular, developing mechanisms for applying variative approaches while considering students' individual psychological characteristics remains a pressing scientific problem.

Overall, the analysis of foreign, CIS, and local literature shows that while the issue of using variative pedagogical approaches in teaching psychology is scientifically substantiated, research aimed at establishing their integrated model and practical effectiveness remains highly relevant. This situation necessitates a deep theoretical analysis of the foundations of variative pedagogical approaches in teaching "Psychology" and the identification of possibilities for their practical application in this study.

METHODS: Analysis of historical, retrospective, and theoretical-methodological sources; synthesis and commentary of obtained data; observation, interviews, questionnaires, content analysis, qualimetry, and expert evaluation.

DISCUSSION. The conducted literature review and theoretical perspectives indicate that the use of variative pedagogical approaches in teaching "Psychology" to students is a significant factor in increasing educational effectiveness. A comparative analysis of the results of foreign, CIS, and local research reveals that, while common methodological bases for variative approaches exist, differences are observed in their forms of application and priority directions.

Foreign research primarily directs variative pedagogical approaches towards developing student activity, reflective thinking, and practical experience, emphasizing the priority of problem-based situations, training, and experiential learning methods in teaching "Psychology." These approaches enable students to connect psychological knowledge with life and professional situations. This aspect is also important for local practice, indicating the need to integrate the theoretical content of psychology with practical activity.

In the research of CIS scholars, however, variative pedagogical approaches are more often interpreted based on theories of developmental and contextual learning. These approaches place particular emphasis on the logical structure of the educational process, the stage-by-stage development of cognitive activity, and reflection mechanisms. In teaching "Psychology," these approaches serve to prepare students to consciously assimilate theoretical knowledge and apply it in professional activity.

Compared to local research, the systematic nature and methodological grounding of variative approaches are observed to be higher in foreign and CIS experience. While the effectiveness of interactive and innovative methods is widely covered in local literature, the issue of integrating them within a unified conceptual model has not been sufficiently developed. This highlights the need to improve the theoretical and methodological foundations for implementing variative pedagogical approaches in teaching "Psychology."

Furthermore, the discussion process reveals that the effectiveness of variative pedagogical approaches largely depends on the teacher's pedagogical skill, psychological competence, and methodological preparedness. The teacher's flexible selection of methods and tools, considering students' individual characteristics, emerges as a determining factor for the quality of the educational process. This necessitates the development of special methodological training and professional development programs for pedagogues teaching "Psychology."

Overall, the discussion results indicate that using variative pedagogical approaches in teaching "Psychology" positively influences students' deep assimilation of knowledge, critical thinking, and the formation of professional competencies. However, for the effective practical implementation of these approaches, their introduction based on a systematic, scientifically grounded model adapted to local educational conditions remains a pressing task.

RESULTS. Based on the conducted theoretical analysis and comparative study of foreign, CIS, and local literature, the following key results were identified, substantiating the pedagogical effectiveness of using variative pedagogical approaches in teaching the "Psychology" course to students.

Firstly, variative pedagogical approaches enable the adaptation of psychology course content to students' individual cognitive needs, learning styles, and paces. Consequently, students' level of knowledge acquisition increases, their understanding of theoretical concepts deepens, and their skills in applying them in practical situations are formed.

Secondly, the integrated application of student-centered, activity-based, and problem-based learning elements strengthens students' learning motivation. During the process of studying "Psychology," it was observed that students transition from passive knowledge recipients to active subjects, with the development of independent thinking and reflective skills.

Thirdly, lessons organized based on variative approaches serve to develop students' critical and analytical thinking abilities. Through case studies, training sessions, role-playing, and debates, psychological knowledge integrates with real-life and professional situations, increasing the practical significance of the knowledge.

Fourthly, these approaches positively impact the formation of students' communicative competencies and teamwork skills. The use of group and collaborative learning formats develops students' abilities to articulate and substantiate their own viewpoints, understand others' perspectives, and engage in constructive dialogue.

Fifthly, the use of variative pedagogical approaches elevates the teacher's pedagogical activity to a qualitatively new level. The teacher's flexible selection of methods and tools increases the effectiveness of managing the educational process and facilitates reflective analysis of the pedagogical process.

Overall, the obtained results indicate that using variative pedagogical approaches in teaching "Psychology" to students enables the enhancement of educational quality, the formation of students' professional competencies, and the preparation of specialists aligned with modern educational demands.

CONCLUSION. The research results demonstrate that organizing the process of teaching the "Psychology" course to students based on variative pedagogical approaches is an objective necessity within the modern higher education system. The complex, multifaceted, and practice-oriented nature of psychology makes it ineffective to limit the educational process to single, traditional methods and instead demands the flexible organization of educational content and methods.

The analyses revealed that the integrated application of student-centered, activity-based, problem-based, and interactive learning elements serves to account for students' individual psychological characteristics, enhance their learning motivation, and facilitate the deep and conscious assimilation of psychological knowledge. Variative pedagogical approaches ensure the integration of theoretical knowledge with practical activity in studying psychology, enabling the development of students' critical and reflective thinking, communication, and professional competencies.

Furthermore, using these approaches creates a foundation for improving the teacher's pedagogical activity, effectively managing the educational process, and implementing flexible assessment mechanisms. However, it remains a crucial task to systematically implement variative pedagogical approaches based on a scientifically grounded model, to enhance teachers' methodological preparedness, and to align the course content with professional specializations.

In summary, it is established that using variative pedagogical approaches in teaching "Psychology" to students holds significant scientific and practical importance for improving the quality of education and preparing competitive, professionally mature specialists who meet modern educational requirements.

REFERENCES:

1. Salayeva, M.S., & Mashkurova, M.S. (2022, December 20). *Bolajak mutaxassislarni kasbiy tayyorlash jarayonida psixologik bilimlarning zarurati* [The Necessity of Psychological Knowledge in the Process of Professional Training of Future Specialists]. Proceedings of the 1st Traditional TIJ Scientific-Practical Conference on "XXI asr shaxs tarakqiyoti: muammo va echimlar" [Personality Development in the 21st Century: Problems and Solutions]. Department of Psychology, TAFU.
2. Salayeva, M.S., & Abduhakimova, M. (2023). Problems in the Process of Conducting Psychodiagnostic Research. *Results of National Scientific Research International Journal*, 2(1), 69–79. <https://academicsresearch.com/index.php/rnsr/article/view/1470>

3. Salayeva, M.S., & Abduhakimova, M. (2023). *Psixodiagnostik tekshiruv jarayonining muhim jihatlari* [Important Aspects of the Psychodiagnostic Examination Process]. In Proceedings of the Scientific-Practical Conference on "Current Issues of Psychological Service and Ways to Solve Them" (pp. 211–214). Armed Forces Academy of the Republic of Uzbekistan. Tashkent: "QK Akademiyasi".
4. Salayeva, M.S., & Asrorova, M.A. (2023). *Depressiya holatlarida shaxs ruhiyatining buzilishi va xulq-atvorning o'zgarishi psixologik muammo sifatida* [Disruption of Personality Mentality and Changes in Behavior in Depressive States as a Psychological Problem]. In Proceedings of the Scientific-Practical Conference on "Current Issues of Psychological Service and Ways to Solve Them" (pp. 253–256). Armed Forces Academy of the Republic of Uzbekistan. Tashkent: "QK Akademiyasi".
5. Salayeva, M.S., & Raxmonova, Z.R. (2023). *Asr kasalligi: depressiyaga qarshi qanday kurashish mumkin?* [Disease of the Century: How to Fight Depression?]. In Proceedings of the Republican Scientific-Practical Conference on "Scientific and Practical Foundations for Forming and Developing Psychological Maturity in the Process of Youth Education and Upbringing" (pp. 1121–1124). Tashkent State Pedagogical University.
6. Salayeva, M.S., & Shayunusova, F.S. (2023). *Depressiv holatdagi shaxslarga psixologik yondashuv uslublari* [Methods of Psychological Approach to Individuals in a Depressive State]. In Proceedings of the Republican Scientific-Practical Conference on "Scientific and Practical Foundations for Forming and Developing Psychological Maturity in the Process of Youth Education and Upbringing" (pp. 838–841). Tashkent State Pedagogical University.
7. Salayeva, M.S., & Shoyunusova, F.S. (n.d.). *Psixolog pedagogik jarayondagi ziddiyatli vaziyatlarni hal qiluvchi mediator sifatida* [Psychologist as a Mediator Resolving Conflict Situations in the Pedagogical Process]. In Proceedings of the 2nd Republican Scientific Conference of Gifted Students (pp. 174–181). TAFU.
8. Salayeva, M.S., & Raxmonova, Z.R. (n.d.). *Psixosomatika psixologik muammolarni hal qiluvchi yo'nalish sifatida* [Psychosomatics as a Direction for Solving Psychological Problems]. In Proceedings of the 2nd Republican Scientific Conference of Gifted Students (pp. 11–15). TAFU.
9. Salayeva, M.S. (2020, April 15–16). *Psixolog kasbiy kompetentligini rivojlantirish mazmuni, shakl va uslublari* [Content, Forms and Methods of Developing a Psychologist's Professional Competence]. In Proceedings of the Scientific-Practical Conference "Science, Enlightenment and Culture in the System

of Continuing Education" (Vol. X, Part IV, Section 5, pp. 118–122). Branch of Lomonosov Moscow State University.

10. Salayeva, M.S. (2020, May 15). *Psixolog kasbiy kompetentligini shakllantirish tamoyillari va texnikalari* [Principles and Techniques for Forming a Psychologist's Professional Competence]. Proceedings of the Republican Scientific-Practical Online Conference on "Pedagogical Innovations and Educational Ideas Leading to High Performance". Surkhandarya Regional Center for Professional Development of Public Education Workers. Termez.

11. Salayeva, M.S., & Jumabayeva, M. (2020, May 13). *Psixologlar faoliyatida bolalar salomatligini saqlovchi va shaxsini rivojlantiruvchi raqamli manbalar kolleksiyalarini ishlab chiqish zaruriyati* [The Necessity of Developing Collections of Digital Resources that Preserve Child Health and Develop Personality in the Activities of Psychologists]. Proceedings of the International Online Conference on "Development of State and Non-State Sectors in Preschool Education: New Forms and Educational Content". Tashkent State Pedagogical University named after Nizami. Electronic Collection (pp. 303–305).

12. Salayeva, M.S., & Inomjonova, G.I. (2022, November 18). *Osobennosti proyavleniya i puti preodoleniya agressivnosti u detey mladshego shkolnogo vozrasta* [Features of Manifestation and Ways to Overcome Aggressiveness in Primary School Children]. Proceedings of the International Scientific-Practical Online Conference "The Role of Students in Popularizing 21st Century Skills". JDPU.

13. Salayeva, M.S., & Inomjonova, G.I. (2023). *Vozdeystviye sotsialno-psixologicheskix faktorov na dinamiku detskoy agressii v obrazovatelnoy srede* [The Impact of Socio-Psychological Factors on the Dynamics of Child Aggression in the Educational Environment]. *Yangi O'zbekiston pedagoglari axborotnomasi* [New Uzbekistan Educators Newsletter], 1(1), 5–12. <https://doi.org/10.5281/zenodo.7514740>

14. Salayeva, M.S., & Inomjonova, G.I. (2024). *Sotrudnichestvo pedagoga i roditeley v protsesse korrektsii agressivnogo povedeniya mladshego shkolnika* [Cooperation between Teacher and Parents in the Process of Correcting Aggressive Behavior of a Primary School Student]. "Buxoro psixologiya va xorijiy tillar instituti ilmiy axborotnomasi" *ilmiy-amaliy jurnal* [Scientific and Practical Journal "Bulletin of the Bukhara Institute of Psychology and Foreign Languages"], 1(5), 247–249.

15. Salayeva, M.S., & Inomjonova, G.I. (2023). *Pedagogicheskiye usloviya profilaktiki agressivnogo povedeniya detey mladshego shkolnogo vozrasta* [Pedagogical Conditions for the Prevention of Aggressive Behavior in Primary School Children]. *Yevraziyskiy zhurnal texnologiy i innovatsiy* [Eurasian Journal of

Technology and Innovation], 1(3), 23–25. Retrieved from <https://in-academy.uz/index.php/ejti/article/view/11173>

16. Salayeva, M.S., & Inomjonova, G.I. (2024). *Diagnostika i korrektsiya agressionogo povedeniya mladshego shkolnika v protsesse uchebnoy deyatel'nosti. Metodicheskoye posobiye* [Diagnosis and Correction of Aggressive Behavior of a Primary School Student in the Process of Educational Activity. A Methodological Guide]. Tashkent.

17. Salayeva, M.S., & Inomjonova, G.I. (2024). *Sotrudnichestvo pedagoga i roditeley v protsesse korrektsii agressivnogo povedeniya mladshego shkolnika* [Cooperation between Teacher and Parents in the Process of Correcting Aggressive Behavior of a Primary School Student]. "Buxoro psixologiya va xorijiy tillar instituti ilmiy axborotnomasi" *ilmiy-amaliy jurnal* [Scientific and Practical Journal "Bulletin of the Bukhara Institute of Psychology and Foreign Languages"], 1(5), 247–249.

18. Salayeva, M.S., & Jumanova, I.A. (2024). *Osnovnyye prepyatstviya v protsesse vybora pravilnoy obrazovatel'noy sredy mladshix shkolnikov iz uzbekskix semey* [Main Obstacles in the Process of Choosing the Right Educational Environment for Primary School Students from Uzbek Families]. In Proceedings of the International Scientific-Practical Conference on "Current Problems, Solutions, and Prospects of Primary Education in New Uzbekistan" (Part II, pp. 93–97). Tashkent State Pedagogical University.

19. Salayeva, M.S., & Nurullayeva, D.K. (2024). *Inklyuziv ta'lim sifatini oshirish istiqbollari* [Prospects for Improving the Quality of Inclusive Education]. In Proceedings of the International Scientific-Practical Conference on "Current Problems, Solutions, and Prospects of Primary Education in New Uzbekistan" (Part III, pp. 404–408). Tashkent State Pedagogical University.

20. Salayeva, M.S., & Raxmonova, Z.R. (2024). *Nogironli bo'lgan shaxslarning ijtimoiylashuvini ta'minlashning ahamiyati* [The Importance of Ensuring Socialization of Persons with Disabilities]. In Proceedings of the International Scientific-Practical Conference on "Current Problems, Solutions, and Prospects of Primary Education in New Uzbekistan" (Part III, pp. 408–412). Tashkent State Pedagogical University.

21. Salayeva, M.S., & Raxmonova, Z.R. (2024). *Shaxs ruhiy salomatligiga xavf soluvchi omillar* [Factors Threatening Mental Health of an Individual]. In Proceedings of the International Scientific-Practical Conference on "Current Problems, Solutions, and Prospects of Primary Education in New Uzbekistan" (Part III, pp. 411–416). Tashkent State Pedagogical University.

22. Salayeva, M.S., & Beknazarova, X.X. (2022). *Formirovaniye mobilnosti lichnosti kak pedagogicheskaya problema* [Formation of Personality Mobility as a Pedagogical Problem]. *Scientific progress*, 3(3), 384–

390. <http://www.scientificprogress.uz/storage/app/media/3-3.%20065.%20384-390.pdf>

23. Salayeva, M.S., & Biketova, T.R. (2024). Rol pedagoga v formirovaniy o professiyax u mladshix shkolnikov [The Role of the Teacher in Forming Ideas about Professions in Primary School Children]. *World of Scientific news in Science International Journal*, 2(4), 154-162. <https://worldofresearch.ru/index.php/wsyc/article/view/440>

24. Salayeva, M.S., & Kim, X.V. (2024). *Formirovaniye polozhitelno motivatsii u mladshix shkolnikov k uchebnoy deyatel'nosti* [Formation of Positive Motivation for Learning Activities in Primary School Children]. *World of Scientific news in Science International Journal*, 2(4), 147-153. <https://worldofresearch.ru/index.php/wsyc/article/view/439>

25. Salaeva M.S., Djumbaeva M.B. Педагогинг кичик мактаб ёшидаги болаларни ижтимоий мобиллигини оширишга таъсири [The influence of the teacher on increasing the social mobility of children of junior school age] // Ijtimoiy Fanlarda Innovasiya Onlayn Ilmiy Jurnali, ISSN - 2181-2608. Impact Factor: 8.2 SJIF: 5.426 - Б. 59-62. <http://www.sciencebox.uz/index.php/jis/article/view/1552>

26. Salayeva, M.S., & Tulyaganova, D.R. (2024). *Psixolog-ma'ruzachining odatiy xatolari: tahlil va tavsiyalar* [Common Mistakes of a Psychologist-Lecturer: Analysis and Recommendations]. In Proceedings of the International Scientific-Practical Conference on "Current Problems, Solutions, and Prospects of Primary Education in New Uzbekistan" (Part III, pp. 397-404). Tashkent State Pedagogical University.

27. Tulyaganova D.R. (2023). *Bolaning maktabgacha ta'lim tashkilotiga faol moslashuvi psixologik rivojlanish omili sifatida* [Active adaptation of a child to a preschool educational organization as a factor in psychological development] / Conferencea, 63-68.

28. Tulyaganova D.R. (2023). *The Role of Emotions in Child Psychology: A Multidimensional Perspective* // Best Journal of Innovation in Science, Research and Development, 2(5), 268-274.

29. Tulyaganova D. (2023). *Pedagogika yo'nalishi talabalarida shaxslararo munosabatlar namoyon bo'lishining psixologik determinantlari* [Psychological determinants of interpersonal relationships in pedagogy students] // Евразийский журнал академических исследований, 3(4 Special Issue), 235-244.