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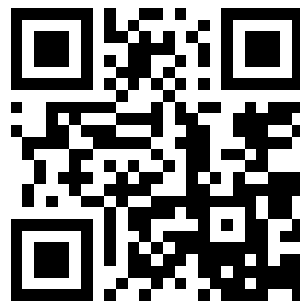
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## PROFESSIONAL TA'LIM MAXSUS FANLARNI O'QITISHDAGI MAVJUD MUAMMOLAR TAHLILI

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***Annotatsiya.** Professional ta'lim muassasalarida turli soha tarmoqlari uchun mutaxassislar tayyorlash muhim vazifa hisoblanadi. Texnologik innovatsiyalar va raqamli transformatsiyalar avj olgan bugungi dunyoda sun'iy intellekt turli sohalarda, jumladan, ta'limda ham tobora muhim ahamiyat kasb etmoqda. Biroq, maxsus fanlarni o'qitishda bu jarayonni murakkablashtiradigan va ta'lim sifatini pasaytiradigan bir qancha muammolar va omillar ushbu maqolada bayon qilingan.*

***Kalit so'zlar:** digital kompetensiya, raqamli kompetensiya, elektron resurs, injiniring, virtual laboratoriya, dasturiy ta'minot, axborot texnologiyalari.*

## АНАЛИЗ СУЩЕСТВУЮЩИХ ПРОБЛЕМ В ОБУЧЕНИИ СПЕЦИАЛЬНЫМ ДИСЦИПЛИНАМ ПРОФЕССИОНАЛЬНОГО ОБРАЗОВАНИЯ

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***Аннотация:** Подготовка специалистов для различных отраслей промышленности в профессиональных учебных заведениях является важной задачей. В современном мире, где технологические инновации и цифровые преобразования стремительно развиваются, искусственный интеллект становится все более важным в различных областях, включая образование. Однако в данной статье описан ряд проблем и факторов, усложняющих этот процесс и снижающих качество образования при преподавании специальных дисциплин.*

***Ключевые слова:** цифровая компетенция, цифровая компетенция, электронный ресурс, инжиниринг, виртуальная лаборатория, программное обеспечение, информационные технологии.*

## PROFESSIONAL EDUCATION ANALYSIS OF EXISTING PROBLEMS IN THE TEACHING OF SPECIAL SUBJECTS

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***Annotation.** In Professional educational institutions, it is an important task to prepare specialists for various branches of the field. In today's world, where technological innovation and digital transformation are in full swing, artificial intelligence is becoming increasingly important in various fields, including education, however, several problems and factors that complicate this process in the teaching of special subjects and reduce the quality of education are described in this article.*

***Keywords:** digital competence, digital competence, electronic resource, engineering, virtual laboratory, software, information technology.*

Professional ta'lim tizimi jamiyatda malakali kadrlarni tayyorlashda muhim ahamiyat kasb etadi. Ushbu ta'lim yo'nalishida maxsus fanlarni o'qitish alohida rol o'ynaydi, chunki bu fanlar talabalarning kasbiy ko'nikmalarini rivojlantirishga qaratilgan. Maxsus fanlarni samarali o'qitishda tayanch o'quv dasturlari va metodikalarning yetishmasligi, o'qituvchilarning malakasi, texnologik ta'minotning yetarli emasligi, o'quvchilar motivatsiyasining pastligi kabi omillar katta ahamiyat ega. Shuningdek, fanlararo integratsiyaning yetishmasligi ham ta'lim sifati va talabalarning bilim darajasiga salbiy ta'sir ko'rsatishi mumkin. Professional ta'lim maxsus fanlarni o'qitishda quydagi muammolar mavjud.

1. Maxsus fan o'qituvchilarda digital kompetensiyalarning yetishmasligi. Professional ta'lim muassasalarining dolzarb muammolaridan raqamlashtirish kompetensiyarining yetishmasligi, zamonaviy bilim va ko'nikmalarga ega bo'lgan o'qituvchilarning yetishmasligi muammosiga duch kelmoqda. Ayniqsa, raqamli texnologiyalari va muhandislik kabi jadal rivojlanayotgan sohalarda yaqqol sezilmoqda. O'qituvchilar uchun muntazam ravishda kasbiy malaka oshirish kurslari, ishlab chiqarish korxonalarida stajirovka hamda (soft skills) seminar-treninglar

o'tkazilishi o'z sohalaridagi eng so'nggi tendensiya va texnologik jarayonlardan xabardor bo'lishga yordam beradi.

Ishlab chiqarish obyektlarida maxsus fan o'qituvchilarning stajirovka (amaliyot) o'tashi ta'lim sifatini oshishi amaliy tajriba orqali egallangan bilimlarni jarayonda tatbiq qilishga erishiladi.

Malakali pedagog kadrlar yetishmovchiligini bartaraf etish mehnat sharoitlarini yaxshilash, kasbiy o'sish uchun imkoniyatlar yaratish, ishlab chiqarish bilan integrasiya qilish va innovatsion texnologiyalarni joriy etishni o'z ichiga olgan kompleks yondashuvni talab etadi. Bu chora-tadbirlar nafaqat professional ta'lim tizimiga yangi mutaxassislarni jalb etish, balki mavjud o'qituvchilarni saqlab qolish, o'quvchilarning yuqori saviyada tayyorgarligini ta'minlashga xizmat qiladi.

2. Eskirgan o'quv dasturlarni mobile elektron resurslar bilan yangilash.

O'quv dasturlari ko'pincha sanoatdagi tez o'zgarishlarga mos kelmaydi. Natijada talabalar hozirgi mehnat bozori talablariga javob bermaydigan bilimlarni olishadi.

O'quv dasturlarining doimiy yangilanmasligi professional ta'lim tizimidagi jiddiy muammolardan biridir. Bugungi kun bitiruvchisi ayni vaqt mavjud sharoitlarda muvaffaqiyatli ishlash uchun zarur bo'lgan bilim va ko'nikmalarga ega emasligiga olib keladi.

O'quv dasturining mazmunan eskirish sabablari: Tez suratlarda texnologik o'zgarishlarning kirib kelishi, IT va injiniring kabi ba'zi tarmoqlarda texnologiya shu qadar tez rivojlanmoqdaki, o'quv dasturlari yangi talab va standartlarga moslasha olmaydi. Ishlab chiqarish korxonalarida ehtiyojlaridan kelib chiqib o'quv dasturlarini ishlab chiqish va talabalarning amaliyot o'tashlarini tashkil etish ta'limning dolzarbligini ta'minlaydi. Ish beruvchilar bilan maslahatlashuv kengashlarini tuzib bitiruvchilar uchun zamonaviy tendentsiyalar va talablarni aniqlashga yordam beradi. O'qitishda innovatsion texnologiyalar, Virtual laboratoriyalar, simulyatorlar, onlayn kurslar va boshqa raqamli vositalar kabi ta'lim texnologiyalarining joriy etilishi o'quv jarayonini mazmunan yangi bosqichga chiqaradi.

O'quv dasturlarning jadal eskirishi murakkab muammo bo'lib, uni hal qilish uchun tizimli yondashuvni talab qilib, moslashuvchan o'quv dasturlarini yaratish, ishlab chiqarish bilan integrasiyalashuv, o'qituvchi va talabalarning bilim va ko'nikmalarini doimiy ravishda yangilab borish, raqamli ta'lim resurslari va texnologiyalariga sarmoya kiritish muhim qadamlardan biri hisoblanadi.

### 3. Ta'lim va ishlab chiqarishning o'zaro aloqalar sustligi.

Ta'lim muassasalari va korxonalar o'rtasida yaqin hamkorlikning yo'qligi kadrlar tayyorlash dasturlarida mehnat bozori va ishlab chiqarish standartlarining joriy talablarini aks ettirmasligiga olib kelmoqda. Amaliy tayyorgarlikning yetishmasligi kasb-hunar ta'limi tizimidagi birlamchi muammosi bo'lib, bitiruvchilarning ish jarayonidagi tayyorligini sezilarli darajada pasaytiradi. Yuklatiladigan kasbiy vazifalarni bajarish uchun zarur ko'nikmalarni shakllantirishda ishchi kasblarda amaliy mashg'ulotlar asosiy rol o'ynaydi.

Amaliy mashg'ulotlarning yetishmasligi sabablari:

#### 1. Moddiy-texnik bazaning talab darajasida jihozlanmaganligi.

Aksariyat professional ta'lim muassasalarida o'quv dasturlar hamda malaka talabda ko'rsatilgan meyyorlar asosida amaliy mashg'ulotlarni mazmunli o'tkazish uchun yetarli jihozlar, laboratoriyalar va vositalar mavjud emas.

#### 2. Ishlab chiqarish korxonalari bilan hamkorlik darajasini sustligi.

Korxonalar va tashkilotlar bilan yaqin aloqaning yo'qligi talabalarning amaliy mashg'ulotlar va amaliyot o'tashlari uchun imkoniyatlarning yetarli emasligiga olib kelmoqda. Ayrim hududlarda, ayniqsa chekka va qishloqlarda, yangi texnologiyalar va axborotlardan foydalanish imkoniyati yo'qligi sababli o'quv dasturlarini yangilash sekinroq. Amaliy mashg'ulotlar va laboratoriya ishlari kasbiy ta'lim uchun nihoyatda muhimdir. Biroq ko'pgina ta'lim muassasalarida amaliy mashg'ulotlarni to'laqonli o'tkazish uchun zarur moddiy-texnik baza mavjud emas.

O'qituvchilarning katta guruhlar o'quvchilari uchun amaliy mashg'ulotlarni sifatli tashkil etishlari qiyin, bu esa har bir talabaga individual yondashuv va e'tiborning pasayishiga olib keladi. Ta'lim muassasalari va ishlab chiqarish o'rtasidagi

aloqaning yomonligi bitiruvchilarning ko‘pincha haqiqiy ish muhitiga tayyor emasligini anglatadi. Tegishli o‘quv dasturlarini ishlab chiqish va amaliyotlarni tashkil qilish uchun ish beruvchilar bilan yaqinroq integratsiya zarur.

Moddiy-texnika bazasini yaxshilash, ishlab chiqarish bilan faol hamkorlik qilish, pedagog kadrlar malakasini oshirish va zamonaviy texnologiyalardan keng foydalanish kabi kompleks yondashuv joriy etilsa, amaliy mashg‘ulotlarning yetishmasligini bartaraf etish mumkin. Ushbu chora-tadbirlar mutaxassislar tayyorlashning yuqori sifatini va ularning real sharoitlarda kasbiy vazifalarni bajarishga tayyorligini ta‘minlashga yordam beradi.

#### 4. Zamonaviy axborot texnologiyalaridan yetarlicha foydalanilmayotganligi

Ta‘lim jarayonida zamonaviy axborot texnologiyalaridan yetarlicha foydalanilmayotganligi o‘quvchilar va o‘qituvchilarning imkoniyatlarini cheklaydi. Onlayn kurslar, virtual laboratoriyalar va boshqa raqamli vositalarni joriy etish ta‘lim sifatini sezilarli darajada oshirishi mumkin. Axborot texnologiyalari (AT) kasb-hunar ta‘limini modernizatsiya qilish, uni yanada samarali, qulay va zamonaviy talablarga moslashtirishda muhim o‘rin tutadi. O‘quv jarayoniga AT ning joriy etilishi ta‘lim sifatini oshirish, ta‘lim resurslaridan foydalanish imkoniyatlarini kengaytirish va talabalarni raqamli iqtisodiyotda ishlashga tayyorlashga yordam beradi.

Professional ta‘limda AT dan foydalanish bilan bog‘liq asosiy muammolar mavjud:

##### 1. Infratuzilmaning yetishmasligi

Ko‘pgina ta‘lim muassasalarida AT dan o‘quv jarayonida to‘liq foydalanish uchun yetarli miqdorda kompyuterlar, serverlar va tarmoq uskunalari mavjud emas.

##### 2. Raqamli savodxonlik, zamonaviy IT vositalaridan foydalanishning past darajasi.

O‘qituvchilar ham, talabalar ham zamonaviy IT vositalari va platformalari bilan ishlash ko‘nikmalariga ega bo‘lmasligi mumkin, bu esa ulardan ta‘lim jarayonida foydalanishni cheklaydi.



3. Mablag‘ yetishmasligi.

IT-texnologiyalarni joriy etish katta moliyaviy sarmoyalarni talab qiladi, bu har doim ham ta‘lim muassasalarida mavjud emas.

4. Ta‘lim muassasalarida so‘ngi dasturiy ta‘minotning yo‘qligi.

Ko‘pgina ta‘lim muassasalarida eskirgan dasturiy ta‘minotlardan foydalaniladi, bu esa o‘quv jarayoni samaradorligini pasaytiradi va o‘quvchilarning zamonaviy vositalar bilan ishlash ko‘nikmalarini egallashiga to‘sqinlik qiladi.

Axborot texnologiyalari kasbiy ta‘limni modernizatsiya qilishning muhim vositasidir. Ularni samarali amalga oshirish uchun infratuzilmani rivojlantirish, raqamli savodxonlikni oshirish, moliyalashtirish va zamonaviy texnologiyalarni ta‘lim dasturlariga integratsiyalash kabi kompleks yondashuv talab etiladi. Bu ta‘lim sifatini oshirish, uni yanada qulayroq qilish va talabalarni raqamli iqtisodiyotda ishlashga tayyorlashga yordam beradi.

5. Suniy intellekt vositalardan ta‘lim jarayonida foydalanmaslik.

*So‘nggi yillarda mamlakatimizda barcha sohalarda keng qamrovli islohotlar amalga oshirilmoqda. Aniq maqsad va ko‘rsatkichlar belgilab berilgan uzoq muddatli strategiyalar qabul qilinib, izchillik bilan hayotga tatbiq etib kelinmoqda. Davlatimiz rahbari tomonidan tasdiqlangan «Raqamli O‘zbekiston — 2030» strategiyasi hamda sun‘iy intellekt texnologiyalarini jadal joriy etish va ularni mamlakatimizda keng qo‘llash raqamli ma‘lumotlardan foydalanish imkoniyatini va ularning yuqori sifatini ta‘minlash, ushbu sohada malakali kadrlar tayyorlash uchun qulay shart-sharoitlar yaratish belgilab berilgan. Shu maqsadda sun‘iy intellekt texnologiyalari asosidagi innovatsion biznes-modellar, mahsulotlar va xizmat ko‘rsatish usullari rivojlanishi uchun qulay va maqbul ekotizim yaratish, ularni belgilab berilgan ustuvor tarmoqlar va sohalarda tezkorlik bilan joriy etish va amaliyotga tatbiq etish bo‘yicha harakatlar boshlab yuborilgan. Sababi, sun‘iy intellekt texnologiyalari raqamli texnologiyalarning eng tez rivojlanayotgan istiqbolli yo‘nalishlaridan biri hisoblanadi.*

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## TALABA-YOSHLARNI MA'NAVIY TARBIYALASHDA OTA-ONALAR PEDAGOGIK MADANIYATINI TAKOMILLASHTIRISH

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***Annotasiya:** Maqolada talaba-yoshlarni ma'naviy-axloqiy tarbiyasini halollik, adolat asosida tashkil qilish uchun ota-onalarning pedagogik ma'lumotlarini takomillashtirish jarayoni yoritilgan.*

***Kalit so'zlar:** Talaba, yoshlar, ma'naviy-axloqiy, tarbiya, halollik, adolat, ota-ona, hayotga tatbiq etish, sadoqatli, munosib bo'lish, milliy tarbiya, pedagogik bilim.*

***Аннотация:** В статье описан процесс совершенствования педагогической информации родителей с целью организации духовно-нравственного воспитания учащихся и молодежи на основе честности и справедливости.*

***Ключевые слова:** Студент, молодежь, духовно-нравственный, образование, честность, справедливость, родители, реализация, верность, достоинство, национальное образование, педагогические знания.*

***Annotation:** The article describes the process of improving the pedagogical information of parents in order to organize the spiritual and moral education of students and youth on the basis of honesty and justice.*

***Key words:** Student, youth, spiritual and moral, education, honesty, justice, parents, implementation, loyalty, being worthy, national education, pedagogical knowledge.*

Ota-bobolarimiz halollikni hamisha qadrlab kelganlar. Halollik (arabcha ruxsat etilgan, yo‘l qo‘yilgan; qonuniy, asosli; to‘g‘rilik, vijdonlilik) – shariat hukmiga muvofiq yesa, ichsa, foydalansa bo‘ladigan; kishining o‘ziga qarashli, o‘z mehnati bilan, peshona teri to‘kib topilgan; xiyonat, g‘irromlik kabilardan xoli, qing‘ir yo‘lga bormaydigan, birovni aldamaydigan; to‘g‘ri, sof, pokiza bo‘lishni talab qiladigan ma’naviy-axloqiy me’yorni anglatuvchi tushuncha.

Insonni ma’naviy-axloqiy jihatdan bezaydigan ajoyib fazilatlar dan biri – halol, pokiza yashash. Birovlarning haqiga zarracha bo‘lsa-da, xiyonat qilmaslikdan iboratdir. Halol bilan haromni farqlash, faqat o‘z mehnati evaziga tirikchilik qilish, harom-harishdan jirkanish, haromxo‘rlikni eng katta gunoh va axloqsizlik deb bilish milliy tarbiyamizning asosiy qoidasi.

Halollik vijdon, adolat va burch kabi axloqiy tushunchalar bilan bog‘liq, insonning o‘zgaga munosabati o‘ziga munosabatidek sof, pokiza bo‘lishini talab qiladigan axloqiy me’yordir. Dastavval u diniy tushuncha sifatida vujudga kelib, har bir musulmonning yemak-ichmagi, jinsiy va iqtisodiy xatti-harakatlarini belgilab beruvchi shar‘iy me’yor sifatida amal qilgan. Keyinchalik halollik nisbatan tor shar‘iy qobiqdan chiqib, asta-sekin shaxs hayotidagi keng qamrovli axloqiy me’yorga aylandi, teran ma’naviylik kasb etgani holda, kundalik hayotdagi insoniylikni belgilaydigan umuminsoniy fazilatga aylandi. Masalan, hozirgi kunda biz kasbiy halollik, ilmiy halollik, iqtisodiy halollik va boshqa haqida gapirishimiz mumkin.

Halollikning mavjudligi fidoyilik, rostgo‘ylik bilan shartlanadi. Doimo halollik qilishi yoki halol yashashi uchun kishi albatta nimalardandir kechishi, kimlargadir qarshi borishi, faqat rost gapirishi, so‘z bilan ish birligiga erishishi kerak. Shu bois halol inson jamoatchilik o‘rtasida obro‘-e‘tiborga ega, hurmatga sazovor bo‘ladi. Qaysi jamiyatda halol fuqarolar ko‘paysa, o‘sha yerda baxt va farovonlik hukm suradi. [Benjamin Franklin](#) “halollik foydalidir, chunki u hurmat keltiradi”<sup>1</sup> degan.

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<sup>1</sup> Знаков В. В.. Психология понимания. Проблемы и перспективы. М.: [Институт психологии РАН](#), 2005 — 148-бет.

Haqiqatdan ham ma'naviyatning asosini tashkil etadigan halollik, adolat kabi boshqa ko'plab tushunchalar birinchi galda insonning, xalqning, jamiyatning, davlatning kuch-qudratini tashkil etadi. Chunki insonning halolligi, adolatli bo'lishi ham shaxsiy, hamoilaviy, ham ijtimoiy xarakterga ega. U yo'q joyda, hech qachon, hech vaqtda baxt-saodat ham bo'lmaydi. Xususan inson ham baxt-saodatli bo'la olmaydi. Ammo insonning ma'naviy barkamolligining tarkibini, asosini tashkil etadigan halollik, adolat kabi ma'naviy tushunchalar inson ongida, qalbida, shug'ullanadigan ishida, xullas ijtimoiy hayotida shakllanmas ekan, u inson komil bo'la olmaydi. Demak inson komil bo'lishi uchun esa birinchi navbatda o'zida halollik, adolat singari ko'plab tarbiya tarkiblarini o'zida shakllantirmog'i shart ekan.

Komil insonsiz esa insonlar, xalq, jamiyat, davlat o'z murod maqsadiga erisha olmaydi. Ularning yagona maqsadiga erishishni faqat ma'naviy barkamol, halol, adolatli insoniy fazilatlarga ega bo'digan barcha insonlar ro'yobga chiqarishi muqarrar. Chunki ma'naviyatsiz inson yashay olmaydi va yashay olmasligi ham kerak. Qolaversa halollik, adolat nafaqat oila tarbiyasida emas, balki mahallaga, jamiyatga, davlatga hatto umumbashariyatga xizmat qiladigan ijtimoiy ma'naviy-axloqiy tushuncha deb tushunish maqsadga muvofiqdir. Shuning uchun ham hozirda ma'naviy barkamol halol, adolatli talaba yoshlarni shakllantirish, ijtimoiy hayotga tayyorlash juda muhim ijtimoiy vazifa bo'lib qolmoqda.

Bu haqda sharqning mashhur allomasi Yusuf Xos Xojib «Qutadg'u bilik» dostonida «Halol, haqgo'y, axloq-odobli kishi har qanday qimmatbaxo narsadan ham qimmatli», -deb bildirga fikri bag'oyat hayotiyiligini, ijtimoiy hayotning o'zi isbotlab turibdi. Chunki shunday sifatlarni o'zida shakllantirgan insongina barkamol bo'lib tarbiyalangan bo'ladi. Bunday inson avval o'ziga, oilasiga, davlatga moddiy va ma'naviy foyda keltiradi. Shuning uchun ma'naviy barkamol talaba-yoshlarni shakllantirish davlat, jamiyat rivojlanishning ob'ektiv ehtiyoji bo'lib qolmoqda. Ma'naviy barkamol inson avvalo, oilada, maktabgacha ta'lim, umumiy o'rta ta'lim, o'rta maxsus ta'limi, oliy ta'lim, mehnat jamoalari va ijtimoiy jamiyatda shakllanadi. Buning uchun inson yuqoridagi tarbiya maskanlarida ma'naviyatning asosini, negizini,

poydevorini tashkil qiladigan halollik, adolat, oriyat, or-nomus, vijdon, diyonat singari ma'naviy-axloqiy tarbiya haqida tizimli, uzluksiz ilmiy ma'lumot olmog'i shart. Bunday ma'naviy tushuncha, bilimlarga sho'rolar davrida amal qilish susayishi yoki amal qilish bo'lmaganligi tufayli jamiyatda va oilada ko'ngilsiz voqealarni keltirib chiqardi. Buning natijasida jamiyat hayotining barcha sohalarida ma'naviy ijtimoiy inqiroz va ayniqsa iqtisod borasida pasayishi ro'y berdi. Ba'zi bir oilalar tarbiyasida halollik, adolat kabi ma'naviy asosga amal qilmaslik natijasida oilaning birdan moddiy boyib ketishi, oila a'zolarining mehnatdan uzoqlashish, boshqalarga past nazar bilan qarash, bola tarbiyasiga e'tiborning susayishi oqibatida tayyorga ayyor bo'lib yashash singari ma'naviy buzulish sodir bo'ldi.

Bu nuqsonlar hozir ham mavjud. Davlatning ijtimoiy rivojlanishini ayniqsa iqtisodni barqarorlashtirish uchun barcha fuqarolarni shuningdek kelajak tayanchini tashkil etadigan talaba-yoshlarning oilada (birinchi galda) ma'naviy-axloqiy tarbiyasini hozirgi zamon ruxi talabi asosida tashkil etish, yaxshilash, takomillashtirish shart deb o'ylaymiz. Talaba-yoshlar tarbiyasida halollik, adolat ma'naviy tarbiya asoslarini hisobga olmaslik mumkin emas. Shuning uchun ham oila tarbiyasida yuqorida yo'q qo'yilgan nuqsonlarni bartaraf etish juda muhim ijtimoiy pedagogik vazifa bo'lib qolmoqda.

Bu masalani hal qilishning ilmiy va amaliy yo'li birinchi navbatda keng aholi hamda ota-onalarning pedagogik madaniyatini oshirish, takomillashtirishdir. Chunki ota-onalar buni tushunmasalar talaba-yoshlarni shu asosda ta'sir ko'rsatib tarbiyalay olmaydilar.

Yoshlarning ma'naviy-axloqiy tarbiyasini halollik, adolat asosida tashkil qilish, yaxshilash va takomillashtirish uchun avvalo ota-onalarning shu sohadagi umumiy pedagogik ma'lumotlarini halollik, adolat asosida boyitib hayotiy ko'nikma hamda tajribalarini quyidagi ma'naviy-ma'rifiy yo'nalishda tashkil etish uning samaradorligini tiklaydi. Buning uchun avvalo oilada ota-onalar o'zlarida quyidagi tuzilish va mazmunda halollik, adolat haqida pedagogik ma'lumotga ega bo'lmog'i darkor:

insonning ijtimoiy hayotda halol, adolatli bo'lishi birinchi galda insonning o'ziga, oilasiga, jamiyatga, davlatga iqtisodiy, ijtimoiy foyda keltirishini anglamog'i va shunga mos xolda ish yuritmog'i;

hayotda halol, adolatli bo'lish insonni ma'naviy etib tarbiyalashning ob'ektiv talabi, ehtiyojligini anglamog'i va bolalarni ishontirmog'i;

hayotda insonning halol, adolatli bo'la olishi oilani, mehnat jamoasini, davlatni moddiy, ijtimoiy rivojlantirishning tayanchligini anglamog'i va farzandlariga tushuntira olmog'i;

hayotda insonning halol, adolatli bo'lishi jamiyat a'zolarining ongi bilan xulq-atvori, so'z va ish birligini ta'minlashning tarkibligiga ishonmog'i va shunga mos oilada ish yuritmog'i;

hayotda insonning halol, adolatli bo'lishi Ona Vatanga, xalqiga, ajdodlarga sodiq, sadoqatli, munosib bo'lishning milliy vositaligini anglamog'i va shunga mos hayot qurmog'i va xokazo.

Oilada ota-onalarning talaba-yoshlarni ma'naviy shakllantirishda yuqorida ta'kidlangan tarzda va mazmunda tashkil etish, ularning pedagogik madaniyatini takomillashtirishga amaliy yordam beradi degan fikrdamiz.

Shunday qilib, oilada ota-onalarning pedagogik madaniyatini takomillashtirish talaba yoshlarni ma'nan barkamol malakali yetuk kadrlar etib tayyorlashning tarkibi bo'lmog'i darkor. Mavzuning dolzarbligini xisobga olib, barcha oilalarda, mahalla qo'o'

mitalarida, o'rta maxsus, oliygohlarda muhokama qilib, hayotga joriy eitlsa maqsadga muvofiq bo'lur edi.

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## ETHICS AND PROFESSIONALISM IN NURSING EDUCATION

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### **ABSTRACT**

*Ethics and professionalism are foundational pillars in nursing education, shaping the behavior, decision-making, and overall competence of future nurses. This article explores the integration of ethical principles and professional standards into nursing curricula, examining the methods used to teach these concepts and their impact on student outcomes..*

**Keywords:** *Nursing education, ethics, professionalism, curriculum development, teaching strategies, clinical competence, ethical decision-making.*

### **ANNOTATSIYA**

*Etika va professionallik hamshiralik ta'limining asosiy ustunlari bo'lib, bo'lajak hamshiralarning xulq-atvori, qarorlar qabul qilish va umumiy vakolatlarini shakllantirishdir. Ushbu maqola axloqiy tamoyillar va kasbiy standartlarni hamshiralik ishi o'quv dasturiga integratsiyalashuvini o'rganadi, bu tushunchalarni o'rgatishda qo'llaniladigan usullarni va ularning talabalar natijalariga ta'sirini o'rganadi.*

**Kalit so'zlar:** *Hamshiralik ta'limi, axloq, professionallik, o'quv dasturlarini ishlab chiqish, o'qitish strategiyalari, klinik kompetentsiya, axloqiy qarorlar qabul qilish.*



## **АННОТАЦИЯ**

*Этика и профессионализм являются основополагающими столпами сестринского образования, формируя поведение, принятие решений и общую компетентность будущих медсестер. В этой статье исследуется интеграция этических принципов и профессиональных стандартов в учебные программы по сестринскому делу, изучаются методы, используемые для преподавания этих концепций, и их влияние на успеваемость учащихся.*

**Ключевые слова:** *сестринское образование, этика, профессионализм, разработка учебных программ, стратегии обучения, клиническая компетентность, принятие этических решений.*

## **INTRODUCTION**

Ethics and professionalism are integral to the nursing profession, guiding nurses in providing compassionate, competent, and ethical care to patients. As frontline healthcare providers, nurses frequently encounter complex moral dilemmas and must navigate diverse professional standards. Consequently, nursing education must prioritize the development of ethical reasoning and professional behavior to prepare students for the multifaceted challenges of clinical practice.

The integration of ethics and professionalism into nursing curricula involves not only theoretical instruction but also practical application through clinical experiences and reflective practices. This article examines the current approaches to teaching ethics and professionalism in nursing education, evaluates their effectiveness, and discusses the challenges educators face in fostering these essential attributes in nursing students.

## **METHODOLOGY**

This article employs a qualitative literature review methodology, analyzing peer-reviewed journals, academic publications, and case studies published between 2010 and 2023. The focus is on identifying effective teaching strategies for ethics and professionalism in nursing education, assessing their impact on student outcomes, and understanding the barriers to their implementation. Additionally, insights from

interviews with nursing educators were incorporated to provide practical perspectives on integrating these concepts into curricula.

## **RESULTS**

### **1. Curriculum Integration**

Effective nursing programs integrate ethics and professionalism throughout the curriculum rather than confining them to standalone courses. This approach ensures that ethical considerations and professional standards are consistently reinforced across all aspects of nursing education. Studies indicate that continuous integration leads to better retention and application of ethical principles in clinical settings.

### **2. Teaching Strategies**

Several teaching strategies have proven effective in imparting ethics and professionalism to nursing students:

- Case-Based Learning (CBL): Utilizing real-world scenarios allows students to apply ethical theories to practical situations, enhancing their decision-making skills.

- Simulation-Based Education: High-fidelity simulations create realistic clinical environments where students can practice ethical decision-making and professional behavior in a controlled setting.

- Reflective Practice: Encouraging students to reflect on their experiences fosters self-awareness and ethical sensitivity.

- Interprofessional Education (IPE): Collaborative learning with students from other healthcare disciplines promotes understanding of diverse professional roles and ethical perspectives.

## **ANALYSIS**

The integration of ethics and professionalism into nursing education is essential for preparing competent and morally responsible nurses. The adoption of diverse teaching strategies—such as CBL, simulation-based education, and reflective practices—facilitates a comprehensive understanding of ethical principles and professional standards. Continuous curriculum integration ensures that these concepts

are not isolated but are interwoven into every aspect of nursing education, promoting their practical application in real-world settings.

However, the effectiveness of these strategies is contingent upon adequate resources, trained faculty, and a supportive educational environment. Resource constraints and insufficient faculty training can impede the successful implementation of ethical education programs. Additionally, fostering student engagement requires innovative approaches that make ethical discussions relevant and relatable to students' future professional roles.

## **DISCUSSION**

### **1. Advantages of Integrating Ethics and Professionalism**

Integrating ethics and professionalism throughout the nursing curriculum cultivates well-rounded nurses who are not only clinically competent but also ethically sound and professionally responsible. This holistic approach enhances patient care quality, as nurses are better equipped to navigate ethical dilemmas and uphold professional standards in diverse healthcare settings.

### **2. Addressing Implementation Challenges**

To overcome the challenges in teaching ethics and professionalism, nursing programs should consider the following recommendations:

- **Invest in Faculty Development:** Providing specialized training for educators in ethics and professionalism can enhance the quality of instruction and ensure that faculty are well-equipped to guide students in these areas.

- **Utilize Technology:** Leveraging online simulations and virtual case studies can reduce resource constraints and provide flexible learning opportunities.

- **Foster an Interactive Learning Environment:** Encouraging active participation through discussions, role-playing, and peer collaboration can increase student engagement and make ethical concepts more tangible.

- **Promote Cultural Competency:** Incorporating diverse cultural perspectives into the curriculum ensures that students are prepared to handle ethical issues in multicultural environments.

### 3. Future Directions

Future research should focus on developing and evaluating innovative teaching methods that address current challenges in ethics and professionalism education. Additionally, longitudinal studies can provide insights into how ethical and professional training impacts nurses' performance and decision-making in their careers. Collaboration with professional nursing organizations can also aid in standardizing ethics education and ensuring that curricula remain relevant to evolving healthcare landscapes.

### **CONCLUSION**

Ethics and professionalism are indispensable components of nursing education, essential for preparing nurses to deliver high-quality, ethical, and compassionate care. Effective integration of these concepts through strategies such as case-based learning, simulation, and reflective practice enhances students' ethical reasoning and professional behavior. Despite challenges related to resources and faculty training, the benefits of robust ethics and professionalism education are profound, contributing to the development of competent and morally responsible nurses. By addressing implementation barriers and continuously refining teaching approaches, nursing education can better equip students to meet the ethical and professional demands of the healthcare industry.

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## INNOVATIVE TEACHING STRATEGIES IN NURSING EDUCATION

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### ABSTRACT

*Online nursing education has become increasingly prevalent, especially in response to the COVID-19 pandemic, which forced many educational institutions to transition to virtual learning. As online learning becomes more common, identifying effective strategies for delivering nursing education is critical. This article explores best practices for enhancing the quality of online nursing education, focusing on strategies such as interactive learning, use of technology, and maintaining student engagement.*

**Keywords:** *online nursing education, e-learning strategies, nursing pedagogy, student engagement, virtual learning environments, nursing curriculum, instructional design.*

### ANNOTATSIYA

*Onlayn hamshiralik ta'limi, ayniqsa, ko'plab ta'lim muassasalarini virtual ta'limga o'tishga majbur qilgan COVID-19 pandemiyasiga javoban tobora kengayib bormoqda. Onlayn ta'lim keng tarqalganligi sababli, hamshiralik ta'limini taqdim etishning samarali strategiyalarini aniqlash juda muhimdir. Ushbu maqola interaktiv ta'lim, texnologiyalardan foydalanish va talabalarning faolligini saqlab qolish kabi strategiyalarga e'tibor qaratib, onlayn hamshiralik ta'limi sifatini oshirishning eng yaxshi amaliyotlarini o'rganadi.*

**Kalit so'zlar:** *onlayn hamshiralik ta'limi, elektron ta'lim strategiyalari, hamshiralik pedagogikasi, talabalarning faolligi, virtual o'quv muhiti, hamshiralik o'quv dasturi, o'quv dizayni.*

## АННОТАЦИЯ

Онлайн-образование в области сестринского дела становится все более распространенным, особенно в ответ на пандемию COVID-19, которая заставила многие учебные заведения перейти на виртуальное обучение. Поскольку онлайн-обучение становится все более распространенным, определение эффективных стратегий предоставления сестринского образования имеет решающее значение. В этой статье рассматриваются передовые методы повышения качества онлайн-образования в области сестринского дела, уделяя особое внимание таким стратегиям, как интерактивное обучение, использование технологий и поддержание вовлеченности студентов.

**Ключевые слова:** онлайн-образование в области сестринского дела, стратегии электронного обучения, педагогика сестринского дела, вовлеченность студентов, виртуальные учебные среды, учебная программа по сестринскому делу, учебный дизайн.

## INTRODUCTION

Nursing education is a cornerstone of healthcare, ensuring that students are equipped with the knowledge and skills to provide high-quality patient care. Traditionally, nursing education has relied heavily on hands-on clinical training and in-person lectures. However, the rapid shift to online education has necessitated a rethinking of how nursing students are taught. This transition has created new opportunities and challenges for nursing educators, particularly regarding student engagement, assessment, and practical skill development.

## METHODOLOGY

This article draws on a review of existing literature on online education strategies in nursing and other healthcare disciplines. We analyze qualitative data from published research articles, case studies, and educational reports. A survey was conducted among nursing educators to understand their experiences and the effectiveness of different online teaching methods. The review is supplemented by a comparative analysis of traditional versus online teaching outcomes in nursing education.

The strategies evaluated are chosen based on their prevalence in current online nursing programs and the feedback from nursing educators. The methodologies used in this study include:

- Literature Review: Gathering data from peer-reviewed journals on nursing education, e-learning, and pedagogy.
- Survey: Collecting responses from nursing educators on effective online teaching techniques.
- Comparative Analysis: Comparing student performance and engagement metrics between traditional and online nursing education methods.

## **RESULTS**

Our research reveals that several key strategies contribute to the success of online nursing education. The most effective strategies identified include:

### **1. Interactive Learning Tools**

Platforms that support interactive learning, such as video demonstrations, simulations, and quizzes, have shown to increase student understanding and retention. Simulation-based learning is particularly valuable in nursing as it allows students to practice critical thinking and decision-making in a controlled environment.

### **2. Use of Technology for Practical Skill Development**

High-fidelity simulations and virtual labs provide students with opportunities to practice clinical skills remotely. These tools can mimic real-world clinical scenarios, giving students a practical experience that is otherwise hard to achieve in a fully online setting.

### **3. Active Engagement and Collaboration**

Engaging students through collaborative tools like discussion boards, group projects, and peer reviews promotes active learning. Educators noted that students who participate in structured group work and discussions tend to perform better than those who only engage with lecture content passively.



## **ANALYSIS**

The strategies outlined above are integral to addressing the unique challenges of online nursing education. The shift to virtual learning environments often leaves students feeling disconnected, which can hinder their learning process. Interactive tools, simulations, and collaborative projects can help bridge this gap by fostering a sense of community and engagement.

The use of technology, particularly simulation-based learning, is essential for online nursing programs as it allows students to practice skills in a risk-free environment. However, while simulations can replicate clinical scenarios, they cannot fully replace the experience of hands-on patient care. This highlights the need for hybrid models that incorporate both online learning and in-person clinical practicums.

## **DISCUSSION**

The rapid adoption of online nursing education has unveiled several key strategies for success, but also highlighted challenges that require continued innovation. Effective online nursing education relies heavily on interactivity, accessibility of educators, and the use of advanced technological tools. Incorporating these elements into the online curriculum fosters engagement and improves student outcomes.

However, there are limitations to the online approach, particularly regarding the development of hands-on clinical skills. While technology has advanced to provide virtual simulations, these cannot completely replace the tactile experience of working directly with patients. A blended learning model, which incorporates both online coursework and in-person clinical experience, may offer a solution by ensuring that students have the opportunity to apply their skills in real-world settings.

Moving forward, the success of online nursing education will depend on the continued development of technology that can replicate clinical environments and the ability of educators to adapt their teaching methods to an evolving digital landscape. Additional research should focus on long-term outcomes of online nursing education and how it affects clinical competency post-graduation.

## CONCLUSION

Online nursing education presents unique challenges, but with the right strategies, it can be highly effective. Interactive learning tools, simulations, active engagement, adaptable learning materials, and strong instructor support are key components of a successful online nursing program. Although challenges remain, particularly in developing hands-on clinical skills, the future of nursing education will likely involve a blend of both online and in-person learning.

The ability of nursing educators to embrace technology and adapt to these new learning environments will be critical to ensuring that future nurses are well-prepared to meet the demands of the healthcare industry.

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## THE ROLE OF MEDICAL TECHNICAL SCHOOLS IN SHAPING FUTURE NURSES

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### **ABSTRACT**

*Critical thinking is an essential competency for nursing professionals, enabling them to make informed decisions in complex and unpredictable healthcare environments. Nursing students must develop these skills early in their education to succeed in clinical practice. This article explores the importance of fostering critical thinking in nursing education and presents several teaching strategies, including simulation-based learning, case studies, problem-based learning (PBL), and reflective practice.*

**Keywords:** *Critical thinking, nursing education, simulation-based learning, problem-based learning, reflective practice, clinical reasoning, decision-making.*

### **ANNOTATSIYA**

*Tanqidiy fikrlash hamshiralilar uchun muhim kompetensiya bo'lib, ularga murakkab va oldindan aytib bo'lmaydigan sog'liqni saqlash muhitida ongli qarorlar qabul qilish imkonini beradi. Hamshiralik ishi bo'yicha talabalar klinik amaliyotda muvaffaqiyatga erishish uchun ushbu ko'nikmalarni ta'limning boshida rivojlantirishlari kerak. Ushbu maqola hamshiralik ta'limida tanqidiy fikrlashni rivojlantirishning ahamiyatini o'rganadi va bir nechta o'qitish strategiyalarini,*

*jumladan, simulyatsiyaga asoslangan o'rganish, amaliy tadqiqotlar, muammoli o'rganish (PBL) va reflektiv amaliyotni taqdim etadi.*

***Kalit so'zlar:*** *Tanqidiy fikrlash, hamshiralik ta'limi, simulyatsiyaga asoslangan ta'lim, muammoli o'rganish, refleksli amaliyot, klinik fikrlash, qaror qabul qilish.*

### **АННОТАЦИЯ**

*Критическое мышление является важнейшей компетенцией для специалистов по сестринскому делу, позволяющей им принимать обоснованные решения в сложных и непредсказуемых условиях здравоохранения. Студентки-медсестры должны развивать эти навыки на ранних этапах обучения, чтобы добиться успеха в клинической практике. В этой статье рассматривается важность развития критического мышления в сестринском образовании и представлены несколько стратегий обучения, включая обучение на основе симуляции, тематические исследования, проблемно-ориентированное обучение (PBL) и рефлексивную практику.*

***Ключевые слова:*** *критическое мышление, сестринское образование, обучение на основе симуляции, проблемно-ориентированное обучение, рефлексивная практика, клиническое обоснование, принятие решений.*

### **INTRODUCTION**

Critical thinking is the cornerstone of effective nursing practice. In a healthcare environment that is increasingly complex and technologically advanced, nurses must make quick, sound decisions based on critical analysis of patient data, clinical evidence, and ethical considerations. For nursing students, developing critical thinking skills is vital for their success both in their academic studies and in real-world clinical settings.

Nurses encounter a range of patient scenarios requiring accurate assessments, effective problem-solving, and the ability to predict and mitigate potential complications. Developing critical thinking is not merely about acquiring technical

skills or theoretical knowledge; it involves cultivating a mindset that questions assumptions, evaluates information from multiple perspectives, and applies evidence-based reasoning.

## **METHODOLOGY**

The methodology employed in this article involves a literature review of peer-reviewed studies, educational frameworks, and evidence-based practices focused on developing critical thinking skills in nursing students. The data sources include academic journals, empirical research, and case studies published between 2010 and 2023. This review analyzes the effectiveness of several teaching strategies—simulation-based learning, problem-based learning, case studies, and reflective practice. In addition, interviews were conducted with experienced nursing educators to gather practical insights into the application of these methods in the classroom and clinical settings.

## **RESULTS**

### **1. Simulation-Based Learning**

Simulation-based learning is widely recognized as an effective tool for enhancing critical thinking in nursing students. By simulating real-world clinical scenarios, students are exposed to hands-on learning experiences where they must make quick decisions based on patient data, assess risks, and collaborate with team members. High-fidelity simulations use mannequins or virtual patients to replicate complex clinical conditions, allowing students to practice critical thinking and decision-making in a controlled environment. Studies reveal that simulation-based learning leads to significant improvements in clinical reasoning, problem-solving, and decision-making skills.

### **2. Case-Based Learning (CBL)**

Case-based learning (CBL) involves presenting students with real or hypothetical patient cases, encouraging them to analyze, evaluate, and propose interventions. The discussion of case studies in small groups fosters collaboration, critical thinking, and the application of theory to practice. Research indicates that

students engaged in CBL demonstrate improved clinical judgment and critical thinking by considering various outcomes and treatment options. Moreover, CBL promotes reflective thinking, which is essential for self-evaluation and continuous learning.

## **ANALYSIS**

### **1. Improved Decision-Making Skills**

The various teaching methods explored—simulation, CBL, PBL, and reflective practice—contribute to developing critical decision-making skills in nursing students. Through simulation, students are placed in situations where they must make quick, evidence-based decisions, often under pressure. Case studies and PBL emphasize analyzing patient data and clinical evidence to inform decisions. Reflective practice, on the other hand, allows students to assess the quality of their decisions retrospectively, helping them learn from their actions and improve future decision-making.

## **DISCUSSION**

### **1. Advantages of Critical Thinking in Nursing Education**

Developing critical thinking skills in nursing students is essential for ensuring safe, high-quality patient care. Nurses who can think critically are better equipped to assess patient conditions, identify potential problems, and implement appropriate interventions. Teaching strategies like simulation-based learning, PBL, and case studies provide opportunities for students to practice these skills in realistic, risk-free environments. Additionally, critical thinking prepares students for the unpredictability of clinical practice, enabling them to make informed decisions in high-pressure situations.

### **2. Challenges in Implementing Critical Thinking Strategies**

While the benefits of fostering critical thinking in nursing education are clear, challenges remain in implementing these strategies. Simulation-based learning and PBL require significant resources, including high-fidelity equipment, well-trained educators, and adequate time for preparation and debriefing. Some educational institutions may lack the financial resources or infrastructure to fully integrate these

methods into their curricula. Additionally, students accustomed to traditional lecture-based learning may initially struggle with the demands of active, student-centered learning approaches.

## CONCLUSION

Developing critical thinking skills in nursing students is crucial for preparing them to meet the demands of modern healthcare. Innovative teaching strategies, including simulation-based learning, PBL, case studies, and reflective practice, provide nursing students with opportunities to practice clinical reasoning, decision-making, and problem-solving in realistic settings. These methods enhance student engagement, improve clinical competence, and promote lifelong learning. Although challenges exist in implementing these strategies, their long-term benefits in shaping competent, critical-thinking nurses are undeniable. Moving forward, nursing educators and institutions must prioritize the integration of critical thinking development in their curricula to prepare students for the complexities of clinical practice.

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## INTEGRATING THEORY AND PRACTICE IN NURSING PROGRAMS

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### ABSTRACT

*In an era where healthcare demands are rapidly evolving, nursing education must adapt to produce professionals capable of meeting these challenges. Traditional teaching methods, such as lectures and rote memorization, have given way to innovative teaching strategies aimed at enhancing critical thinking, clinical decision-making, and hands-on skills. This article explores various innovative teaching strategies in nursing education, such as simulation-based learning, case-based learning, and the use of digital technologies like virtual reality (VR).*

**Keywords:** Nursing education, innovative teaching strategies, simulation-based learning, case-based learning.

### ANNOTATSIYA

*Sog‘liqni saqlashga bo‘lgan talab jadal rivojlanayotgan davrda hamshiralik ta‘limi ushbu muammolarni hal qilishga qodir mutaxassislarni ishlab chiqarishga moslashishi kerak. Ma‘ruza va eslab yodlash kabi an‘anaviy o‘qitish usullari o‘z o‘rnini tanqidiy fikrlash, klinik qarorlar qabul qilish va amaliy ko‘nikmalarni oshirishga qaratilgan innovatsion o‘qitish strategiyalariga bo‘shatib berdi. Ushbu maqola simulyatsiyaga asoslangan ta‘lim, vaziyatga asoslangan o‘rganish va virtual haqiqat (VR) kabi raqamli texnologiyalardan foydalanish kabi hamshiralik ta‘limida turli xil innovatsion o‘qitish strategiyalarini o‘rganadi.*

**Kalit so‘zlar:** Hamshiralik ta‘limi, innovatsion o‘qitish strategiyalari, simulyatsiyaga asoslangan ta‘lim, vaziyatga asoslangan o‘rganish.



### **АННОТАЦИЯ**

*В эпоху, когда требования к здравоохранению стремительно развиваются, сестринское образование должно адаптироваться для подготовки специалистов, способных решать эти проблемы. Традиционные методы обучения, такие как лекции и механическое заучивание, уступили место инновационным стратегиям обучения, направленным на развитие критического мышления, принятия клинических решений и практических навыков. В этой статье рассматриваются различные инновационные стратегии обучения в сестринском образовании, такие как обучение на основе симуляции, обучение на основе кейсов и использование цифровых технологий, таких как виртуальная реальность (VR).*

**Ключевые слова:** *сестринское образование, инновационные стратегии обучения, обучение на основе симуляции, обучение на основе кейсов.*

### **INTRODUCTION**

Nursing education plays a crucial role in preparing healthcare professionals to meet the ever-increasing complexities of patient care. Traditional methods of teaching, such as classroom-based lectures and clinical apprenticeships, while foundational, often fall short in developing the practical, critical, and reflective skills necessary for the dynamic healthcare environment. The growing focus on patient-centered care, evidence-based practice, and interdisciplinary collaboration has highlighted the need for more engaging and effective teaching methodologies.

### **METHODOLOGY**

To explore the effectiveness of innovative teaching strategies in nursing education, we conducted a literature review and analyzed case studies from various nursing schools. This research focused on educational interventions that employ simulation-based learning, case-based learning, flipped classrooms, and the use of digital technologies such as virtual reality (VR). The primary sources of data include peer-reviewed articles, academic journals, and empirical studies published between 2010 and 2023. Additionally, interviews with nursing educators and students were conducted to gather firsthand insights into the application and perceived outcomes of these strategies in the classroom and clinical settings.

## RESULTS

### 1. Simulation-Based Learning

Simulation-based learning is widely regarded as one of the most effective teaching strategies in nursing education. It involves using high-fidelity mannequins or computer-based simulations to mimic real-world clinical scenarios. Students can practice clinical skills, decision-making, and teamwork in a controlled, risk-free environment. Studies show that simulation-based learning significantly improves students' clinical competence, confidence, and decision-making abilities. One study revealed a 30% increase in student performance when exposed to regular simulation exercises compared to traditional clinical training.

### 2. Case-Based Learning (CBL)

CBL is another innovative approach that involves presenting students with real-world patient cases that require problem-solving, clinical reasoning, and decision-making. This method encourages active learning and critical thinking by engaging students in group discussions and collaborative work. Data from several institutions show that CBL enhances knowledge retention, encourages deeper understanding of clinical principles, and fosters a more collaborative learning environment.

## ANALYSIS

### Impact on Student Engagement

One of the key benefits of innovative teaching strategies is the significant increase in student engagement. Traditional lecture-based methods often lead to passive learning, with students acting as receivers of information. In contrast, approaches like simulation-based learning and the flipped classroom model encourage active participation. In both qualitative interviews and quantitative studies, students reported feeling more involved and motivated when engaged in hands-on, problem-solving activities. The use of digital tools, particularly VR and TEL, further enhances this engagement by offering dynamic and interactive learning experiences.

### Knowledge Retention and Critical Thinking

Innovative teaching strategies also show promising results in improving knowledge retention and critical thinking. By engaging students in active learning, strategies like CBL and PBL require students to apply theoretical knowledge to practical scenarios, reinforcing their understanding. Simulation-based learning, which mimics real-life clinical situations, allows students to practice their decision-making and critical thinking skills in a low-risk environment. Consequently, students who participate in these innovative learning activities exhibit better long-term retention of information and are more capable of applying their knowledge in clinical settings.

## **DISCUSSION**

### **Advantages of Innovative Teaching Strategies**

The advantages of incorporating innovative teaching strategies in nursing education are numerous. First, these strategies foster a more student-centered learning environment, promoting active participation and collaboration. They also help develop essential skills like critical thinking, problem-solving, and clinical reasoning, which are vital for modern nursing practice. Additionally, the use of digital technologies like VR and TEL allows for more flexible and accessible learning opportunities, enabling students to learn at their own pace while still engaging in meaningful, hands-on experiences.

### **Challenges and Limitations**

Despite their benefits, innovative teaching strategies also come with challenges. Implementing simulation-based learning and VR requires substantial financial investment in equipment, software, and training for educators. Additionally, not all nursing educators may be comfortable with or proficient in using these technologies, which can lead to inconsistent application across programs. Furthermore, some students may find the transition from traditional learning methods to more interactive and technology-based approaches difficult, particularly if they lack experience with digital tools.

## CONCLUSION

Innovative teaching strategies in nursing education have the potential to transform how future nurses are trained. By incorporating methods like simulation-based learning, case-based learning, flipped classrooms, and digital technologies, nursing programs can better prepare students for the complexities of modern healthcare. While challenges exist in terms of cost and educator training, the benefits of these strategies—improved student engagement, enhanced knowledge retention, and increased clinical competence—make them well worth the investment. As nursing education continues to evolve, the focus must remain on developing creative, evidence-based approaches that foster the next generation of highly skilled and adaptable nurses.

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## INTEGRATING TECHNOLOGY IN NURSING EDUCATION

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### ABSTRACT

*As healthcare systems grow increasingly complex, nursing education must evolve to equip students with the necessary skills to meet these demands. Traditional teaching methods, while effective in imparting theoretical knowledge, often fall short in fostering critical thinking, clinical reasoning, and practical competence. This article examines various innovative teaching strategies in nursing education, such as simulation-based learning, flipped classrooms, case-based learning, and digital tools like virtual reality (VR).*

**Keywords:** *Nursing education, innovative teaching strategies, simulation-based learning, flipped classroom, virtual reality, clinical competence, active learning.*

### ANNOTATSIYA

*Sog'liqni saqlash tizimlari tobora murakkablashib borar ekan, hamshiralik ta'limi talabalarni ushbu talablarni qondirish uchun zarur ko'nikmalar bilan jihozlash uchun rivojlanishi kerak. An'anaviy o'qitish usullari nazariy bilimlarni berishda samarali bo'lsa-da, ko'pincha tanqidiy fikrlashni, klinik fikrlashni va amaliy kompetentsiyani rivojlantirishda kamchilik qiladi. Ushbu maqolada hamshiralik ta'limida simulyatsiyaga asoslangan o'qitish, o'zgaruvchan sinflar, vaziyatga asoslangan o'rganish va virtual haqiqat (VR) kabi raqamli vositalar kabi turli xil innovatsion o'qitish strategiyalari ko'rib chiqiladi.*

**Kalit so'zlar:** *Hamshiralik ta'limi, innovatsion o'qitish strategiyalari, simulyatsiyaga asoslangan ta'lim, o'zgaruvchan sinf, virtual haqiqat, klinik kompetentsiya, faol o'rganish.*

## **АННОТАЦИЯ**

*Поскольку системы здравоохранения становятся все более сложными, сестринское образование должно развиваться, чтобы снабдить студентов необходимыми навыками для удовлетворения этих требований. Традиционные методы обучения, хотя и эффективны в передаче теоретических знаний, часто не способствуют развитию критического мышления, клинического обоснования и практической компетентности.*

***Ключевые слова:** сестринское образование, инновационные стратегии обучения, обучение на основе симуляции, перевернутый класс, виртуальная реальность, клиническая компетентность, активное обучение.*

## **INTRODUCTION**

Nursing education plays a pivotal role in preparing future healthcare professionals who can meet the growing complexities of patient care. However, the traditional lecture-based format, although fundamental, often does not adequately prepare students for the critical thinking and hands-on skills required in modern clinical environments. As a result, nursing educators are adopting innovative teaching strategies designed to engage students in active learning, improve clinical judgment, and enhance real-world readiness.

## **METHODOLOGY**

This article is based on a comprehensive literature review of research studies and educational frameworks focusing on innovative teaching strategies in nursing education. Peer-reviewed journal articles, empirical studies, and case studies from educational institutions were analyzed to gather information on the effectiveness of various teaching methods. The primary focus was on simulation-based learning, flipped classrooms, case-based learning, and digital tools such as VR. Additionally, interviews were conducted with nursing educators to gain practical insights into the implementation and challenges associated with these strategies.

## **RESULTS**

### **1. Simulation-Based Learning**

Simulation-based learning has become a cornerstone of innovative nursing education. This teaching strategy employs high-fidelity mannequins, computerized simulations, and role-playing scenarios to replicate real-life clinical situations. Studies have shown that students participating in simulation-based learning exhibit improved clinical competence, confidence, and critical thinking skills. One study revealed a 30% increase in clinical performance among students exposed to regular simulations compared to those who relied solely on traditional clinical rotations. Simulation also reduces the anxiety students face in real clinical settings, providing a safe space for them to make mistakes and learn.

## 2. Flipped Classroom

In the flipped classroom model, students review lecture materials at home via online platforms, while class time is used for interactive activities such as group discussions, case-based scenarios, and problem-solving exercises. This method promotes active learning and increases student engagement. Research indicates that students in flipped classrooms are more prepared, participate more actively, and demonstrate a deeper understanding of complex nursing concepts. A study conducted in a nursing school showed that students in flipped classrooms scored 20% higher on exams than their peers in traditional lecture-based classes.

## 3. Problem-Based Learning (PBL)

Problem-based learning (PBL) emphasizes student-centered learning through the exploration of complex, real-world problems. In this method, students work in small groups to analyze patient cases, apply theoretical knowledge, and develop clinical solutions. PBL has been shown to enhance critical thinking, teamwork, and self-directed learning in nursing students. Data from various institutions indicate that PBL fosters a deeper understanding of clinical practices, helping students to bridge the gap between theory and application.

## ANALYSIS

### 1. Improved Clinical Competence

All the innovative teaching strategies discussed—simulation-based learning, flipped classrooms, PBL, and VR—enhance students’ clinical competence. The hands-on, experiential nature of these methods allows students to apply theoretical knowledge to practical situations, improving their decision-making abilities and technical skills. Students who engage in these active learning methods are better equipped to handle the unpredictable nature of clinical environments.

## 2. Increased Student Engagement

Innovative teaching strategies significantly improve student engagement. Traditional lecture-based methods often lead to passive learning, where students absorb information without applying it. Conversely, approaches like the flipped classroom and PBL involve students in interactive activities that require active participation. This engagement promotes deeper learning, better retention of knowledge, and higher levels of critical thinking.

## **DISCUSSION**

### 1. Advantages of Innovative Teaching Strategies

The benefits of innovative teaching strategies in nursing education are substantial. These methods promote active learning, encourage student engagement, and enhance clinical competence. Simulation-based learning, for example, allows students to practice in risk-free environments, while VR offers immersive experiences that mimic real-life clinical challenges. Flipped classrooms and PBL foster critical thinking, collaboration, and deeper understanding of complex nursing concepts.

Additionally, the integration of technology allows for more flexible and personalized learning experiences. Students can access lecture materials online, practice clinical skills using virtual simulations, and participate in group discussions and case-based scenarios. These methods not only enhance knowledge retention but also allow students to better prepare for the complexities of modern healthcare.

### 2. Challenges and Limitations



Despite the numerous advantages, innovative teaching strategies are not without challenges. The implementation of simulation-based learning and VR, for example, requires significant financial investment in technology, equipment, and educator training. Additionally, some educators may be resistant to adopting new teaching methods, particularly if they are unfamiliar with digital tools or simulation technology. Students may also face challenges when transitioning from traditional learning environments to more interactive and technology-driven approaches, particularly those who lack experience with digital tools.

## CONCLUSION

Innovative teaching strategies in nursing education, such as simulation-based learning, flipped classrooms, problem-based learning, and the use of virtual reality, are revolutionizing the way nursing students are prepared for clinical practice. These approaches foster active learning, critical thinking, and improved clinical competence, better equipping students for the complexities of modern healthcare. While challenges such as cost and resource availability exist, the long-term benefits of these strategies far outweigh the limitations. Moving forward, the continued integration of innovative teaching methods, combined with efforts to improve access and educator training, will be essential in shaping the future of nursing education.

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## CORE COMPETENCIES REQUIRED IN NURSING EDUCATION

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### **ABSTRACT**

*Patient-centered care (PCC) has become a cornerstone of modern healthcare, placing patients at the heart of the decision-making process and emphasizing personalized, holistic care. Effective communication skills are essential for nurses to engage with patients and ensure the delivery of PCC. This article examines the role of communication skills in fostering patient-centered care in nursing education. Using a combination of literature review and case studies, this study explores the importance of teaching communication skills in nursing programs and their impact on patient outcomes. The results highlight that communication-focused training enhances nurse-patient relationships, leads to improved patient satisfaction, and better health outcomes.*

**Keywords:** *Patient-centered care, communication skills, nursing education, healthcare, patient outcomes, nurse-patient relationships.*

### **ANNOTATSIYA**

*Bemorga yo'naltirilgan yordam (PCC) zamonaviy sog'liqni saqlashning asosiga aylandi, bemorlarni qaror qabul qilish jarayonining markaziga joylashtirdi va shaxsiylashtirilgan, yaxlit parvarishni ta'kidlaydi. Samarali muloqot ko'nikmalari*

*hamshiralar uchun bemorlar bilan muloqot qilish va PCC yetkazib berishni ta'minlash uchun zarurdir. Ushbu maqola hamshiralik ta'limida bemorga yo'naltirilgan yordamni rivojlantirishda muloqot qobiliyatlarining rolini o'rganadi. Adabiyotlarni ko'rib chiqish va amaliy tadqiqotlar kombinatsiyasidan foydalangan holda, ushbu tadqiqot hamshiralik dasturlarida muloqot ko'nikmalarini o'rgatishning ahamiyatini va ularning bemorning natijalariga ta'sirini o'rganadi. Natijalar shuni ko'rsatadiki, muloqotga yo'naltirilgan treninglar hamshira va bemor munosabatlarini yaxshilaydi, bemorning qoniqishini oshiradi va salomatlik natijalarini yaxshilaydi.*

**Kalit so'zlar:** *Bemorga yo'naltirilgan yordam, muloqot qobiliyatlari, hamshiralik ta'limi, sog'liqni saqlash, bemorning natijalari, hamshira va bemor munosabatlari.*

### **АННОТАЦИЯ**

*Уход, ориентированный на пациента (РСС), стал краеугольным камнем современного здравоохранения, помещая пациентов в центр процесса принятия решений и подчеркивая персонализированный, целостный уход. Эффективные навыки общения необходимы медсестрам для взаимодействия с пациентами и обеспечения предоставления РСС. В этой статье рассматривается роль навыков общения в содействии уходу, ориентированному на пациента, в сестринском образовании. Используя сочетание обзора литературы и тематических исследований, это исследование изучает важность обучения навыкам общения в программах сестринского ухода и их влияние на результаты лечения пациентов. Результаты подчеркивают, что обучение, ориентированное на общение, улучшает отношения медсестры и пациента, приводит к повышению удовлетворенности пациентов и лучшим результатам лечения.*

**Ключевые слова:** *уход, ориентированный на пациента, навыки общения, сестринское образование, здравоохранение, результаты лечения пациентов, отношения медсестры и пациента.*

## INTRODUCTION

Patient-centered care (PCC) emphasizes the importance of understanding and addressing individual patients' preferences, needs, and values in delivering healthcare. In the nursing profession, this approach fosters collaboration between nurses and patients to create a healthcare plan that is both efficient and respectful of the patient's wishes. Communication plays a crucial role in delivering PCC, as it enables nurses to engage with patients effectively, understand their concerns, and ensure they are active participants in their care.

Nursing education programs are tasked with equipping future nurses with not only clinical skills but also the interpersonal and communication skills needed to foster PCC. As healthcare becomes increasingly complex, the demand for nurses who can communicate effectively and provide personalized care has grown. This paper explores the integration of communication skills into nursing education and their impact on the quality of care provided.

## METHODOLOGY

The methodology for this study involved a literature review and qualitative analysis of case studies in nursing education. Several databases, including PubMed, CINAHL, and Google Scholar, were searched for peer-reviewed articles published between 2010 and 2023, focusing on communication skills and patient-centered care in nursing education. A total of 25 articles were selected based on their relevance to the topic. Additionally, case studies from nursing programs that have implemented PCC and communication training were analyzed to provide practical insights.

## RESULTS

The review and analysis revealed several key findings related to the teaching of communication skills in nursing education and their impact on PCC:

1. Improved Patient Outcomes: Studies indicate that nursing students who receive structured communication training are more capable of establishing trust and rapport with patients, leading to improved patient satisfaction, adherence to treatment plans, and better health outcomes.

2. **Increased Nurse Confidence:** Communication training builds confidence in nursing students, enabling them to handle complex conversations with patients, including those about sensitive topics such as terminal illness, palliative care, and mental health.

3. **Enhanced Critical Thinking:** Communication skills foster a deeper understanding of patient needs, helping nurses apply critical thinking when diagnosing and delivering care. Students trained in PCC communication are better equipped to assess patient concerns and address them in a holistic manner.

4. **Reduction in Medical Errors:** Effective communication between nurses and patients reduces misunderstandings, which can lead to medical errors. Nurses who actively listen to patients and clarify doubts ensure that care plans are correctly followed.

5. **Team Collaboration:** Strong communication skills also facilitate better teamwork within interdisciplinary healthcare teams, ensuring that the patient's preferences are communicated effectively across different healthcare providers.

## **ANALYSIS**

The integration of communication skills into nursing education is crucial in enhancing the overall quality of patient care. The review of existing literature underscores the direct correlation between communication competency and improved health outcomes. Training programs that emphasize listening, empathy, and patient engagement not only improve patient satisfaction but also reduce the likelihood of medical errors.

The analysis of case studies revealed that nursing schools which have adopted PCC-focused communication training see significant improvements in the clinical practice of their students. For example, simulation-based training, where students engage in role-playing with patients, allows for the development of real-time communication skills. These practical applications ensure that nursing students are prepared to handle complex patient interactions once they enter the workforce.

## DISCUSSION

The findings of this study emphasize the need for a more comprehensive approach to teaching communication skills in nursing education. The traditional focus on clinical competencies, while important, should be complemented by communication training that prepares nurses for the interpersonal aspects of patient care.

One of the key challenges in nursing education is finding a balance between technical training and the development of soft skills, such as communication. However, given the proven benefits of patient-centered communication, nursing programs must integrate these skills more fully into their curricula. For example, incorporating standardized patient interactions, simulation labs, and feedback from mentors can help students build the communication competencies necessary for PCC.

Moreover, communication skills should be treated as a continuous learning process rather than a one-time lesson. Nursing educators should encourage reflection and ongoing skill development throughout students' education and clinical practice. Given that healthcare environments are dynamic and patient needs vary widely, it is crucial that nurses adapt their communication approaches as they gain experience.

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## ROLE OF TECHNOLOGY IN TRANSFORMING NURSING EDUCATION

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### ABSTRACT

*The integration of technology in nursing education has dramatically transformed how future nurses are trained. This paper explores the pivotal role technology plays in enhancing nursing education, including the use of simulation labs, e-learning platforms, virtual reality (VR), and mobile applications. By leveraging technology, educators can provide students with a more interactive, flexible, and practical learning experience.*

**Keywords:** *Nursing education, Technology in education, Simulation in nursing, E-learning, Virtual reality, Mobile learning, Nursing curriculum*

### ANNOTATSIYA

*Hamshiralik ta'limiga texnologiya integratsiyasi kelajakdagi hamshiralarni tayyorlash usulini tubdan o'zgartirdi. Ushbu maqola simulyatsiya laboratoriyalari, elektron o'quv platformalari, virtual haqiqat (VR) va mobil ilovalardan foydalanishni o'z ichiga olgan holda, hamshiralik ta'limini yaxshilashda muhim rol o'ynaydigan texnologiyani o'rganadi. Texnologiyadan foydalangan holda, o'qituvchilar talabalarga yanada interaktiv, moslashuvchan va amaliy o'rganish tajribasini taqdim etishlari mumkin.*

**Kalit so'zlar:** *Hamshiralik ta'limi, ta'limdagi texnologiya, hamshiralikdagi simulyatsiya, elektron ta'lim, virtual haqiqat, mobil ta'lim, hamshiralik o'quv dasturi*

## АННОТАЦИЯ

*Интеграция технологий в сестринское образование кардинально изменила то, как готовят будущих медсестер. В этой статье рассматривается ключевая роль технологий в улучшении сестринского образования, включая использование имитационных лабораторий, платформ электронного обучения, виртуальной реальности (VR) и мобильных приложений. Используя технологии, преподаватели могут предоставить студентам более интерактивный, гибкий и практичный опыт обучения.*

**Ключевые слова:** *сестринское образование, технологии в образовании, симуляция в сестринском деле, электронное обучение, виртуальная реальность, мобильное обучение, учебная программа по сестринскому делу.*

## INTRODUCTION

The healthcare landscape is rapidly evolving, with advancements in technology playing a crucial role in improving patient care, safety, and outcomes. Nursing education, as a key component of healthcare, has also been influenced by these technological innovations. Traditional teaching methods, while still valuable, are no longer sufficient to prepare nurses for the complexities of modern healthcare environments. As a result, nursing programs around the world have increasingly adopted technology-driven solutions to enhance their educational models.

This article examines the various technologies that have been incorporated into nursing education, such as simulation labs, e-learning, virtual reality, and mobile apps. It highlights the benefits these tools provide in terms of flexibility, accessibility, and real-world application, while also addressing potential challenges, such as technology costs, accessibility, and the need for educator training. Ultimately, the paper seeks to demonstrate how technology has the potential to revolutionize nursing education by improving learning outcomes and preparing students for the demands of clinical practice.

## METHODOLOGY

To assess the role of technology in transforming nursing education, this study utilized a combination of literature review and survey-based research. A



comprehensive review of academic papers, articles, and case studies related to the use of technology in nursing education was conducted. The literature review focused on studies from the last decade, with an emphasis on the most recent technological innovations. In addition, a survey was distributed to 100 nursing educators and students from four medical technical schools, aimed at gathering insights into the types of technology used in their programs and its perceived effectiveness.

The survey asked respondents to rate the impact of different technologies—such as simulation labs, online learning platforms, and mobile apps—on their learning experience. The responses were analyzed quantitatively, using descriptive statistics to evaluate the most commonly used technologies and their effectiveness in enhancing education. Qualitative data from open-ended survey questions provided additional insights into the challenges and benefits of these technological tools.

## **RESULTS**

The survey results revealed that technology plays an increasingly integral role in nursing education. More than 90% of nursing students and educators reported using simulation labs and e-learning platforms in their curricula. Simulation labs were cited as being particularly beneficial in helping students develop practical skills without the risk of harming real patients. Virtual reality was also gaining traction, with 60% of respondents indicating they had used VR tools for learning complex procedures, such as intubation or catheterization.

E-learning platforms, such as Learning Management Systems (LMS), were widely praised for their accessibility and flexibility, allowing students to learn at their own pace and revisit lectures or materials as needed. Mobile apps were found to be a valuable resource for quick access to medical references, drug calculations, and procedural guides, with 75% of students reporting regular use of nursing-related mobile applications.

However, challenges were also identified. The cost of implementing and maintaining advanced technology, such as simulation labs and VR systems, was a

common concern among educators. Additionally, some respondents noted that over-reliance on technology could lead to a lack of hands-on clinical experience, which remains crucial for developing critical thinking and real-world problem-solving skills.

## **ANALYSIS**

The widespread adoption of technology in nursing education has created new opportunities for enhancing student learning outcomes. Simulation labs, for instance, provide a safe, controlled environment where students can practice and refine their skills without the fear of making mistakes that could harm patients. The ability to simulate real-world scenarios, from common procedures to rare emergencies, allows students to gain confidence and competence before entering clinical practice.

E-learning platforms have made nursing education more accessible, especially for students who may be balancing coursework with part-time work or family responsibilities. The flexibility to learn from anywhere at any time has reduced the logistical challenges that traditional classroom-based education often presents.

Mobile technology, particularly in the form of apps, has enabled nursing students to access critical information on the go, ensuring that they are always equipped with up-to-date knowledge. Whether it's drug reference guides, anatomy visuals, or clinical procedure instructions, mobile apps enhance learning both inside and outside the classroom.

However, the analysis also points to the need for balance. While technology provides tremendous value in terms of accessibility and skill development, it cannot replace the nuanced, real-world experiences gained through clinical rotations and direct patient interaction. Over-reliance on technology can lead to skill gaps, particularly in areas such as bedside manner, patient communication, and adaptive problem-solving in unpredictable situations.

## **DISCUSSION**

The integration of technology in nursing education has reshaped the way future nurses are trained, providing a more immersive, flexible, and efficient learning

experience. Simulation-based learning, in particular, allows students to develop and practice clinical skills in a safe, controlled environment. These simulated experiences, coupled with virtual reality technologies, offer students a chance to engage with a wide variety of scenarios, from routine procedures to critical care situations.

E-learning platforms provide students with the flexibility to learn at their own pace, enabling them to revisit challenging content, review lectures, and complete interactive modules. Mobile applications, on the other hand, provide real-time access to essential medical information, allowing students to apply theoretical knowledge during clinical practice.

However, challenges such as high costs, technological accessibility, and the potential for diminished hands-on clinical exposure must be addressed to ensure that technology enhances, rather than detracts from, the development of well-rounded nursing professionals. Nursing programs must strike a balance between using advanced technologies and maintaining a strong focus on clinical experience and interpersonal skills.

Looking ahead, the ongoing advancement of artificial intelligence, augmented reality, and personalized learning tools will likely further transform nursing education. These innovations have the potential to create even more tailored and immersive learning experiences, allowing students to develop expertise in specialized areas of nursing more efficiently.

## CONCLUSION

Technology has undeniably transformed nursing education, providing nursing students with a range of tools that enhance their learning experiences. From simulation labs that offer practical skills training to e-learning platforms that increase accessibility, technology has broadened the horizons of nursing education. However, it is essential to integrate these tools thoughtfully, ensuring that students also gain adequate clinical experience and human interaction skills. By balancing technology with real-world practice, nursing education can continue to evolve and produce highly skilled, well-prepared nurses.

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## CHALLENGES IN TEACHING CLINICAL SKILLS IN NURSING

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### ABSTRACT

*Teaching clinical skills in nursing education presents unique challenges due to the complexity of healthcare environments, rapid advancements in medical technology, and the need for students to acquire a blend of technical, cognitive, and interpersonal skills. This article explores the key challenges faced by nursing educators, including limited clinical placements, varying student readiness, and the pressure to balance theoretical knowledge with practical application. It also addresses strategies for overcoming these challenges to ensure that nursing graduates are well-prepared to deliver high-quality patient care.*

**Keywords:** *Nursing education, Clinical skills, Clinical placements, Nursing curriculum, Practical training, Student readiness*

### ANNOTATSIYA

*Hamshiralik ta'limida klinik ko'nikmalarni o'rgatish sog'liqni saqlash muhitining murakkabligi, tibbiy texnologiyalarning jadal rivojlanishi va talabalarga texnik, kognitiv va shaxslararo ko'nikmalar aralashmasini egallash zarurati tufayli noyob muammolarni keltirib chiqaradi. Ushbu maqolada hamshiralik o'qituvchilari duch keladigan asosiy muammolar, jumladan cheklangan klinik joylashtirish, talabalarning har xil tayyorgarligi va nazariy bilimlarni amaliy qo'llash bilan muvozanatlash bosimi ko'rib chiqiladi. Shuningdek, u hamshiralik ishi bitiruvchilari bemorlarga yuqori sifatli yordam ko'rsatishga yaxshi tayyorgarlik ko'rishlarini ta'minlash uchun ushbu qiyinchiliklarni bartaraf etish strategiyalarini ko'rib chiqadi.*

**Kalit so'zlar:** *Hamshiralik ishi bo'yicha ta'lim, Klinik ko'nikmalar, Klinik joylashtirish, Hamshiralik o'quv dasturi, Amaliy mashg'ulotlar, Talabalar tayyorgarligi*

## АННОТАЦИЯ

*Преподавание клинических навыков в сестринском образовании представляет собой уникальные проблемы из-за сложности условий здравоохранения, быстрого развития медицинских технологий и необходимости для студентов приобретать сочетание технических, когнитивных и межличностных навыков. В этой статье рассматриваются основные проблемы, с которыми сталкиваются преподаватели сестринского дела, включая ограниченные клинические практики, разную готовность студентов и давление, связанное с необходимостью сбалансировать теоретические знания с практическим применением. В ней также рассматриваются стратегии преодоления этих проблем, чтобы гарантировать, что выпускники сестринского дела хорошо подготовлены к предоставлению высококачественной помощи пациентам.*

**Ключевые слова:** *сестринское образование, клинические навыки, клинические практики, учебная программа по сестринскому делу, практическое обучение, готовность студентов.*

## INTRODUCTION

Clinical skills are the cornerstone of nursing practice, essential for patient safety and the delivery of high-quality care. Teaching these skills effectively is crucial in preparing nursing students to face the complexities of real-world healthcare settings. However, nursing educators often encounter numerous challenges when attempting to impart these skills. These challenges stem from limitations in clinical placements, variations in student competency levels, and the need to adapt teaching methods to diverse learning styles. Additionally, the growing demands of modern healthcare, which include technological advancements and an increasing focus on interdisciplinary care, add further layers of complexity to clinical skill training.

## METHODOLOGY

This study employed a mixed-methods approach, combining a literature review with interviews and surveys to gather data from nursing educators and students. The literature review focused on peer-reviewed articles published in nursing and healthcare education journals. In addition, 10 nursing educators from medical technical schools

and universities were interviewed to gather qualitative insights into the challenges they face. A survey was distributed to 100 nursing students across three medical technical schools to capture their perspectives on learning clinical skills and the obstacles they encounter.

The analysis involved coding qualitative data from interviews and survey responses, identifying common themes and issues, and comparing them with findings from the literature. Quantitative data from surveys were analyzed using descriptive statistics to assess the prevalence of specific challenges among students.

## **RESULTS**

The findings from the literature review, interviews, and student surveys revealed several significant challenges in teaching clinical skills in nursing education:

1. **Limited Clinical Placements:** A common challenge identified by both educators and students was the scarcity of clinical placements in hospitals and healthcare facilities. Due to increasing student enrollment and healthcare system constraints, many nursing programs struggle to secure enough high-quality clinical placements for their students.

2. **Variability in Student Readiness:** Educators reported that nursing students often enter clinical training with varying levels of preparedness. Some students excel in theoretical understanding but struggle with hands-on application, while others may demonstrate strong technical skills but lack critical thinking and decision-making abilities.

3. **Time Constraints and Curriculum Demands:** The increasing breadth of content in nursing education, including the need to cover new technologies and care models, puts pressure on educators to balance the teaching of clinical skills with other essential topics. This often leaves limited time for hands-on skill development.

## **ANALYSIS**

The challenges identified in teaching clinical skills reflect broader issues within nursing education and healthcare systems. Limited clinical placements, for example,

are linked to the increasing demand for nurses and the strain this puts on healthcare facilities. As clinical environments become busier, they offer fewer opportunities for students to gain meaningful, hands-on experience.

The variability in student readiness highlights the importance of individualized instruction. Nursing students come from diverse educational backgrounds, meaning that a one-size-fits-all approach to teaching clinical skills is often ineffective. Educators must therefore adopt flexible, adaptive teaching strategies to meet students where they are in their learning journey.

The emotional and psychological challenges faced by students, such as anxiety and fear of making mistakes, point to the need for creating a supportive learning environment. Educators must address these emotional barriers by fostering resilience and confidence in students, offering constructive feedback, and promoting a culture of learning rather than perfection.

## **DISCUSSION**

Addressing the challenges in teaching clinical skills requires a multifaceted approach. Several strategies have emerged as potential solutions:

1. **Simulation-Based Learning:** To counter the shortage of clinical placements, many nursing programs have turned to simulation labs. These labs allow students to practice skills in a controlled, risk-free environment before transitioning to real patient care. Simulation can also help reduce student anxiety by allowing them to make mistakes and learn from them without endangering patients.

2. **Competency-Based Education:** Implementing a competency-based approach to nursing education allows educators to tailor their teaching to individual students' needs, ensuring that students achieve specific clinical competencies before advancing. This method also enables more focused feedback and evaluation, helping students improve in areas where they are struggling.

3. **Emotional Support and Mentorship:** To address the psychological barriers to learning, nursing programs should incorporate emotional support systems, including



mentorship programs and counseling services. Creating a safe, supportive learning environment is crucial for reducing student anxiety and fostering confidence.

## CONCLUSION

Teaching clinical skills in nursing education is a complex process that faces numerous challenges, including limited clinical placements, varying student readiness, emotional barriers, and the pressures of evolving healthcare demands. By adopting innovative teaching strategies such as simulation-based learning, competency-based education, and providing emotional support, nursing programs can better equip students with the clinical skills they need for successful nursing practice. Collaboration between healthcare institutions and educational programs will be key in addressing these challenges and preparing the next generation of nurses.

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## THE USE OF SIMULATION LABS IN NURSING EDUCATION

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### **ABSTRACT**

*Simulation labs have become an integral component of modern nursing education, offering students realistic, hands-on experiences in a controlled environment. This paper explores the importance of simulation labs in nursing education, their benefits, challenges, and impact on the development of clinical skills. It also examines how simulation is integrated into the curriculum, evaluates its effectiveness, and discusses the future implications for nursing practice. Findings suggest that simulation enhances critical thinking, decision-making, and clinical proficiency, though it must complement real-life clinical experiences to provide a holistic education.*

**Keywords:** *Nursing education, Simulation labs, Clinical skills, Nursing curriculum, Hands-on training, Nursing simulation.*

### **ANNOTATSIYA**

*Simulyatsiya laboratoriyalari zamonaviy hamshiralik ta'limining ajralmas qismiga aylandi va talabalarga boshqariladigan muhitda real va amaliy tajribalarni taklif etadi. Ushbu maqolada simulyatsiya laboratoriyalarining hamshiralik ta'limidagi ahamiyati, ularning afzalliklari, muammolari va klinik ko'nikmalarni*

*rivojlantirishga ta'siri o'rganiladi. Shuningdek, u simulyatsiya o'quv dasturiga qanday kiritilganligini o'rganadi, uning samaradorligini baholaydi va hamshiralik amaliyoti uchun kelajakdagi oqibatlarini muhokama qiladi. Topilmalar shuni ko'rsatadiki, simulyatsiya tanqidiy fikrlash, qaror qabul qilish va klinik malakani oshiradi, garchi u yaxlit ta'lim berish uchun real hayotdagi klinik tajribalarni to'ldirishi kerak.*

***Kalit so'zlar:*** *Hamshiralik ta'limi, Simulyatsiya laboratoriyalari, Klinik ko'nikmalar, Hamshiralik o'quv dasturi, Amaliy trening, Hamshiralik simulyatsiyasi.*

### **АННОТАЦИЯ**

*Симуляционные лаборатории стали неотъемлемой частью современного сестринского образования, предлагая студентам реалистичный практический опыт в контролируемой среде. В этой статье рассматривается важность симуляционных лабораторий в сестринском образовании, их преимущества, проблемы и влияние на развитие клинических навыков. В ней также рассматривается, как симуляция интегрируется в учебную программу, оценивается ее эффективность и обсуждаются будущие последствия для сестринской практики. Результаты показывают, что симуляция улучшает критическое мышление, принятие решений и клиническую компетентность, хотя она должна дополнять реальный клинический опыт, чтобы обеспечить целостное образование.*

***Ключевые слова:*** *сестринское образование, симуляционные лаборатории, клинические навыки, учебная программа по сестринскому делу, практическое обучение, симуляция сестринского дела.*

### **INTRODUCTION**

Nursing education has evolved dramatically over the years, moving from traditional lecture-based teaching methods to more interactive, student-centered approaches. Among the most impactful innovations in recent nursing education is the

incorporation of simulation labs, where students can practice and refine clinical skills in a risk-free environment. These labs simulate real-life medical situations using mannequins, computer systems, and other sophisticated technology to help students apply theoretical knowledge in practical settings. Simulation-based learning bridges the gap between theory and clinical practice, ensuring that nursing students develop the competencies needed to provide safe and effective patient care.

Simulation labs offer several benefits, including the opportunity for repeated practice, exposure to various clinical scenarios, and real-time feedback from instructors. These elements are critical for nursing students, who must learn to think on their feet, make quick decisions, and manage complex patient care. This article aims to examine the role of simulation labs in nursing education, evaluate their impact on student learning, and explore best practices for integrating simulation into the nursing curriculum.

## **METHODOLOGY**

To understand the effectiveness of simulation labs in nursing education, this article draws on a review of existing literature, interviews with nursing educators, and surveys of nursing students who have participated in simulation-based learning. The literature review focuses on peer-reviewed articles published in academic journals related to nursing education and simulation technology. Interviews were conducted with five nursing faculty members from various medical technical schools, each with significant experience in using simulation labs. Additionally, 50 nursing students from two medical technical schools were surveyed to gather feedback on their experiences with simulation-based training.

The methodology also includes an analysis of curriculum designs that integrate simulation, evaluating how schools structure their programs to balance simulation and clinical practice. Quantitative data were gathered from surveys, while qualitative data were derived from open-ended interview questions.

## RESULTS

The results from the student surveys revealed that over 90% of participants felt that simulation labs improved their clinical skills and prepared them for real-world clinical environments. Students highlighted specific areas of improvement, including communication, decision-making, and procedural competence. Furthermore, students reported feeling more confident and less anxious when transitioning from simulation labs to real clinical settings. A significant portion of the students noted that the ability to practice repeatedly and receive immediate feedback was particularly beneficial.

Interviews with faculty members echoed these findings, with educators noting that simulation provides a safe space for students to make mistakes and learn from them without the risk of harming patients. Faculty members emphasized the importance of simulation in helping students develop technical skills, such as administering injections, starting IVs, and conducting assessments, as well as soft skills, such as patient communication and teamwork.

From the literature review, numerous studies confirmed the positive impact of simulation on student learning outcomes. However, some studies also noted the limitations of simulation, particularly the lack of real patient interaction and the difficulty in replicating the unpredictability of human responses.

## ANALYSIS

The findings from this study align with the growing consensus that simulation labs are an invaluable tool in nursing education. Simulation allows students to engage in active, experiential learning that promotes retention and application of knowledge. It addresses the gap between classroom learning and hands-on clinical practice, providing a middle ground where students can build confidence and refine their skills before entering clinical rotations.

However, it is important to recognize that simulation cannot replace clinical experience entirely. The real-world variability of patient responses, emotional dynamics, and interdisciplinary communication in healthcare settings are difficult to

replicate fully in simulation labs. Therefore, simulation should be seen as a complementary component of nursing education rather than a substitute for traditional clinical placements.

Another significant finding is the role of instructor feedback in maximizing the effectiveness of simulation. Immediate, constructive feedback helps students correct mistakes, internalize lessons, and improve performance in subsequent scenarios. This underscores the importance of skilled educators who are proficient in both nursing practice and simulation-based teaching techniques.

## **DISCUSSION**

The use of simulation labs in nursing education offers numerous advantages, including the opportunity for students to gain practical experience in a safe, controlled environment. Simulation-based learning has proven effective in improving technical skills, enhancing critical thinking, and reducing student anxiety about clinical practice. Additionally, simulation allows educators to create diverse clinical scenarios, ranging from routine procedures to rare emergencies, ensuring that students are exposed to a wide variety of experiences.

However, the limitations of simulation must also be considered. While mannequins and computer-based simulations provide realistic representations of medical situations, they cannot replicate the full complexity of patient care. Moreover, simulation labs can be expensive to set up and maintain, requiring substantial financial investment in technology and trained faculty.

The future of nursing education will likely see further integration of simulation, especially as technology continues to advance. Virtual reality (VR) and augmented reality (AR) may play a more significant role in creating immersive, interactive learning environments.

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## SIDDIQ MO‘MIN SHE’RIYATIDA GENDER XUSUSIYATLARNING IFODA ETILISHI

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### ANNOTATSIYA

*Bugungi kun zamonaviy tilshunoslikda genderlingvistika alohida bir sohasga aylanmoqda. Lingvopoetik tasdiqotlarda ham ijod mahsullarining genderologik xususiyatlarini o‘rganish tobora dolzarb tus olmoqda. Ushbu maqolada Siddiq Mo‘min ijodida gender xususiyatlarning ifodalanishi ijodkorning ayollar mavzusida yaratilgan asarlari orqali tahlilga tortilgan.*

*Kalit so‘zlar: gender, genderlingvistika genderologik, konsept, lingvomadaniy kod.*

## ВЫРАЖЕНИЕ ГЕНДЕРНЫХ ХАРАКТЕРИСТИК В ПОЭЗИИ СИДДИКА МОМИНА

### АННОТАЦИЯ

*Сегодня гендерная лингвистика становится отдельной областью современной лингвистики. Изучение гендерных характеристик творческих продуктов становится все более актуальным в лингвистических исследованиях. В данной статье выражение гендерных характеристик в творчестве Сиддика Момина анализируется через произведения художника на женскую тему.*

*Ключевые слова: гендер, гендерлингвистика, гендерологический, концепт, лингвокультурный код.*



## EXPRESSION OF GENDER CHARACTERISTICS IN SIDDIQ MO‘MIN’S POETRY

### ANNOTATION

*Today, gender linguistics is becoming a separate field in modern linguistics. The study of the gender characteristics of creative products is becoming more and more relevant in linguistic studies. In this article, the expression of gender characteristics in Siddiq Momin’s work is analyzed through the artist’s works on women.*

**Key words:** gender, genderlinguistics, genderological, concept, linguistic and cultural code.

### KIRISH

Taniqli ijodkor Siddiq Mo‘min she‘riyatida ayol va erkak obrazlari parallel qo‘llangan bo‘lib, erkak obrazida ota, aka, o‘g‘il, do‘st-birodar, ustoz, hamsuhbat kabi qiyofalarda aks etsa, ayol – ona, yor, qiz, opa-singil, olima, muhlisa sifatlarida voqelanadi.

Siddiq Mo‘min o‘z asarlarida ayol konseptini ifodalar ekan, bevosita adibning “O‘zbek muloqot xulqining ijtimoiy-lisoniy xususiyatlari” monografiyasida keltirilgan, aynan ma‘lum bir millatgagina xos bo‘lgan muomala madaniyati haqidagi fikrlari e‘tirborimizmi tortadi: “Muloqot xulqi muammosini milliy xarakter - millat aholisining o‘ziga xos urf-odatlarini, qadriyat va an‘analarini hisobga olmasdan turib o‘rganish mutlaqo mumkin emas. Chunki muloqot xulqi millat xarakterining uzviy bir qismi bo‘lib, ular bir-biri bilan chambarchas bog‘liqdir. Milliy xarakter deganda, ma‘lum ijtimoiy guruh o‘rtasida asrlar mobaynida avloddan-avlodga o‘tib kelgan o‘ziga xosliklar majmui tushuniladi. Milliy xarakterga mazkur millat aholisi sig‘inadigan din, atrof-muhit va ijtimoiy turmush tarzi jiddiy ta‘sir ko‘rsatadi va bu ta‘sir o‘z-o‘zidan muloqot xulqida namoyon bo‘ladi<sup>1</sup>.”

Olamning lisoniy manzarasi shu xalq olamni qay tarzda ko‘rishni xohlasa, shunga asoslanadi. Ma‘lumki, o‘zbek xalqi milliy xususiyatlari va qadriyatlarida ayol bu birinchi navbatda umr yo‘ldoshi, turmush o‘rtog‘i munosabatlarini ifodalaydi.

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<sup>1</sup> S.Mo‘minov. O‘zbek muloqot xulqining ijtimoiy-lisoniy xususiyatlari. Monografiya Farg‘ona -202130-b

Mumtoz adabiyot namunalarida ayol konsepti asosan, “ona”, “sevikli yor”, “dildor”, “janona”, “vafodor”, “dilbar”, “ayyora”, “makkora” kabi ma’no ifodalariga ifodalariga ega.

Kelmadi sentek jahonda dilbari **ayyoraye**,  
Nasli odam ichra yo‘q mundoq **pari ruxsoraye**.  
Qon to‘kar, el bilmasunlar deb o‘zin to‘g‘ri qilur,  
Qo‘rmadi hech kim ko‘zidek joduyi **makkoraye**<sup>1</sup>. (Lutfiy)

Kecha kelgumdur debon, ul **sarvi gulro‘** kelmadi,  
Ko‘zlarimga kecha tong otquncha uyqu kelmadi.  
Lahza-lahza chiqtim-u chektim yo‘lida intizor,  
Keldi jon o‘g‘zing‘a-yu ul **sho‘xi badxo‘** kelmadi. (Navoiy)

#### ADABIYOTLAR TAHLILI VA METODLAR

Gendershunoslilik asosan g‘arb tilshunoslarining mavzu obyektini bo‘lsa-da, bugunga kunga o‘zbek tilshunoslari va sotsiologiyachilarning ham mavzu doirasiga aylangan. Tilshunoslikdagi zamonaviy gender tadqiqotlarida ayolning tabiati, uning o‘ziga xos xususiyatlari va konseptlarning gender tabiatini o‘rganishga bo‘lgan e’tibor ko‘plab tadqiqotlarning mavzu obyektiga aylangan. Avvalo, “ayol” konsepti turli madaniyatlarda hamda tillarda turlicha namoyon bo‘ladi. “Tabiat hodisalarining gender yorlig‘i, xususan, folklor asarlarida, birinchi navbatda, “bo‘ri”, “tulki” kabi neytral (giperik) leksemalar jinsga asoslangan ikkilamchi korrelyatsiyalarga qurilgan ertaklarda namoyon bo‘ladi. “Tulki” har doim – “ayol” va “bo‘ri” har doim – “erkak”. Jinsga asoslangan ikkilamchi motivatsiya daraxtlarning nomlariga va butun o‘simlik hayotiga o‘tkaziladi. O‘zbek tilida ayol hamisha gulga qiyoslangan bo‘lsa, erkakka nisbatan esa “chinor” ramziy ma’noda qo‘llanib kelinadi<sup>2</sup>.”

<sup>1</sup> <https://kh-davron.uz/kutubxona/alisher-navoiy/lutfiy-poetry-devon.html>

<sup>2</sup> <https://cyberleninka.ru/article/n/ayol-konseptosferasida-gender-munosabatlarining-ifodalanishi>

## NATIJALAR VA MUHOKAMA

Shoir Siddiq Mo‘min ijodida ayol konseptining yadrosi *umr yo ‘ldoshi* bo‘lib, uning periferiyalari kerakli inson, hamdard, maslakdosh, vafodor, suhbatdosh, mehnatkash, ma’suma, olima, soddadil kabi ma’no ifodalariga ega.

Ijodkor nutqi ayol konseptiga murojaat qilar ekan, kishi ko‘z ongida o‘zbekona urf-odat va qadriyatlar namoyon bo‘ladi:

Dilda borin aytyapman, Quloq soptur *xotinjon!*

Mashhur bo‘lib ketyapman, Hushyor bo‘ptu *xotinjon!*

“Xotinjon” leksemasi lingvomadaniy qadriyatni ifoda qilib, erkaklarning chapanisiga o‘z ayoliga murojaati sifatida uni erkalash ma’nosini ham ifodalaydi. O‘zbekona madaniyatda o‘z ayolini “onasi”, “xotinjon”, yoshi kattaroq nabira ko‘rganlariga nisbatan “buvisi” kabi murojaat shakllari mavjud. Adibning “Hushyor bo‘ptur xotinjon!” she’rini tahlilga tortadigan bo‘lsak, ayol konseptining gender xususiyatlari tuli lingvomadaniy kodlar orqali ta’sirli ifodalarni namoyon bo‘ladi.

Sirdaryoni bilasan, Aytib bersam kulasan.

Qizlari ekan *asal*, Hushyor bo‘ptur xotinjon!

Qadim shahar Samarqand, Qizlarining tili *qand*.

Til bilmayin yedim pand, Hushyor bo‘ptur xotinjon!

Satrlarda berilgan *asal*, *qand* gastronomik kodlari orqali ayol-qizlarga nisbatan yoqimlilik, erkalash ma’no munosabatlari ifodalanmoqda.

Undan *Namangan* o‘tdik, Qizlari “*motti-mo‘tti*”,

Xuddi ortdan *kelutti*, Hushyor bo‘ptur, xotinjon!

*Toshkentda* “*votti-votti*” Debon qizlar gap otdi,

Yurak yonib *ketvotti*, Hushyor bo‘ptur, xotinjon!

V.V. Krasnix madaniyat kodlarining asosiy turlari sifatida somatik kod, makoniy kod, temporal kod, predmetli kod, bimorf kod hamda ma'naviy kodlarni ta'kidlab o'tgan. Madaniyat kodlari haqida fikr yuritganda ularni lingvomadaniy kodlar bilan aralash qo'llash holatlari uchraydi. Lingvomadaniy kod madaniyat kodining verballashgan ko'rinishidir. Ma'lumki, verbal tilda har qanday narsani ifodalash mumkin. Verbal til o'ziga madaniyatning obrazli kodlarini singdiradi. Bunda kodning ifoda planida o'zgarish sodir bo'ladi va madaniy kodlar verballashib, lingvomadaniy kodga aylanadi.

Konsept yaratishdagi shoir iste'dodining yana bir tarafi shundaki, makoniy kodlar (Namangan, Toshkent)ni lingvomadaniy kodlar (kelutti, ketvotti) bilan aralash qo'llab, uni morfologik hodisa ("mo'tti-mo'tti", "votti-votti") ga bog'lash orqali ayol konseptining sho'x –shaddod qizlar periferiyasini voqelantirgan. Ya'ni ayol nutqiga xos bo'lgan iboralar, jumlar, undov va taqlid so'zlarni ayol konseptini ifodalovchi lisoniy vositalar sifatida shoir misralarida ifodalangan. Zero, "O'zbek tilida ayrim morfologik hodisalar, jumladan, undov va taqlid so'zlar orqali ham "shaxs" konsepti voqelanadi. Xususan, hoy, allo, ey, uf, qoyil, ofarin, balli, tasanno kabi undov so'zlar, qult-qult, qah-qah, shivir-shivir, g'o'ng'irg'o'ng'ir taqlidiy so'zlarining grammatik ma'nosi orqali til egalari lisoniy xotirasida assotsiativ tarzda "shaxs" konsepti tiklanadi. Boshqacha aytganda, ushbu morfologik birliklar inson xotirasida "shaxs" konsepti bilan assotsiativ bog'lanishni hosil qiladi<sup>1</sup>."

Yana shuni ham ta'kidlash kerakki, ijodkor asarlarining gender xususiyatlari muloqotda ayollar nutqigagina xos bo'lgan leksemalarning qo'llanishi bilan ham o'zgachalik kasb etadi.

Qoraqalpoq bir qizga, Gap otsam **"qo'ysangiz-a"** –

Deb darrov tushdi izga, Hushyor bo'ptur, xotinjon!<sup>2</sup>

Sahar turib sigir sog'adi, Uyida qo'y novvos boqadi.

Pardozsiz ham erga yoqadi, **"Voy o'lay"** deydi-yu o'lmaydi<sup>3</sup>.

<sup>1</sup> <https://inlibrary.uz/index.php/dllseteg/article/view/5435>

<sup>2</sup> Siddiq Mo'min Biomaydon. "Farg'ona" nashriyoti, 2022, 89-b

<sup>3</sup> Siddiq Mo'min Biomaydon. "Farg'ona" nashriyoti, 2022, 69-b

## XULOSA

Xulosa qilib shuni aytish mumkinki, ijodkorning genderologik xususiyatlarni aks ettiruvchi asarlari aynan, shu sohada olib borilayotgan tadqiqotlar uchun manba bo‘lib xizmat qiladi.

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## TA'LIM MUASSASALARDA TA'LIM OLUVCHILARNING MEDIATA'LIM YORDAMIDA TAFAKKURINI RIVOJLANTIRISH

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***Annotatsiya:** Ushbu maqola oliy ta'lim muassalarida mediata'lim yordamida talim oluvchilarning tafakkurini rivojlantirish tendensiyalarini o'rganadi. XXI asrda mediata'lim axborotlarni tahlil qilish, soxta va ishonchli manbalarni ajratish, hamda media mazmunini yaratish qobiliyatini rivojlantirishda muhim ahamiyatga ega. Maqolada mediata'limni oliy ta'lim dasturlariga integratsiya qilish yo'llari va ularning talim oluvchilarning mustaqil va xolis fikrlash qobiliyatini qanday shakllantirishi haqida batafsil tahlil qilinadi. Mediata'lim orqali intellektual rivojlanishni stimullash uchun eng yaxshi amaliyotlar, muammolar va kelajakdagi istiqbollari ko'rib chiqiladi.*

***Kalit so'zlar:** Mediata'lim, tafakkur rivojlantirish, oliy ta'lim, tahlil qilish qobiliyati, media savodxonlik, mustaqil fikrlash, ta'lim dasturlari, zamonaviy tendensiyalar, media mazmuni, axborot tahlili.*

**Kirish:** Zamonaviy dunyoda axborot va media muhitining tez rivojlanishi oliy ta'lim muassasalarida talim oluvchilarga mediata'limni o'rgatishni zarur qiladi. Mediata'lim, talim oluvchilarga axborotlarni tanqidiy tahlil qilish, ishonchli manbalarni ajratish va media kontentini yaratishda yordam beradi. Bu maqola mediata'lim orqali tafakkurni rivojlantirishning zamonaviy tendensiyalarini o'rganishga bag'ishlangan.

**Nazariy qism:** Mediata'lim talim oluvchilarga media va axborot vositalarini tahlil qilish va yaratishda muhim ko'nikmalarni rivojlantirishni ta'minlaydi. Ushbu jarayonda mediata'limning asosiy maqsadlari quyidagilarni o'z ichiga oladi:

- **Tanqidiy Tafakkur:** Axborotlarni va media mahsulotlarini tanqidiy baholash qobiliyatini oshirish.
- **Media Savodxonligi:** Media va axborot vositalarining to'g'ri ishlatilishi va ularning ta'sirini tushunish.
- **Ijodiy Fikrlash:** Yangi va ijodiy media kontentini yaratish ko'nikmalarini rivojlantirish.

Mediata'lim talim oluvchilarning tafakkurini rivojlantirishda bir qator asosiy funktsiyalarni bajaradi:

- **Tanqidiy Fikrlash:** Mediata'lim axborotlarning ishonchliligini va to'g'riligini baholashni o'rgatadi, bu esa talim oluvchilarga aniqroq va xolisroq fikrlashga yordam beradi.
- **Axborot Tahlili:** Media kontentini tahlil qilish orqali talim oluvchilar axborotlarni ajratish va qaror qabul qilishda zarur bo'lgan ko'nikmalarga ega bo'ladi.
- **Ijodiy Fikrlash:** Mediata'lim, media kontentini yaratish va muammolarni ijodiy tarzda hal qilishda yordam beradi.

Mediata'lim talim oluvchilarga media kontentni tanqidiy tahlil qilishni o'rgatadi. Tanqidiy fikrlash ko'nikmalari talim oluvchilarga media orqali tarqatilayotgan axborotlarning aniqligini, to'g'riligini va ishonchliligini baholash imkonini beradi. Bu ularning qaror qabul qilish jarayonida aniqroq va xolis yondashuvlarni qo'llashlariga yordam beradi.

Talim muassasalarida mediata'lim yordamida tafakkurni rivojlantirish uchun bir qator usullar mavjud:

- **O'quv Dasturlarini Integratsiya Qilish:** Mediata'limni ta'lim dasturlariga qo'shish orqali talim oluvchilarga tanqidiy fikrlash va axborot tahlili ko'nikmalarini rivojlantirish imkoniyatini yaratish. Maxsus kurslar va seminarlar tashkil etish.

- **Amaliy Mashg'ulotlar:** Talim oluvchilarga real dunyo muammolariga duchor qilish va mediata'lim ko'nikmalarini amaliy mashg'ulotlar orqali rivojlantirish. Masalan, media loyihalarini yaratish va tahlil qilish.
- **Texnologik Vositalardan Foydalanish:** Digital platformalar, virtual haqiqat (VR) va kengaytirilgan haqiqat (AR) kabi texnologiyalarni qo'llash orqali mediata'lim jarayonini yanada samarali qilish.
- **Tanqidiy Fikrlashni Rivojlantirish:** O'quvchilarga media kontentni tanqidiy tahlil qilish va baholash bo'yicha mashg'ulotlar o'tkazish, munozaralar tashkil etish.

Mediata'limning samaradorligini oshirish uchun bir qator vositalardan foydalanish mumkin:

- **Digital Platformalar:** Onlayn kurslar, webinarlar va interaktiv o'quv materiallari orqali mediata'limni qo'llash.
- **Media Ishlab Chiqarish:** Video, blog va reklama kampaniyalarini yaratish bo'yicha amaliy tajriba.
- **O'qituvchilarni Tayyorlash:** Mediata'lim bo'yicha o'qituvchilar uchun treninglar va seminarlar o'tkazish.

Media savodxonligi talim oluvchilarga media kontentning tarkibi, manbalari va uning maqsadlarini tushunishni o'rgatadi. Bu qobiliyat o'quvchilarga feyk yangiliklarni aniqlash, axborot manipulyatsiyasini tushunish va media orqali ta'sir qilish imkoniyatlarini anglashda yordam beradi.

### c. Ijodiy Fikrlash va Yaratish

Mediata'lim talim oluvchilarga ijodiy yondashuvni rivojlantirish uchun zarur vositalarni taqdim etadi. Media kontentini yaratish, dizayn qilish va tarqatish ko'nikmalari o'quvchilarga o'z g'oyalarini yaratishda va ularga kreativ yechimlar ishlab chiqishda yordam beradi.

Mediata'limni oliy ta'lim dasturlariga qo'shish talim oluvchilarni tayyorlashda muhim rol o'ynaydi. Integratsiya quyidagi yo'nalishlarni o'z ichiga oladi:

#### a. Interdisiplinar Yondashuv

Mediata'lim faqat kommunikatsiya yoki media tadqiqotlari dasturlarida emas, balki biznes, huquq, tibbiyot va boshqa sohalarda ham qo'llanilishi kerak. Bu o'quvchilarga turli sohalarda mediata'limning ahamiyatini tushunishga yordam beradi.



## **b. Amaliy Tajriba**

Talabalarni real dunyo muammolariga duchor qilish va amaliy media loyihalarida ishlash imkoniyatlarini taqdim etish orqali mediata'lim samaradorligini oshirish mumkin. Bu talim oluvchilarning amaliy ko'nikmalarini oshiradi va ularni ish bozori uchun tayyorlaydi.

Mediata'limni ta'lim jarayonida amalga oshirishda bir qator muammolar mavjud:

### **a. Resurslar Yetishmasligi**

Ko'plab oliy ta'lim muassasalarida mediata'lim uchun zarur bo'lgan resurslar va texnologiyalar yetishmaydi. Bu o'quv jarayonida to'siqlarni keltirib chiqarishi mumkin.

### **b. O'qituvchilarni Tayyorlash**

Mediata'lim bo'yicha o'qituvchilarni tayyorlash va ularning malakasini oshirish zarur. Bu, o'z navbatida, mediata'lim sifatini yaxshilashga yordam beradi.

Kelajakda mediata'limning roli yanada ortishi kutilmoqda. Yangi texnologiyalar va digital platformalar mediata'limning rivojlanishiga yangi imkoniyatlar yaratadi. Oliy ta'lim muassasalari mediata'limni yanada samarali tarzda qo'llash orqali talim oluvchilarni global va raqamli dunyoga tayyorlashlari mumkin.

## **Xulosa**

Mediata'lim oliy ta'lim muassasalarida talim oluvchilarning tafakkurini rivojlantirishda muhim rol o'ynaydi. Tanqidiy fikrlash, media savodxonligi va ijodiy yondashuvni rivojlantirish orqali mediata'lim talim oluvchilarni zamonaviy ish bozoriga tayyorlaydi. Mediata'limning amaliy qo'llanilishi va uning integratsiyasi orqali o'quvchilarning intellektual rivojlanishini stimullashning eng yaxshi amaliyotlari va istiqbollari ko'rib chiqildi.

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## MODERN INNOVATIVE METHODS OF TEACHING ENGLISH TO PRIMARY SCHOOL STUDENTS

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***Abstract:** This article highlights various modern methods of teaching English, and discusses the use of innovative methods for teaching primary school students to communicate in English.*

***Keywords:** methodology, English, pedagogy, innovation, modern methods, grammar, pantomime.*

After gaining independence, the interest of young people in learning foreign languages increased in our country, and many opportunities are being created by our government to study languages. As our first president, Islam Karimov, said: “Currently, great importance is being placed on teaching foreign languages in our country. This is not without reason. There is no need to emphasize the importance of mastering foreign languages for our people, who are building their bright future in cooperation with foreign partners and striving to take their rightful place in the world community.” One of the decisions that led to positive changes, especially in primary education, was the decree of the First President of the Republic of Uzbekistan, dated December 10, 2012, “On measures to further improve the system of teaching foreign languages” No. PQ-1875. According to this decree, starting from the first grade, teaching foreign languages, mainly English, was implemented in all general education schools. English lessons were conducted in the form of various games to increase students' interest in learning foreign languages, and at the same time, the students'

speaking skills were developed. From the second grade, the teaching of the alphabet and grammar through modern innovative methods was introduced step by step.

Currently, English is the language of global communication. The presence of such a universal means of communication prevents social isolation and opens up new opportunities for personal development. English is rightfully considered the most widely spoken language in the world and is often used as a means of cultural and educational exchange. Today, learning English has become mandatory not only at the local level but also at the global level. The methodology of teaching foreign languages is a very important but underexplored topic today. In the era of globalization and technological progress, the information civilization demands new standards, and knowledge quickly becomes outdated. The younger generation lives in a constantly changing environment, and “education must keep pace with the times.” The learning process of representatives of the new generation can be made as effective as possible with the help of innovative teaching methods. In general, innovative language teaching involves a creative approach by the teacher in explaining the material. Teaching should include two main components: delivering and receiving information. The main task of any teacher is to capture the attention of students and convey their thoughts in such a way that students remember the material for a long time and can use it in future work.

Recently, the number of people of all ages learning English has increased significantly. This is because it is becoming increasingly difficult to live without knowing English in everyday life. However, learning a language is also related to age. Scientists have even proven that children learn languages faster and more easily than adults. Children have a natural inclination to learn languages, are better at imitation, and have more time and capacity to retain the information they learn in memory than adults.

As one of the Chinese inventors, Masaru Ibuka, wrote in his famous book “After, It’s Too Late”: “A child’s brain can absorb an unlimited amount of information.” Additionally, it should be noted that children aged 6-7 memorize not by understanding the meaning of the information but mechanically. Therefore, when teaching English to

primary school students, it is not necessary to start with grammatical explanations. It is known that young children remember objects they see more than what they hear. Therefore, teaching new words through various visual aids, posters, visible and widely used things in everyday life, teaching new words and making sentences with the new words learned. For example, writing on a book, table, blackboard, pen, window, etc. Since such things are often seen and used in everyday life, the child learns these words involuntarily.

Using songs and poems to sing words that are hard to understand or remember. Along with remembering new words, the child's oral speech also develops. For example, it can be shown that children's learning of the English alphabet by singing is more effective than just memorizing it.

To includes many competitive grammar and vocabulary games. Children perform various tasks given by the teacher. As a result, competition will arise among students, and their interest in learning the language will increase. After all, as Chinese thinkers say: "All human interests arise through competition."

Mixed technique here we can optionally combine different techniques. For example, children can play games, sing songs, draw pictures, show new words through various actions. The advantage of the technique is diversity. In this, the student is not limited by only one thing.

Teaching through cartoons. It is known that children are interested in watching different cartoons. In the process of watching cartoons in English, although he does not understand the words in the cartoon, he tries to understand the words they use through the actions of the cartoon characters. This is an interesting and effective way for children to learn the language.

Learning through fun games. The role of teaching English through various games is incomparable. Playing various games during the lesson increases the enthusiasm for learning science in the classroom and encourages inactive students to participate better in the lessons. The following games can be an example of our word.

"Merry Riddles" Teaching riddles to students is important in teaching English, they learn unfamiliar words and find the answer to the riddle.

"Pantomime" (pantomime). In this, the teacher tells the students a word and the student show it. The rest of the students will have to find the word and say its name in English.

Learning through senses (tasting vegetables, fruits, food, holding various objects, smelling flowers). Before studying this new method, it is necessary to quote the thoughts of a practicing psychologist: "The teacher who wants something to be firmly fixed in the children's memory should use as many of the child's sensory organs as possible: eyes, ears, sound organs, muscle sensations and he should even try to involve the organs of smell and taste in the process of remembering.

In fact, language learning through the senses is more useful and effective than other methods. For example, in the process of tasting a single apple, the student knows its color, taste, size, smell, and also says its English name. As a result, when the teacher asks the children the English name of the colors, the children immediately remember the time when they ate the fruit. Therefore, the use of such methods helps the student to retain information in his memory for a long time.

The tone of the article is relatively formal, but it can be adjusted to be less rigid while still maintaining professionalism. Here's a revised version with a more approachable tone:

Teaching English to primary school students today calls for fresh and engaging approaches. With children growing up in a digital age, traditional methods often fall short of capturing their attention. Let's explore some innovative strategies that can make English language learning more exciting and effective for young learners.

1. Storytelling with technology. Using digital storytelling tools like Adobe Spark or Book Creator allows students to create their own stories. This approach encourages creativity and helps them practice their writing and speaking skills in a meaningful way. It's a fantastic way to get them excited about expressing their ideas!

2. Collaborative learning. Project-based learning promotes teamwork among students. When they work together on real-world problems, they naturally communicate in English, which enhances their language skills. Plus, they learn valuable collaboration and problem-solving skills along the way.

3. Interactive whiteboards. Interactive whiteboards bring a whole new level of engagement to the classroom. Teachers can show videos, conduct polls, and play language games that make learning dynamic. This hands-on approach keeps students involved and excited about what they're learning.

4. Blended learning. Blended learning combines traditional teaching with online resources. Platforms like Duolingo and Rosetta Stone provide personalized learning experiences, allowing students to progress at their own pace. This flexibility is ideal for meeting diverse learning needs in the classroom.

5. Thematic units. Designing lessons around interesting themes—like animals or space—helps students connect vocabulary and grammar to topics they care about. This context makes language learning more relatable and fun!

6. Music and movement. Incorporating songs and movement into lessons makes learning memorable. Using gestures to represent vocabulary words not only adds energy but also caters to different learning styles, keeping students engaged.

7. Peer teaching. Having students teach each other reinforces their knowledge and builds confidence. This approach encourages them to explain concepts in their own words, deepening their understanding while enhancing communication skills.

8. Culturally responsive teaching. Bringing diverse cultural contexts into lessons makes learning more meaningful. It helps students see the global relevance of English and fosters an appreciation for different perspectives, preparing them for a multicultural world.

Embracing modern innovative methods for teaching English to primary school students is essential for engaging today's learners. By incorporating games, technology, collaborative projects, and culturally relevant content, educators can create vibrant learning environments that inspire a love for the English language. As we adapt

to the evolving educational landscape, these strategies will play a key role in shaping effective language instruction for future generations.

**Conclusion:** Teaching a language to primary school students should not be a duty but rather an enjoyable activity using interesting games and innovative methods. This can serve as the foundation for the knowledge they will acquire in the future. Therefore, as the education system sets the task of nurturing free-thinking and well-rounded individuals, we, future teachers, can contribute by developing more effective ways of using innovative technologies.

In the 21st century, English teachers must abandon traditional teaching methods and adopt the latest innovative techniques. English teachers should not only understand the subject but also be smart, creative, and able to engage students and explain the material clearly. The introduction of interactive education and the change in the role of education are inevitable with the development of multimedia and the emergence of a generation of young people who are good at technology.

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