**O‘ZBEKISTON RESPUBLIKASI OLIY TA’LIM, FAN VA INNOVATSIYALAR VAZIRLIGI**

**MIRZO ULUG‘BEK NOMIDAGI O‘ZBEKISTON MILLIY UNIVERSITETINING JIZZAX FILIALI**

# KOMPYUTER ILMLARI VA MUHANDISLIK TEXNOLOGIYALARI

***mavzusidagi Xalqaro ilmiy-texnik anjuman materiallari to‘plami***

**2026-yil 25-26-sentabr**

**(1-qism)**

**JIZZAX-2026**

Kompyuter ilmlari va muhandislik texnologiyalari. Xalqaro ilmiy-texnik anjuman materiallari to‘plami – Jizzax: O‘zMU Jizzax filiali, 2026-yil 25-26-sentabr. 507-bet.

Xalqaro miqyosidagi ilmiy-texnik anjuman materiallarida zamonaviy kompyuter ilmlari va muhandislik texnologiyalari sohasidagi innovatsion tadqiqotlar aks etgan.

Globallashuv sharoitida davlatimizni yanada barqaror va jadal sur’atlar bilan rivojlantirish bo‘yicha amalga oshirilayotgan islohotlar samarasini yaxshilash sohasidagi ilmiy-tadqiqot ishlariga alohida e’tibor qaratilgan. Zero iqtisodiyotning, ijtimoiy sohalarni qamrab olgan modernizatsiya jarayonlari, hayotning barcha sohalarini liberallashtirishni talab qilmoqda.

Ushbu ilmiy ma’ruza tezislari to‘plamida mamlakatimiz va xorijlik turli yo‘nalishlarda faoliyat olib borayotgan mutaxassislar, olimlar, professor-o‘qituvchilar, ilmiy tadqiqot institutlari va markazlarining ilmiy xodimlari, tadqiqotchilari, magistr va talabalarning ilmiy-tadqiqot ishlari natijalari mujassamlashgan.

Mas’ul muharrirlar: DSc.prof. Turakulov O.X., t.f.n., dots. Baboyev A.M.

Tahrir hay’ati a’zolari: p.f.d.(DSc), prof. Turakulov O.X., t.f.n., dots. Baboyev A.M., t.f.f.d.(PhD), prof. Abduraxmanov R.A., p.f.f.d.(PhD) Eshankulov B.S., p.f.n., dots. Aliqulov S.T., p.f.n., dots. Alimov N.N., p.f.f.d.(PhD), dots. Alibayev S.X., т.f.f.d.(PhD), dots. Abdumalikov A.A, p.f.f.d.(PhD) Hafizov E.A., f.f.f.d.(PhD) dots., Norbekova B.Sh. p.f.f.d.(PhD) dots. Sindorov L.K., t.f.f.d.(PhD), dots. Nasirov B.U., b.f.f.d. (PhD) O‘ralov A.I., p.f.n., dots. Aliqulov S.T., t.f.f.d.(PhD) Kuvandikov J.T., i.f.n., dots. Tsoy M.P., Sharipova S.F., Jo‘rayev M.M.

Mazkur to‘plamga kiritilgan ma’ruza tezislarining mazmuni, undagi statistik ma’lumotlar va me’yoriy hujjatlarning to‘g‘riligi hamda tanqidiy fikr-mulohazalar, keltirilgan takliflarga mualliflarning o‘zlari mas’uldirlar.

6. UNICEF. (2025–2030). AI Strategy: AI for Every Child. UNICEF.
7. UNESCO. (2024). What You Need to Know About UNESCO's New AI Competency Frameworks for Students and Teachers. UNESCO.

## MODERN METHODS AND TECHNOLOGIES IN PSYCHOLOGY AND PEDAGOGY

*Jizzakh Branch of the National University of Uzbekistan named after Mirzo Ulugbek*
*Department of Uzbek Language and Social Sciences*
*Candidate of Sociological Sciences*
*Associate Professor:* ***Khakimov Orziqul Meliyevich****,*
*E-mail: hakimovorzikul333@gmail.com*
*Student:* ***Suvanova Nozima***

**Abstract:** This article covers the close interconnection between the fields of psychology and pedagogy, and the psychological-pedagogical technologies formed as a result of their integration, along with their significance in the educational process. The article analyzes the history of pedagogical psychology's formation as a science, its main tasks, as well as the types of modern psychological-pedagogical technologies (reflexive, imitation-game, problem-search, communicative-dialogue) and their application in practice. At the same time, the impact of innovative approaches such as virtual reality, multimedia resources, and interactive teaching methods on the educational process is examined.

**Keywords**: psychological-pedagogical technologies, pedagogical psychology, education, upbringing, individualization, interactive methods, modern technologies, psychotechnology.

**Introduction**

Psychology and pedagogy develop inseparably in modern education. Pedagogical psychology, a branch of psychology, studies problems of education and upbringing, examining the laws of a person's development, cognitive activity, and formation of positive social qualities. It emerged in the second half of the 19th century through experimental psychology research, with trends like behaviorism shaping its formation [2; 82]. From this close link between psychology and pedagogy arose psychological-pedagogical technologies — an important tool for improving educational effectiveness.

**Main Part**

1. The Essence and Tasks of Pedagogical Psychology

Pedagogical psychology is mainly divided into two directions — educational psychology and upbringing psychology. Within educational psychology, the role of memory, thinking, speech, imagination, and will in the learning process is studied, as well as the individual characteristics of students (temperament, character, interests). The main task of upbringing psychology is to develop issues related to the formation of a person's character during the educational-upbringing work at school, particularly the development of their moral qualities [2; 83].

Pedagogical psychology faces a number of important theoretical tasks. These include developing the psychological foundations for improving and activating the educational process, studying the factors that influence the intellect and will of children of different ages, and identifying the psychological foundations of self-education. In addition, studying the characteristics of the teacher's personality and the processes of formation of pedagogical knowledge, skills, and abilities is also one of the important directions of this science. Practically, pedagogical psychology serves to address issues such as forming knowledge, skills, and abilities in students while taking into account their age and individual characteristics, and teaching them independent thinking [2; 84].

2. The Concept of Psychological-Pedagogical Technology and Its Principles

Psychological-pedagogical technologies are comprehensive approaches to education and upbringing implemented on the basis of the principles of pedagogy and psychology. The choice of such technologies depends on the goal set by the teacher and the specific characteristics of the audience they are working with. As problems related to emotional and behavioral disorders among students are increasing in modern schools, the need to find and apply effective psychological-pedagogical technologies that stabilize students' psycho-emotional state is becoming increasingly urgent. Factors such as excessive academic workload, an unfavorable family environment, lack of support from peers, and the negative influence of mass media may contribute to the emergence of such problems [1; 417–418].

Psychological-pedagogical technologies are based on a number of principles: The principle of unifying education and upbringing — serves to develop not only knowledge but also value orientations and personal qualities in students;

The principle of an active approach — aimed at developing students' independence, creative thinking, and decision-making abilities;

The principle of individualizing education — takes into account each student's level of development, abilities, and interests;

The principle of systematicity and consistency — requires that all components of the technology (goal, task, content, methods, and tools) form an interconnected, integral system [1; 419].

In addition, any psychological-pedagogical technology must have reproducibility, economic efficiency, manageability, and scientific conceptuality [1; 419].

3. Types of Psychological-Pedagogical Technologies

Psychological-pedagogical technologies are conditionally divided into four main types: reflexive, imitation-game, problem-search, and communicative-dialogue technologies. Reflexive psychotechnologies are aimed at developing a person's ability to evaluate their own resources, and include forms such as reflexive correction, reflexive control, and reflexive reporting. Imitation-game technologies serve to model professional situations and develop skills for resolving them. These include role-playing games, business games, and organizational-active games [1; 419–420].

Problem-search technologies are aimed at developing logical and creative thinking, independence, and the ability to work in groups, and are implemented in forms such as overcoming problem situations and problem-solving. Communicative-dialogue technologies are aimed at forming students' communicative competence through the use of rhetoric and debate techniques, encompassing forms such as discussions, interview-dialogues, and the Socratic circle. The overall task of these technologies is to integrate theory and practice and to increase students' knowledge and research activity [1; 420].

4. Modern Innovative Technologies

Today, a number of innovative psychological-pedagogical technologies are being applied in order to make the educational process more engaging and effective.

Virtual reality (VR) technology allows students to create unique environments in which they can immerse themselves and interact. Using this technology, for example, virtual laboratories can be organized in the exact sciences, giving students the opportunity to conduct experiments, while in the humanities, it can be used to recreate historical events. Such an approach not only helps students grasp material more deeply but also serves to develop their creative thinking and spatial imagination [1; 421].

Multimedia resources — video and audio materials, presentations, and interactive assignments — make it possible to present educational material in various formats, allowing for consideration of students' individual learning styles. Interactive teaching methods serve to actively engage students in the educational process, develop decision-making, critical thinking, and social skills. These include forms such as problem analysis, teamwork, and group discussions. It should be noted that new psychological-pedagogical technologies must be described in detail, be flexible, and be structured in a way that allows every student to achieve the planned results [1; 421–422].

5. Classification of Technologies

Pedagogical literature contains a number of classifications of technologies, the most generalized form of which was developed by According to this classification, technologies are divided into three main classes: control-assessment technologies that evaluate students' knowledge and skills, interactive technologies that use active forms of teaching, and information-communication technologies (ICT) based on modern information-communication tools [1; 422].

**Conclusion**

Psychological-pedagogical technologies, born from the close link between psychology and pedagogy, are now integral to modern education. Pedagogical psychology provides the scientific basis by studying students' cognitive and personal development, while psychological-pedagogical technologies turn this knowledge into practical tools. Methods such as reflexive, imitation-game, problem-search, and communicative-dialogue technologies, along with innovations like virtual reality and interactive learning, build students' critical thinking, creativity, and teamwork skills, deepening their understanding of material. In this way, these technologies help shape future generations into well-rounded individuals.

## References

1. Urisheva P. Psychological and pedagogical technologies, their application and features // Jamiyat va innovatsiyalar – Society and innovations. Special Issue – 01 (2025). Pp. 416–422.
2. Ergasheva B.B. The close connection of modern psychology with pedagogy // Academic Research in Educational Sciences. Volume 3, Issue 7 (2022). Pp. 82–85. G.K. Selevko.
3. Khakimov O. Social goals of students in higher education. International Bulletin of Applied Science and Technology, 2022, Vol. 2, No. 11, pp. 55-59.
4. Hakimov O. Description of social services for the adaptation of children with disabilities in society. International Journal of Contemporary Scientific and Technical Research, 2023, Vol. 1, No. 2, pp. 19-24.
5. Hakimov O., Mulholland J. The role of public opinion in building civil society. Science, Technology & Digital Finance, 2023, Vol. 1, No. 4, pp. 458-464.
6. Khakimov O., Subhiddinov S. The role of education in enhancing youth culture. Science, Technology & Digital Finance, 2023, Vol. 1, No. 4, pp. 473-476.
7. Khakimov O., Jabborova G. Gender stereotypes in society. Science, Technology & Digital Finance, 2023, Vol. 1, No. 4, pp. 149-154.
8. Khakimov O., Gurgiboyev O. Technology of social work with persons with disabilities. Science, Technology & Digital Finance, 2023, Vol. 1, No. 4, pp. 125-129.


## LIDERLIK USLUBLARI VA XUSUSIYATLARI MAVZUSINI O‘QITISHDA PMI METODIDAN FOYDALANISH.


*O‘zMU Jizzax filiali Psixologiya kafedrasi dotsenti,*
*ps.f.b.f.d.(PhD).* ***Norbekova Barno Shavkatovna****.*
*barnonorbekova2020@gmail.com*


Milliy tiklanishdan milliy yuksalish sari odimlayotgan Yangi O‘zbekiston uchun - boshqaruv tizimini tubdan takomillashtirish, rahbar (yosh) kadrlarni tanlash, o'qitish, qayta tayyorlash, malakasini oshirish va ularning bilim saviyalarini yanada yuqori bo'lishi bilan bog liq shart-sharoitlarni yaratish masalasi taraqqiyotning muhim omiliga aylanib bormoqda. Prezident Sh. Mirziyoyevning Oliy Majlisga Murojaatnomalari, asarlari mazmunini tashkil qiluvchi konseptual g'oyalar, Oliy Majlisning Qonunchilik palatasi hamda Senat fraksiyalari, Hukumat doirasida qabul qilinayotgan qarorlar ham bu masala hozirgi kunning dolzarb muammosi ekanligini ko'rsatmoqda[12].

Bugungi kunda tashkilot va mehnat jamoalari faoliyatining samaradorligini ta’minlashda rahbarlik jarayonining psixologik jihatlarini o‘rganish muhim ilmiy-amaliy ahamiyat kasb etmoqda. Xususan, rahbar va xodimlar o‘rtasidagi munosabatlarning mazmuni, jamoada shakllanadigan psixologik muhit, xodimlarning mehnatga munosabati hamda ularning faolligi ko‘p jihatdan rahbar

[12] Hayitov O.E. Boshqaruv psixologiyasi.Darslik. Toshkent: «Istiqlol» nashriyoti, 2021-yil. 3-b. ISBN 978-9943-5726-3-8