

The Emergence and Development of Ethnolinguistics

Ubaydullaevna Yulduz Nurova

*Teacher of the Department of Primary Education Methods,
Bukhara State University*

ABSTRACT

The end of the 19th century, In the second half of the 20th century, a new branch of linguistics, Ethnolinguistics has been emerged. Ethnolinguistics studies the relationship between ethnic culture and language. Ethnolinguistics - (ethno from the Greek éthnos - people, tribes, ethnolinguistic; ethnolinguistics, anthropological linguistics) reflects the peculiarities of the understanding of the world by ethnic groups, the connection and relationship between linguistic and linguistic peoples, the development of language, language and culture is a field that studies the combined influence of linguistic and ethnic factors on the functional features of linguistics studied in communication. It examines the contribution of different ethnic groups to the language and its development, as well as the similarities, commonalities, or separations between ethnic groups. Ethnolinguistics refers to the ethnic aspect of language and the linguistic features of an ethnos, ethnolinguistic processes in internal and interethnic relations, the role of language in the formation and functioning of ethnic communities, language and traditional culture, ethnic identity of thought, ethnolinguistic classification of world languages. Ethnolinguistics is an expression of culture in which the task of analyzing the ethnic characteristics of a people from a linguistic point of view is to inform the reader about it. While linguistics studies the natural language, its structure and laws, ethnolinguistics reflects the linguistic expression of folk culture, that is, the customs and traditions reflected in the language, the paremiological fund of the language, language standards, signs and symbols. , learns language analogies and metaphors, anthroponyms, forms of speech etiquette.

Key words: *Ethnolinguistics, Speech etiquette, Ethnic factors, Language and culture, Comparative linguistics, Pragmalinguistics, Psycholinguistics, Mythological creativity, Diachronic ethnolinguistics, History of spiritual culture.*

I. Introduction

Today, the rapid development of the market economy, the popularity of modern information technologies, increasing the economic efficiency of scientific research have led to an increase in the focus on linguistics - the study of speech efficiency. As a result, new branches of science were formed, such as ethnolinguistics, sociolinguistics, lingvopragmatics, pragmalinguistics, psycholinguistics. Linguistics of the new period, which combines these areas, approaches speech as one of the main types of human activity - the exchange of ideas and influence on others, linguistics, and focuses on the study of its conciseness, efficiency and effectiveness, logic. puts. In world linguistics, the issue of language and speech units, levels, and inter-level relationships has been of interest to many linguists. Uzbek scholars, who have entered the XXI century in the ranks of world linguists, are also connected with such issues as "Language and society", "Man and his language", "Language and culture", which have not found their essence in the last century. The tasks are cross-cutting. In order to solve linguistic problems

that require a lot of hard work, perseverance and talent from linguists, what aspects of language construction should be focused on, and what research should be done?

1) to further accelerate the pace of research in the field of traditional linguistics, without slowing down the scope of research in new areas of modern linguistics;

2) the formation and development of ethnolinguistics, which studies the language in close connection with the folk culture, customs, traditions, character, put forward by I. Gerder in the late XVIII century and the founder of general linguistics V. Humboldt;

3) to eliminate the recent delay in comparing sister Turkic languages with Uzbek in terms of comparative linguistics, not only Uzbek and Turkish, but also Uzbek, Kazakh, Turkmen. , to pay serious attention to the comparison of materials of the Kyrgyz, Karakalpak, Tatar languages, resulting in the creation of a comparative-historical grammar of the Turkic languages in the Uzbek language;

4) Uzbek linguistics is inconceivable without Turkology, one of its main directions. The achievements of Uzbek turkologists have been praised in Turkology. They can be commented on when the time comes. Now, we come to the part where we talk about the middle ground.

a) a comprehensive study of onomastics of the Scythians, Saks, Sarmatians, Kushans, Tokhars, a careful analysis of the information of ancient Greek, Chinese scholars and historians about the Turkic tribes;

(b) Carrying out in-depth scientific research on the genetic kinship of the Altaic languages and the formation of the Turkic, Mongolian and Tungus-Manchu languages on the basis of a single language;

d) preparation of bibliographic information on Turkology, informing the general public about the history of Turkology, its current state, etc .;

5) Development of scientific research on the language of the Uzbek press in the 20s and 30s of the XX century, the problems of the alphabet and spelling, the literary language and the spoken language of the national revival [9].

There is no doubt that the science of language, which studies the achievements of world linguistics, analyzes them in all its aspects, and at the same time seeks to take a worthy place in the methodological debates in linguistics, will achieve significant success in the XXI century. The end of the 19th century and the second half of the 20th century saw the emergence of a new branch of linguistics, ethnolinguistics. [6] Because it is a relatively young field, there is still no clear scientific understanding of certain theories of its internal structure. It is impossible to imagine the culture of any nation without separating it from its traditions, customs and values. There are many different nationalities and ethnic groups in the world, all of which are radically different in the language and dialect of their national culture. Linguistics is the study of these areas of language from a linguistic point of view. Linguistics describes the social nature of language, its function, internal structure, the laws of operation of a particular language, its historical development. So the areas of language are also infinite. In particular, ethnolinguistics studies the relationship between ethnic culture and language [4]. Ethnolinguistics - (ethno from the Greek *éthnos* - people, tribes, ethnolinguistic; ethnolinguistics, anthropological linguistics) reflects the peculiarities of the understanding of the world by ethnic groups, the connection and relationship between linguistic and linguistic peoples, the development of language, language and culture is a field that studies the combined influence of linguistic and ethnic factors on the functional features of linguistics studied in communication. Ethnolinguistics examines the contribution

of different ethnic groups to language and its development, as well as the similarities, commonalities, or separations between ethnoses. Uses the scientific results of linguistics, such as ethnic onomastics, areal linguistics, social linguistics, psycholinguistics, paralinguistics, ethnology, folklore, mythology, poetics, linguistic geography, dialectology, language history, ethnolinguistics. Ethnolinguistics is especially useful in the study of the ethnography of illiterate peoples, and in the collection and study of linguistic material related to the ethnic characteristics of their languages. [11] Ethnolinguistics refers to the ethnic aspect of language and the linguistic features of an ethnos, ethnolinguistic processes in internal and interethnic relations, the role of language in the formation and functioning of ethnic communities, language and traditional culture, ethnic identity of thought, ethnolinguistic classification of world languages. Because ethnolinguistics is a coherent science and not fully formed, there are different opinions about its boundaries, object, and subject. [10] The tasks of ethnolinguistics include the use of the language of different language situations and social groups, the analysis of attitudes to it. In addition, ethnolinguistic problems include topical issues such as the origin of the people, the history of the material and spiritual culture of the people; the history of the formation of a linguistic picture of the world of a particular nation; language policy of the state; examines issues such as human rights and its language.

Ethnolinguistics is divided into two areas:

1. Diachronic ethnolinguistics - uses language and linguistic methods to study the past, history and culture of a people;
2. Synchronous ethnolinguistics - considers the language and methods of linguistics as a method of studying and solving current social and national problems. [10]

II.Literature review

The idea of the connection between language and man was first formalized as a scientific theory in the works of W. Humboldt (1767-1835). By its very nature, comparative historical linguistics simultaneously formed one of the subject directions of ethnolinguistics, the ancient ethnic history of speakers of language families, the development of ethnolinguistic ideas that emerged in the early twentieth century, first, F. de Saussure The systematic theory of linguistics, developed by (1857-1913): "The traditions of a nation are reflected in its language, on the other hand, it is the language that shapes the nation" contributes to the formation of structuralism in ethnography, including the Leiden school, cognitive anthropology, secondary modeling systems, etc. but the formation of ethnolinguistics as an independent science is related to the work of American scholars such as F. Boas. In the hypothesis of linguistic relativity, developed by Sapir (1884-1939) and B. Wharf (1897-1941), the term ethnolinguistics first appeared in the modern sense and appeared in the United States in the second half of the twentieth century. In linguistics, language and culture, language and the human factor, language and history were first studied by V. von Humboldt, A. Weisgerber, L. Bloomfield, E. Sepir, Baudouin de Courtenay, A.A. Potebnya, A.A. Shakhmatov. noted by Russian linguists. In world linguistics, the study of text on the basis of anthropocentric paradigm, ethnolinguistics, linguistic semantics, linguocognitology, psycholinguistics, linguoculturology, pragmatics. In particular, N.Khomskiy, U.Cheyf, BASerebrennikov, LVShcherba, YNStepanov, IRGalperin, NIKaraulov, NIJinkin, A.A.Leontev, J.Lakoff, A.Vejbiskaya, ESKubryakova, E.Rosh, VP Anthropocentrism of the language system in the works of linguists such as Belyanin, V.Z.Demyankov, V.A.Maslova, T.M.Dridze, K.F.Sedov, A.Nurmonov, N.M. Mahmudov, E.A.Begmatov, Sh. Safarov, S. Boymirzayeva, I. Azimova

studied on the basis of the principles [14]. Professor N.Mahmudov's article "In search of ways to perfect the study of language..." provides an in-depth and well-founded account of the essence of ethnolinguistics, linguoculturology, the anthropocentric paradigm in general, and the problems in this regard. [7] The essence of ethnology as a complex science that studies language through the prism of human consciousness, mentality, daily ritual behavior, mythological ideas and mythopoetic creativity is revealed in the research of the famous Slavist of the twentieth century, founder of the ethnolinguistic school NITolstoy and his students and partners [8]. T.A.Agapkina, L.N.Vinogradova, A.V.Gura, A.F.Zhuravlev, S.E.Nikitina, S.M.Tolstoy and others. The theme (problem) of the relationship between language and culture has been successfully developed by br. Grimm, the founder of the world-famous mythological school in Russia, found its continuation in the works of AN Afanasyev, FI Buslaev, AA Potebnya and other 19th century scientists; later - in the works of twentieth-century scholars who showed a tendency to the problem of "language and culture": DK Zelenina, V.Ivanov, YM Lotman, VN Toporov, BA Uspensky, AAShakhmatova and others. In the research of contemporary scholars working in the field of cultural linguistics and linguistic folklore EBArtemenko, VVKrasnykh, VAMaslova, ATXrolenko. The relationship between language and popular mentality has been identified in the research of historians, ethnologists: K. Levi-Strauss, SV Luri, M. Mid, LN Pushkareva and others. [6]

III. Materials and Methods

The development of cognitive interest in ethnolinguistic problems has been achieved through the selection of the best methods and teaching methods. Active involvement of experts in the information system based on ethnic culture materials is a great opportunity to develop the independent, creative personality of the future researcher. Ethnos is a language is a group of people who speak, recognize their common origins and the process of common formation, and have a number of customs and traditions that distinguish them from other peoples [9]. The subject matter of ethnolinguistics is covered by two broad concepts: "sociolinguistics" and "anthropological linguistics", which explore the interrelationships between language and society, language and culture. There are dozens and hundreds of studies on the ethnic features of speech and the role of language in society, ethnic semantics, the semiotic nature of language and culture, the restoration of ancient linguistic and historical features, and so on. Although all of these studies are very actively developing around the world, they are not combined with a single scientific theory and, like themselves, usually exist in close connection with any of the relevant disciplines (sociology, history, pedagogy, etc.). In English-speaking countries, the term ethnolinguistics is often understood in modern usage as a study of the hypothesis of linguistic relativity or the study of popular taxonomic categories. The separation of the influence of language and ethnicity is for research purposes only, and this separation is of a relative nature, in fact it is a continuous and integral process in which it takes place as a whole. Ethnolinguistics examines the contribution of ethnic groups to language and its development, as well as the similarities, commonalities, or separations between ethnic groups in the process. Ethnolinguistics is the field of linguistics that studies the relationship and relationship between a people, a nation, an ethnic group and its language on the basis of the principle of the commonality of ethnolinguistic ethnic culture and ethnic language. It basically works in two ways:

- to study the ethnolinguistic features of the people on a descriptive basis;
- to study the ethnolinguistic features of the people on a recommendatory basis.
- The first goal can be conditionally called an external goal and the second an internal goal.

- The relationship between language and ethnicity, the process of their interaction in two ways:
- The influence of ethnic factors (customs, traditions, philosophical, religious views, etc.) on language development;
- The influence of the linguistic factor on the development of ethnos (and ethnicity) [8] .

IV. Analysis and results

The results of the scientific analysis show that folk culture should be studied in ethnic, regional and dialectal forms and language is the main source for studying national culture. Culture, like natural language, is understood by many researchers as a system of signs, a semiotic system, or a language in the semiotic sense of the word. The Uzbek language and Uzbek culture, especially paremas, are radically different in their dialectal forms. It should also be borne in mind that modern liberal art education is characterized by a transition to an anthropological (or anthropocentric) paradigm, that is, culture and language are closely intertwined with man - his consciousness, thinking, subject-practical and spiritual activity. The study is carried out through ethnolinguistic analysis of language paremological units. The main source in this approach is the understanding of the integrity of culture, that is, the ethnolinguistics that perceives the semantic unity of all its forms and genres (language, ritual, belief, folk art, parema units) and creates human culture. Such a holistic approach to the study of ethnic culture is ethnolinguistics - "the study of language through the prism of human consciousness, mentality, daily and ritual movements, mythological ideas and mythopedic creativity" or in another formula of the same authors This is done with the help of "complex science to learn." Spiritual culture and its language. Ethnolinguistics is a very important subject in the professional training of specialists in the ethnic culture of the people, because there is a gap in the study of the language of traditional folk culture. According to diagnostic data, most people do not know the origin of ethnic units in a language, all the possibilities of the language, they do not have enough knowledge of linguistic terminology, cultural terminology. The observed results show that the necessary methodological literature (programs, textbooks, etc.), textbooks are not available - this is in the system of training specialists in the study of ethnic culture of the people and the creation of scientific innovations in this area. is another proof of the relevance of ethnolinguistics. [6]

V. Conclusion

The study provides an opportunity to study ethnolinguistics from the point of view of folk culture, customs, paremas and several ethnic aspects of nations and peoples in terms of language, revealing the huge potential for professional training of linguists. The word goes deeper and more consciously into the origin of language,

"Ethnolinguistics" helps to study ethnic culture. As we have seen, ethnolinguistic training is necessary for a specialist who seeks the linguistic aspect of future folk culture, as it allows for more careful and in-depth study of cultural texts, ethnography based on ethnolinguistic knowledge helps to better understand the regional features of folk customs and traditions; creates a holistic view of folk culture, provides a deeper knowledge of things, rituals and beliefs; the ability to describe the national mentality through language and cultural texts, to distinguish between everyday and folklore texts and to find a common language in them; fosters an attitude towards the national language and culture in general; develops the ability to preserve the vernacular. Introducing expert linguists to dialectal texts provides additional material on the way of life, customs and worldview of our ancestors. Knowing and knowing how to create maps allows you to explore the ethnic culture of the area geographically.

References

1. Абдурахмонов Х., Махмудов Н. Сўз эстетикаси. Тошкент, 1981.92 б
2. Артеменко М., Фольклорное текстообразование и этнический менталитет //Традиционная культура. Научный альманах. 2001. №2 (4). С. 11-17.
3. Бромлей Ю.В. Очерки теории этноса. – М.: “Наука”, 1983. – 412. С 57-58
4. Булатова Н. Д., Этнолингвистика в системе профессиональной подготовки специалистов по народной художественной культуре. Москва. 2003. 162 с.
5. Гумбольдт В. Язык и философия культуры. - М., 1985. 452 с
6. Звегинцев В. А., Этнолингвистика в его кн.: История языковедения XIX—XX вв. в очерках и извлечениях, т. 2, М., 1965. – 496 с
7. Махмудов Н. Тилнинг мукаммал тадқиқи йўлларини излаб... // Ўзбек тили ва адабиёти. – Тошкент, 2012. – № 5. – Б. 3-16.
8. Kamroev A. STUDENTS’CREATIVE ACTIVITIES IN DESIGNING MOTHER TONGUE EDUCATION //Scientific Bulletin of Namangan State University. – 2019. – Т. 1. – №. 7. – С. 285-296.
9. Kamroev, Alijon. "STUDENTS’CREATIVE ACTIVITIES IN DESIGNING MOTHER TONGUE EDUCATION."
10. Хамраев А. Моделирование деятельности учителя при проектировании творческой деятельности учащихся //Педагогічні інновації: ідеї, реалії, перспективи. – 2018. – №. 2. – С. 23-26.
11. Ismoilovich D. D. THEORETICAL FOUNDATIONS OF WORK ON TEXT ANALYSIS IN PRIMARY SCHOOL.
12. Hamroev A. R. MODELING ACTIVITIES OF TEACHERS WHEN DESIGNING CREATIVE ACTIVITIES OF STUDENTS //European Journal of Research and Reflection in Educational Sciences Vol. – 2019. – Т. 7. – №. 10.
13. Adizov B. R., Khamroev A. R. MODELING ACTIVITIES OF TEACHERS WHEN DESIGNING CREATIVE ACTIVITIES OF STUDENTS //ILMIY XABARNOMA. – С. 69.
14. QO’LDOSHEV R. Chapaqay bolalarni maktabga qanday tayyorlash kerak //Pedagogik mahorat. Ilmiy-nazariy va metodik jurnal Buxoro 2020-yil, 3-son 145-147 b.
15. Avezmurodovich O. R. Difficulties in learning to write and read left-handed children //European Journal of Research and Reflection in Educational Sciences, 8 (8), 40. – 2020. – Т. 45.
16. Rustamova G.B. The interpretation of the willow image in uzbek folklore. Asian Journal of Multidimensional Research. Vol 9, Issue 4, April spl Issue. - P. 21-27.
17. Ubaydullaevna N. Y. Ethnic expressions of uzbek folk names //Asian Journal of Multidimensional Research (AJMR). – 2020. – Т. 9. – №. 5. – С. 316-320.
18. Бабаева Ш. Б. Роль СМИ при обучении русскому языку в национальных группах //Молодой ученый. – 2018. – №. 9. – С. 138-141.
19. Babaeva S. MODELING NATIVE LANGUAGE LEARNING BY DESIGNING EDUCATION.
20. Baymuradovna B. S. et al. PEDAGOGICAL TECHNOLOGIES FOR THE DEVELOPMENT OF COGNITIVE CREATIVE ABILITIES OF STUDENTS IN THE LESSONS OF THE RUSSIAN LANGUAGE //Journal of Critical Reviews. – 2020. – Т. 7. – №. 6. – С. 492-496.

21. 1. Muxammedovich Q. F., Muxammedovna Q. M. TECHNOLOGY OF WORK ON COMPARISON TASKS //European Journal of Research and Reflection in Educational Sciences Vol. – 2019. – Т. 7. – №. 12.
22. 2. Kasimov F., Kasimova M., Uktamova D. Specific principles for constructing a system of educational tasks //Bridge to science: research works. – 2019. – С. 211.
23. Nikolayevna R. N., Baymuradovna B. S. Designing and realization of system of organizing independent work of students //ACADEMICIA: An International Multidisciplinary Research Journal. – 2020. – Т. 10. – №. 4. – С. 471-479.
24. Саидова Г. Э. Ситуация свободного выбора на уроках математики в начальных классах //Вестник науки и образования. – 2019. – №. 7-3 (61).
25. Сайфуллаева Н. Б., Саидова Г. Э. Повышение эффективности занятий, используя интерактивные методы в начальном образовании //Научный журнал. – 2019. – №. 6 (40).
26. Саидова Г. Э., Санокуллова С. Ф. ЭФФЕКТИВНОСТЬ ИСПОЛЬЗОВАНИЯ ТЕХНОЛОГИИ ДИДАКТИЧЕСКОГО ИГРОВОГО ОБРАЗОВАНИЯ В НАЧАЛЬНЫХ КЛАССАХ //EUROPEAN RESEARCH. – 2020. – С. 118-120.
27. Саидова Г. Э. РАЗВИТИЕ ЛОГИЧЕСКОГО МЫШЛЕНИЯ УЧАЩИХСЯ НА УРОКАХ МАТЕМАТИКИ В НАЧАЛЬНОЙ ШКОЛЕ //INTERNATIONAL SCIENTIFIC REVIEW OF THE PROBLEMS OF PHILISOPHY, PSYCHOLOGY AND PEDAGOGY. – 2019. – С. 97-101.
28. Саидова Г. Э. ИСПОЛЬЗОВАНИЕ СОВРЕМЕННЫХ ПЕДАГОГИЧЕСКИХ ТЕХНОЛОГИЙ НА УРОКЕ МАТЕМАТИКИ.
29. Majidovna N. S., Saidakhmedovna U. D. Expression of the realities and people of the war period through mythological images //ACADEMICIA: An International Multidisciplinary Research Journal. – 2020. – Т. 10. – №. 8. – С. 462-466.
30. Safarova Z. T., Urayeva D. S. THE SIMILAR FEATURES IN DEPICTION OF ORPHANS' LIFE IN CHILDREN'S ADVENTURE NOVELS //Theoretical & Applied Science. – 2020. – №. 4. – С. 343-347.
31. Adizova N. B. RHYME, RHYTHM IN FUN GENRE //Theoretical & Applied Science. – 2019. – №. 10. – С. 65-67.
32. Adizova N. B. Repetition and wronging one of the children game fun //Innovation science. – 2019. – С. 91-94.
33. Adizova N. B. THE ROLE OF ETHNOTOPONYMS IN THE BUKHARA DISTRICT MICROTOPYNY //Scientific reports of Bukhara State University. – 2020. – Т. 4. – №. 2. – С. 131-134.
34. Bakhtiyorovna A. N., Bakhtiyorovna A. N. The role of oikonyms in microtoponymis of Bukhara district //Middle European Scientific Bulletin. – 2020. – Т. 4. – С. 41-43.
35. Raximqulovich, Ismatov Sobirjon; ,METHODS OF WORKING WITH TEXT IN LITERARY READING LESSONS IN ELEMENTARY SCHOOL,EPRA International Journal of Multidisciplinary Research,1,,345-347,2020,EPRA Publishing
36. Rustamova G. B. THE INTERPRETATION OF THE WILLOW IMAGE IN UZBEK FOLKLORE //ЛУЧШАЯ НАУЧНАЯ СТАТЬЯ 2020. – 2020. – С. 53-57.
37. Rustamova, Gavkhar Bakhron Kizi; Nurova, Yulduz baydullayevna; Mukhtorova, Maftuna

- Ilkhom Kizi; ,THE IMAGE OF TREES IN FOLKLORE: GENESIS AND POETIC INTERPRETATIONS,International Journal of Psychosocial Rehabilitation,24,04,6342-6349,2020,
38. Rustamova, Gavhar Bahron qizi; ,O'zbek xalq marosim va udumlarida daraxtlar bilan bog'liq e'tiqodiy qarashlar,Xorazm Ma'mun Akademiyasi ilmiy axborotnomasi,1,9,162-165,2020,Xorazm Ma'mun Akademiyasi
39. Тилавова М. М. и др. Гендерный подход на уроках технологии //EUROPEAN RESEARCH: INNOVATION IN SCIENCE, EDUCATION AND TECHNOLOGY. – 2020. – С. 33-35.
40. Тилавова М. М. Приёмы формирования трудолюбия у младших школьников //INTERNATIONAL SCIENTIFIC REVIEW OF THE PROBLEMS OF PEDAGOGY AND PSYCHOLOGY. – 2018. – С. 23-25.
41. Тилавова М. М. ОСОБЕННОСТИ ПОДГОТОВКИ ДЕТЕЙ К ГЕНДЕРНЫМ ОТНОШЕНИЯМ В СЕМЬЕ //EUROPEAN RESEARCH: INNOVATION IN SCIENCE, EDUCATION AND TECHNOLOGY. – 2019. – С. 40-41.
42. Mukhamadovna T. M., Sharipovna H. A., Supkhonovna H. N. THE SYSTEM OF DEVELOPMENT OF PROFESSIONAL COMPETENCE IN FUTURE PRIMARY SCHOOL TEACHERS //Journal of Critical Reviews. – 2020. – Т. 7. – №. 13. – С. 4184-4189.
43. Рузиева З. С., Адизова Д. Г. МЕТОДЫ ИЗУЧЕНИЯ РИМСКИХ ЦИФР В НАЧАЛНЫХ КЛАССАХ //УЧЕНЫЙ XXI ВЕКА. – С. 67.
44. Рузиева З. С. Роль информационно-коммуникационных технологий в начальном образовании //Вестник науки и образования. – 2019. – №. 2-2 (56).
45. Fayzullayev M. B., Sadullayeva M. G., Fayzulloyev O. M. НАЦИОНАЛЬНО-КУЛЬТУРНЫЕ ЦЕННОСТИ ВОСТОКА В БАСНЯХ МУХАММАДА ШАРИФА ГУЛЬХАНИ //Theoretical & Applied Science. – 2020. – №. 2. – С. 528-532.
46. Садуллоева М. Г. Гуманизация отношений в системе «Учитель-учащийся»-установление связей сотрудничества //Достижения науки и образования. – 2019. – №. 8-3 (49).
47. Djamshidovna X. M. MECHANISMS FOR IMPLEMENTING AN INDIVIDUALIZED APPROACH TO PRIMARY EDUCATION //European Journal of Research and Reflection in Educational Sciences Vol. – 2020. – Т. 8. – №. 1.
48. Homitovna H. M. A model of continuity in the formation of mathematical concepts in kindergarten and primary school pupils //ACADEMICIA: An International Multidisciplinary Research Journal. – 2020. – Т. 10. – №. 11. – С. 1756-1764.
49. Халилова Ф. М. ФОРМИРОВАНИЕ КОМПЕТЕНЦИЙ У УЧАЩИХСЯ В ПРОЦЕССЕ ОБУЧЕНИЯ БИОЛОГИИ //Academy. – 2020. – №. 3 (54).
50. Saidova M. EDUCATE STUDENTS BY SOLVING TEXTUAL PROBLEMS //European Journal of Research and Reflection in Educational Sciences Vol. – 2019. – Т. 7. – №. 12.
51. Saidova M. J. Methods and Importance of Using Innovative Technologies in Learning Concenter “Decimal” at Teaching Process of Math in Primary Schools //www. auris-verlag. de. – 2017.
52. Ураева Д. С. и др. ВЫРАЖЕНИЕ ВЕРЫ В ОГОНЬ И ЗОЛУ В ВОЛШЕБНОЕ ИСЦЕЛЕНИЕ НА НАРОДНЫХ ПЕСНЯХ //European Scientific Conference. – 2020. – С. 360-363.