

THE ESSENCE OF THE GENDER APPROACH AS A PEDAGOGICAL CONDITION FOR PERSONAL DEVELOPMENT IN THE LEARNING PROCESS

Ergashev Muhammadjon Rakhmonovich

(PhD) Associate professor of Kokand State Pedagogical Institute

A.Baxromova

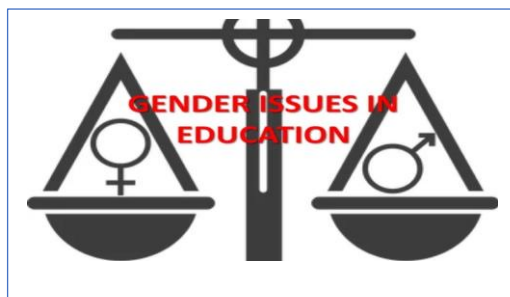
Student, Kokand State Pedagogical Institute, Kokand

<https://doi.org/10.5281/zenodo.7685642>

Annotation. In the last decade, the implementation of the ideas of a gender approach to the education and upbringing of younger schoolchildren has been increasingly developing as part of the task of creating a gender-oriented learning system. The gender-oriented education system takes into account the psychological and age-specific features of the development of students at the appropriate stage of schooling, promotes harmonious personal development depending on gender and creates conditions for maximum self-realization and disclosure of the abilities of boys and girls. The basic concept of gender studies is gender, which is understood as a specific set of cultural characteristics that determine the social behavior of women and men, their relationships with each other.

Key words: gender approach, younger schoolchildren, gender-oriented education system, differentiated learning, gender pedagogy, linguistic genderology, gender integration, gender segregation.

“Gender is the poetry each of us makes out of the language we are taught” Leslie Feinberg.



Gender is the socio-psychological gender of a person, characteristics of his psychological and social behavior, manifests itself in communication and interaction. The school acts as the first and main model of the social world for the child. It is the school experience that helps to master the laws by

which the adult world lives. The main goal of education is to create optimal conditions for the development of a child at every age stage and the formation of the ability to further self-development. Gender socialization at school is the process of influencing the education system on boys and girls in such a way that they assimilate gender norms and values accepted in this socio-



cultural environment, models of male and female behavior. Gender education at school is the process of the education system's impact on boys and girls, taking into account their differences, gender-related, and directed in such a way that they have learned and are ready to implement gender norms and values, models of male and female behavior accepted in this socio-cultural environment.

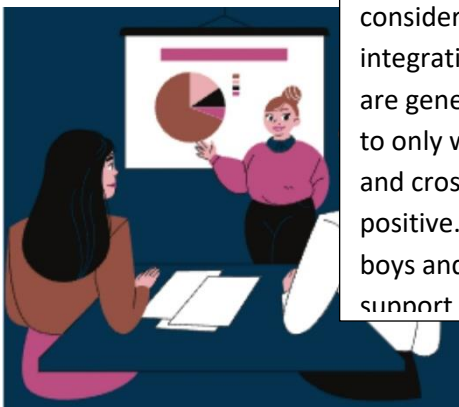
Primary school age is a synthetic period for development of creativity. An important point is the complexity of tasks and the variety of creative activities. The individual approach, which we highlighted earlier as a condition for the development of creativity, is associated with an understanding of gender differences in the manifestation of creativity. Recently, the study of gender characteristics of children has been gaining popularity. The gender approach includes psychological characteristics of gender differentiation, identification of differences in the understanding of social and biological sex as a set of physiological and morphological features. Therefore, the gender approach is one of the conditions for the development of creativity.

The emergence of the concept of "gender" in pedagogy is of great practical importance for teaching younger schoolchildren, since it is during the period of primary school that concepts of self-determination are formed, ideas about life goals and paths, access to resources are born. The basis of the gender approach in education is based on gender orientation. Gender approach is broadly defined as "awareness that phenomena occurring in society affect the male and female population differently, causing their reactions to be different". Hence we get that the main goal of the gender approach is establishment of gender identity, specific features of men and women.

In addition, one of the signs of strengthening the position of linguistic genderology as an independent scientific direction can be considered the appearance of a number of works of a methodological nature, in which the question of the use of a gender approach in teaching intercultural communication is raised, the problems of developing general scientific approaches to the study of gender in linguistics are considered, the private scientific tasks of gender aspects research are formulated language and communication and prospects for further scientific research.¹

¹ Халеева И.И. Гендер в теории и практике обучения межъязыковой коммуникации / И.И. Халеева // Гендер: язык, культура, коммуникация : доклады I междунар. Конф. – М., 2001. – С. 7-11.

It is easy to see that the basis of the gender approach in education is always different. As you know, differentiated learning – such a form of organization of the educational process, which is implemented on the basis of the division of participants into different groups, both according to the individual characteristics of the students, and according to the peculiarities of the organization of the groups of students themselves and aimed at selecting specific methods and techniques of working with each group. Differentiated education, organized within the framework of a gender approach in the organization of educational work, takes into account the gender-role interests of schoolchildren, which leads to an increase in their motivation to study. It is easy to notice that the great interest of students has a positive effect on the quality of education in general. The gender approach is particularly widespread in primary school. The goal of the gender approach in primary school is to help boys and girls fully realize their abilities based on personal peculiarities of perception.



Despite the fact that most boys and girls are in classrooms together, there is considerable variation in the degree to which their classrooms reflect gender integration (GI). In some classrooms, boys' and girls' relationships with each other are generally positive and harmonious. However, in other classes, students tend to only work with classmates of the same gender (i.e., gender segregation, GS), and cross-gender interactions seldom occur or, when they do, they may not be positive. As such, the coeducational context of schools provides no assurance that boys and girls work effectively together to learn, solve academic problems, and support one another in their academic efforts.

The purpose of this perspective paper is to call attention to the importance of studying and understanding the role of GI. Some of the costs associated with the failure to consider GI also are identified, as are implications for future research and educational practice. In addition to exploring the impact of wider societal trends on educational outcomes, commentators have increasingly focused on the way in which the nature of the schooling system itself contributes to the production and reproduction of gender differences. This and the following sections explore the impact of a number of factors, including the educational system at a macro level, school organisation and culture, and whether schools are coeducational or single-sex in profile. Two aspects of the educational system have been identified as key in shaping gender differences in academic outcomes: the nature and timing of differentiation into different courses or tracks, and the approach taken to student assessment. Buchmann and Charles (1995) propose that, where educational choices are made at an early age, they are more likely to be gender-typical and that this feature, coupled with strong education-labour market linkages (for example, through occupationally-specific training), means that gender segregation is likely to be more pronounced in countries with highly differentiated, vocationally-oriented systems. Preliminary research does, in fact, indicate that educational segregation by gender, that is, the extent to which young men and



women are concentrated in different fields of study, is more marked in highly tracked secondary systems, where students are required to specialize in certain spheres of knowledge at a relatively early time-point (Smyth, 2005). A number of studies have indicated that gender differences in academic performance are, at least in part, related to the nature of assessment used. Girls are found to do better on sustained, open-ended tasks while boys focus on episodic, factual detail. As a result, boys tend to do better on multiple-choice questions while girls do slightly better when assessment is based on coursework (Sukhnandan et al., 2000; Elwood, 1999). Furthermore, the examination and assessment system tends to demand the type of writing skills (for example, narrative and descriptive) that girls are generally good at (Elwood, 2005). The extent to which changes in the mode of student assessment is responsible for a trend towards male 'underachievement' has been the subject of debate, at least in Britain. Some commentators trace the crucial tipping-point to the dramatic change brought about by the introduction of coursework as a basis for assessment in the GCSEs in Britain (Gorard, 2004; Mackin and McNally, 2006). However, others have argued that these policy changes cannot fully account for the emergence of a gender gap (Sukhnandan et al., 2000; Arnot et al., 2005). Much of the focus of the British debate has been on changing modes of assessment. However, it is not clear that other countries experiencing a similar trend in achievement patterns have had comparable changes in the approach to assessment. In general, while system-level approaches to differentiation and assessment have emerged as indicative factors in explaining patterns of achievement and course take-up, the extent to which macro-level characteristics of the educational system account for cross-national variation in educational outcomes by gender would appear to represent a potentially fruitful, but under-explored, direction for research.

The potential impact of school organisation and culture can be examined in two distinct ways: the extent to which gender differences in achievement and subject take-up vary across schools and the way in which gender differences are produced on a day to day basis in the school context. Between-school differences Research findings have been somewhat inconsistent in relation to between-school variation in the gender gap in academic achievement. Some studies in the British context have indicated that the difference in performance between male and female students varies significantly across schools (Nuttall et al., 1989; Thomas et al., 1997). More recent evidence suggests that, while there may be some variation across schools, there are hardly any secondary schools where boys make more progress than their female counterparts (Gray et al., 2004). Findings of between-school variation have been challenged by other researchers who have found that the gender gap in achievement is evident in both high- and low-performing schools and that any variation is not attributable to objective school characteristics or within-school practice (Burgess et al., 2004; Tinklin et al., 2001). The extent to which male and



female students select different subjects and courses has also been found to vary from school to school (Lamb, 1996; Daly, 1995; Fitzgibbon, 1999). Schools with otherwise similar characteristics can vary significantly in their provision of particular subjects and in how these subjects are made available to different ability groups and to girls and boys (see, for example, Lee and Smith, 1993; Oakes, 1990). Schools can also influence course take-up indirectly through subject packaging for optional subjects (for example, by asking students to select between 'male' and 'female' subjects) and more subtle encouragement of the take-up of particular types of subjects (Kitchen, 1999; Gillborn, 1990; Nash et al., 1984). In some cases, teachers were seen as discouraging non-gender-traditional choices on the part of students (Gillborn, 1990). (ii) The school's role in constructing gender differences While some studies have focused on between-school differences in the gender gap, educational researchers have more usually focused on the way in which school climate and process contributes to the emergence of gender differences in educational outcomes. Factors which are seen as significant include teacher expectations and classroom interaction, peer interaction and 'laddishness', along with the complex ways in which the demands of school interact with, and shape, differences in student behaviour. While these factors are seen as taking specific forms in different school.

Contexts, discussions have generally focused on the commonalities across schools in the production and reproduction of gender differences. Feminist accounts from the 1970s and early 1980s focused on the domination of classroom interaction by boys as a contributory factor in female educational disadvantage (see, for example, Spender, 1982). More recent research has both confirmed and refined these accounts to provide more detailed investigations into the prevalence of different forms of teacher-student interaction, both positive and negative. In whole class settings, boys are seen as contributing more to interaction (for example, by 'calling out' answers) and receiving more feedback from teachers on their contributions (Askew and Ross, 1988; Kelly, 1988; Howe, 1997). This reflects both boys' greater willingness to offer comments as well as differential teacher expectations. Similarly, boys tend to dominate in 'hands-on' activities, such as laboratory work and computer sessions, and in the playground (Francis, 2004). However, there is considerable evidence that boys are more disruptive in the classroom and experience more negative interaction with teachers as a result of their misbehaviour (Francis, 2000; Warrington and Younger, 2000). Indeed, some commentators have suggested that teachers' need to maintain control within the classroom underlies their greater attention to boys' behaviour (Drudy and Uí Catháin, 1999; Younger, 1999). Other researchers have provided a nuanced account of classroom interaction, focusing on the way in which male dominance in classrooms is often accounted for by a minority of boys and the fact that girls may 'out voice' boys in some settings (Lyons et al., 2003; Francis, 2004). The question arises as to the impact of gendered interaction patterns on academic performance; interaction patterns have remained largely unchanged over a period when significant changes in the



gender gap in achievement took place. More generally, teacher expectations are seen to differ for male and female students. Initially, researchers highlighted lower expectations for girls on the part of teachers (Spender, 1982; Stanworth, 1981). More recently, however, teachers have been found to be likely to identify male students as underachievers. Teachers construct underachievement differentially by gender, emphasizing lack of confidence among girls but poor behaviour and motivation among boys (Jones and Myhill, 2004). Studies have differed in whether there is seen to be explicit bias in teacher assessment¹⁰

Of male and female students; Lavy (2004) indicates that teacher biases in marking widen the female-male achievement gap across all segments of the ability and performance distribution while Arnot (2002) suggests no evidence of such bias. Perhaps the most prominent explanation for the underachievement of boys in the current debate, at least in the British context, is a culture of laddishness (see Epstein et al., 1998). Lower academic grades among boys are seen as reflecting a culture of disaffection, poor behaviour, and identification with a masculine identity based on non-school activities, such as sport (see, for example, Mac an Ghail, 1994; Francis, 2000). For some secondary school boys, laddishness acts as a self-worth protection strategy, protecting their sense of themselves from the possibility of 'failing' academically and from being seen as feminine (Jackson, 2002). Girls and boys experience different peer expectations regarding attainment (Tinklin, 2003). For boys, it is not seen as acceptable to be interested in academic work; they are concerned with preserving an image of reluctant involvement or disengagement (Younger and Warrington, 1996). Male students are more likely than females to say their friends would make fun of them if they work too hard in school (Tinklin et al., 2001). Achievement in itself is not the problem but being seen to be working to achieve is (Epstein, 1998); thus 'effortless achievement' becomes the ideal (Jackson, 2002). In contrast, girls take schoolwork more seriously and traditional gender stereotypes mean that they are more likely to take part in the kinds of cultural activities which help them to succeed at school (Tinklin et al., 2001; Dumais, 2002). Schools are sites for the construction of masculinity and femininity. These identities are historically and culturally situated and are actively constructed within the school and other social settings (Connell, 2000; Epstein, 1998; Mac an Ghail, 1994; Lynch and Lodge, 2002). Although the focus has been on male underachievement in many discussions, inequalities in power are still evident within the classroom. Girls act in ways which bolster boys' power at the expense of their own (Reay, 2001); they both construct themselves and are constructed as feminine. Furthermore, particular subjects areas, such as mathematics and physics, may become constructed as 'masculine', leading to tensions for female students in selecting these subjects and performing well in them (Mendick, 2005).

Let's consider the opinions of candidates of sciences and associate professors on the introduction of the concept of gender into the education system:



L.P. Okulova, Candidate of Pedagogical Sciences, Associate Professor of the Department of Economics and Management of the ANO Institute of Economics and Crisis management, in the article “Gender in the system of domestic Education” expresses the opinion that the gender approach should be implemented in general in the system of “preschool education – school – university – advanced training” on the basis of continuity, i.e. gender education should last a lifetime. This will allow, according to her, to create an effective system of gender education of the population. She considers it appropriate to introduce a gender component into the curricula of all levels of education.

L.P. Shustova, Candidate of Pedagogical Sciences, associate professor, believes that one of the important directions of the development of pedagogical science at the present stage is the formation of a new branch of scientific knowledge – gender pedagogy. Gender pedagogy is the design of the educational process and the creation of conditions for the realization of the opportunities of boys and girls.

We are convinced that, taking into account gender peculiarities in the learning process and respecting gender equality, we not only facilitate and make the learning process more effective, but also take a significant step towards a new society. The task of any teacher is to take into account, as far as possible, the natural inclinations, abilities, as well as the interests of students.

REFERENCES:

1. Sadigovich, Y. E. (2022). FORMATION OF A POSITIVE STABLE MOTIVATION OF STUDENTS FOR EDUCATIONAL ACTIVITIES. INTERNATIONAL JOURNAL OF SOCIAL SCIENCE & INTERDISCIPLINARY RESEARCH ISSN: 2277-3630 Impact factor: 7.429, 11(11), 68-74.
2. Elyorjon, Y. (2022). DEVELOPMENT OF SUGGESTIVE ABILITIES IN FUTURE TEACHERS ON THE BASIS OF A PERSON-ORIENTED APPROACH. Web of Scientist: International Scientific Research Journal, 3(11), 353-359.
3. Yuldashev, E. (2022). DEVELOPMENT OF SUGGESTIVE MOTIVATION FOR PUPILS' EDUCATIONAL ACTIVITIES. Science and Innovation, 1(3), 667-672.
4. Юлдашев, Э. С. (2022). ЎҚУВЧИЛАРНИНГ ЎҚУВ ФАОЛИЯТИ УЧУН СУГГЕСТИВ МОТИВАЦИЯСИНИ РИВОЖЛАНТИРИШ. Science and innovation, 1(В3), 667-672.
5. Mahkamovna, I. A. (2022). MEDIA PEDAGOGY-A SEPARATE AREA OF PEDAGOGY. ASIA PACIFIC JOURNAL OF MARKETING & MANAGEMENT REVIEW ISSN: 2319-2836 Impact Factor: 7.603, 11(11), 66-70.



6. Mahkamovna, I. A. (2022). STAGES OF REJECTION OF INNOVATIVE PROCESSES IN EDUCATION. ASIA PACIFIC JOURNAL OF MARKETING & MANAGEMENT REVIEW ISSN: 2319-2836 Impact Factor: 7.603, 11(11), 74-76.
7. Исакова, А. М., & Шакирова, Ю. А. (2020). САМОПОНИМАНИЕ РЕБЕНКА В СИСТЕМЕ СЕМЕЙНЫХ ОТНОШЕНИЙ. Интернаука, (19-2), 42-44.
8. Эргашев, М. Р. (2012). ПРИМЕНЕНИЕ ТЕОРИИ ПОЛЯ ПРИ АНАЛИЗЕ СЕМАНТИКИ ГЛАГОЛА-СВЯЗКИ. Вопросы филологических наук, (6), 50-53.
9. Makhkamova, Z., & Ergashev, M. (2022). Ways and Techniques of Reaching Success With Slow Learners. Central Asian Journal of Literature, Philosophy and Culture, 3(6), 85-86.
10. Bakhromova, A., & Ergashev, M. (2022). Suggestopedia As an Important Method of Teaching Vocabulary. Central Asian Journal of Literature, Philosophy and Culture, 3(6), 91-93.
11. Rakhmonovich, E. M., Elyorjon, I., & Sanjarbek, A. (2022). Terminology As An Informative Part Of The Language. Journal of Positive School Psychology, 6(11), 1591-1594.
12. Ergashev, M., & Nargizaxon, H. (2022). METAPHOR AS A STRATEGIC MEAN OF OBJECTIFYING AND ELEVATING THE IMPORTANCE OF DISCOURSE. BARQARORLIK VA YETAKCHI TADQIQOTLAR ONLAYN ILMIIY JURNALI, 2(11), 102-104.
13. Djumaboyeva, M. (2023). Methods of children's voice development in music culture lessons. INTERNATIONAL JOURNAL OF SOCIAL SCIENCE & INTERDISCIPLINARY RESEARCH ISSN: 2277-3630 Impact factor: 7.429, 12(02), 23-26.
14. Djumaboyeva, M. (2022). IN FOLKLORE-ORAL CREATIVITY AND TRADITIONALISM. ASIA PACIFIC JOURNAL OF MARKETING & MANAGEMENT REVIEW ISSN: 2319-2836 Impact Factor: 7.603, 11(12), 306-312.
15. Ro'zmatov, I. E. (2022). BOSQON ULOQTIRISH MASHG'ULOTLARIDA MAXSUS MASHQLARNI AHAMIYATI. YOUTH, SCIENCE, EDUCATION: TOPICAL ISSUES, ACHIEVEMENTS AND INNOVATIONS, 1(7), 10-16.
16. Rozmatov, I. E. (2022). BOSQUE THROWERS SPORT MANY YEARS OF WORK PROCEDURE FOR PLANNING.(On the example of athletes aged 14-16). INTERNATIONAL JOURNAL OF SOCIAL SCIENCE & INTERDISCIPLINARY RESEARCH ISSN: 2277-3630 Impact factor: 7.429, 11(10), 354-359.
17. Rozmatov, I. E. (2021). The Development Mechanism of Hammer Throwers Technique. Middle European Scientific Bulletin, 19, 158-162.
18. Erkuzievich, I. R. (2022). THE IMPORTANCE OF THE METHODS USED IN THE DEVELOPMENT OF PHYSICAL QUALITY OF BEHAVIOR OF INVADING ATHLETES CARRYING OUT HARD WORK. ASIA PACIFIC JOURNAL OF MARKETING & MANAGEMENT REVIEW ISSN: 2319-2836 Impact Factor: 7.603, 11(12), 325-330.
19. Ro'zmatov, I. E. (2022). BOSQON ULOQTIRUVCHILARNI MASHG'ULOT JARAYONIDA KUCH JISMONIY SIFATINI RIVOJLANTIRISHNING O'ZIGA XOS AHAMIYATI. YOUTH, SCIENCE, EDUCATION: TOPICAL ISSUES, ACHIEVEMENTS AND INNOVATIONS, 1(7), 17-22.



20. Абдуллаев, Р. А. (2022). Таълим Тизимида Инновацион Технологиялардан Фойдаланишнинг Аҳамияти. *Miasto Przyszłości*, 29, 338-340.
21. Абдуллаев, Р. А. (2022). Ҳозирги Давр Ёшлар Тарбиясига Инновацион Ёндошув. *Miasto Przyszłości*, 29, 351-354.
22. Uzbek, S. The Uzbeks are the nobles of the Turkic peoples, and the Sarts are the entrepreneurs of Central Asia (Part 1): Rustamjon Abdullayev. Origin of Uzbeks The Uzbeks are the nobles of the Turkic peoples, and the Sarts are the entrepreneurs of Central Asia (Part 1): Rustamjon Abdullayev. Origin of Uzbeks.
23. Uzbek, S. Uzbeks are noblemen of the Turkic peoples, and Sarts are entrepreneurs of Central Asia (part 1): Rustamzhon Abdullaev. What is the religion here? Uzbekistan, its spiritual traditions and history.
24. Juraev, N., & Ortikova, N. (2021). THEORETICAL SOURCES OF THE CONCEPT OF THE POLITICAL ELITE: A COMPARATIVE ANALYSIS. *PalArch's Journal of Archaeology of Egypt/Egyptology*, 18(7), 1953-1961.
25. Акрамовна, О. Н. (2021). Innovative Possibilities of Pedagogical Forecasting. *European Journal of Life Safety and Stability (2660-9630)*, 11, 189-191.
26. Акрамовна, О. Н. (2022). Dialectical Relevance Of Political Culture And Political Ideologies: A Socio-Philosophical Analysis. *Journal of Positive School Psychology*, 6(11), 299-307.
27. Ортикова, Н. (2019). ЭЛИТА И ДЕМОКРАТИЯ: ТЕОРЕТИЧЕСКИЙ АНАЛИЗ. *Paradigmata poznani*, (2), 34-39.
28. Ortikova, N. (2019). CHALLENGES TO SHAPE POLITICAL ELITE. In *Modern philosophic paradigms: interrelation of traditions and innovative approaches* (pp. 17-22).
29. Ortikova, N. (2018). THEORETICAL FOUNDATIONS OF POLITICAL ELITE AND DEMOCRACY. *Социосфера*, (4), 233-237.
30. Sobirkhonovna, M. M. (2020, December). Professional Training Of Future Speakers In The Period Of Independent Study. In *Archive of Conferences (Vol. 10, No. 1, pp. 75-76)*.
31. Kodirova, F. U., Matupaeva, S. Z., & Teshaboeva, F. R. (2020). Methodical cluster-an innovative mechanism to increase the efficiency of general secondary and inclusive education.
32. Sobirkhonovna, M. M. (2020). An Innovative Mechanisms to Increase the Effectiveness of Independent Education of Future Defectologists. *International Journal on Integrated Education*, 3(11), 210-211.
33. Mahmudova, M. S. (2020). The Role Of Independent Education In The Formation Of Professional Competencies Of Prospective Speech Therapists. *Scientific Bulletin of Namangan State University*, 2(10), 358-363.
34. Maxmudova, M., & Vaziraxon, A. (2022, November). Tayanch–Harakati A'zolari Falajlangan Bolalar Lug'atini Rivojlantirish Yo'llari. In *Conference Zone* (pp. 259-263).
35. Maxmudova, M., & Azizabonu, B. (2022, November). Ruhiiy Rivojlanishi Sustlashgan Bolalar Lug'atining Psixik Rivojlanish Bilan Bog'liqligi. In *Conference Zone* (pp. 238-242).



36. Maxmudova, M. (2022). Technologies for the development of professional competencies of students of Higher Education. INTERNATIONAL JOURNAL OF SOCIAL SCIENCE & INTERDISCIPLINARY RESEARCH ISSN: 2277-3630 Impact factor: 7.429, 11(11), 249-254.
37. Maxmudova, M., & Zikirova, O. (2021). Speech therapist and family collaboration in overcoming severe speech deficits.
38. Feruza, T., Madina, M., & Dilbar, Y. (2020). The essence of inclusive education in developed countries. European Journal of Research and Reflection in Educational Sciences Vol, 8(1).
39. Sobirkhonovna, M. M. (2020). DEVELOPMENT OF PROFESSIONAL COMPETENCIES OF FUTURE SPEECH THERAPISTS IN THE PROCESS OF STUDYING INDEPENDENTLY. European Journal of Research and Reflection in Educational Sciences, 8(8), 155-158.
40. Исомиддинов, З. Ж., Исағалиев, М. Т., & Юлдашев, Г. Ю. (2022). Биогеохимические особенности серо-бурых почв и лука. Научное обозрение. Биологические науки. Москва, 1, 22-27.
41. Isagaliev, M., & Isomiddinov, Z. (2021). Biogeochemistry of the onion (*Allium cepa* L.) in irrigated soils. Journal of Natural Remedies <https://jnronline.com/ojs/index.php/about/article/view/288>, 21(12), 2.
42. Isomiddinov, Z. J., & Ma'murov, X. A. (2017). BIOXILMA XILLIKNI SAQLASH VA QO'RIQLANADIGAN MINTAQALARNING AHAMIYATI. Научная дискуссия: вопросы математики, физики, химии, биологии, (5-6), 89-93.
43. Isomiddinov, Z. J., & Ma'murov, X. A. (2017). YER YUZASIDA TARQALGAN BIOSENOZ VA POPULYASIYANING ASOSIY XUSUSIYATLARI. Интернаука, (8-3), 38-40.
44. Исағалиев, М. Т., & Исомиддинов, З. Ж. Суғориладиган сур тусли қўнғир тупроқлар морфологияси ва агрокимёвий хоссаларининг ўзгариши. NamDU. Ilmiy xabarlar-2020-8-сон, 29-33.
45. Tuychibaevich, M. I., & Jaloldinovich, I. Z. (2021). BIOGEOCHEMISTRY OF THE ONION (*Allium cepa* L.) IN IRRIGATED SOILS. Journal of Natural Remedies, 21(12 (2)), 9-17.
46. Юлдашев, Г., Хайдаров, М., Исағалиев, М., & Исомиддинов, З. (2019). Агрохимическая характеристика целинных и орошаемых современных сероземов севера Ферганы. In Аграрная наука-сельскому хозяйству (pp. 432-433).
47. Юлдашев, Г., Исағалиев, М. Т., Абдухакимова, Х. А., & Исомиддинов, З. Ж. (2020). Проблемы мониторинга элементов в орошаемых почвах. In Аграрная наука-сельскому хозяйству (pp. 429-431).
48. Isomiddinov, Z. J. Absolution Capacity of Irrigated Gray-Brown Fulvous Soils. In International Conference on Multidisciplinary Research and Innovative Technologies <http://academiascience.org/2021> (pp. 267-268).



49. Jaloldinovich, I. Z. (2021, December). Absolution Capacity of Irrigated Gray-Brown Fulvous Soils. In INTERNATIONAL CONFERENCE ON MULTIDISCIPLINARY RESEARCH AND INNOVATIVE TECHNOLOGIES (Vol. 2, pp. 267-268).
50. Jaloldinovich, I. Z. (2021). Absolution Capacity of Irrigated Gray-Brown Fulvous Soils., INTERNATIONAL CONFERENCE ON MULTIDISCIPLINARY RESEARCH AND INNOVATIVE TECHNOLOGIES/2.
51. Isagaliev, M. T., & Isomiddinov, Z. J. (2020). CHANGES MORPHOLOGICAL AND AGROCHEMICAL PROPERTIES OF IRRIGATED GRAY-BROWN SOIL. Scientific Bulletin of Namangan State University, 2(8), 28-33.
52. Усманходжаева, А. А., Касимова, Д. А., Исомиддинов, З. Ж., & Исомиддинов, З. Ж. (2016). Влияние спортивного массажа на организм спортсменов-курашистов. Молодой ученый, (4), 305-308.
53. Jaloldinovich, I. Z., Abduvokhidovich, M. K., & Isqaguly, S. K. (2022). BIOGEOCHEMICAL CHARACTERISTICS OF THE ELEMENT ZINC (Zn) IN GRAY-BROWN AND ONION (*Allium cepa* L.). Galaxy International Interdisciplinary Research Journal, 10(12), 774-777.
54. Isomiddinov, Z. J. (2022). ROLE OF HALOPHITE PLANTS IN SOIL PHYTOMELIORATION. INTERNATIONAL JOURNAL OF SOCIAL SCIENCE & INTERDISCIPLINARY RESEARCH ISSN: 2277-3630 Impact factor: 7.429, 11(12), 247-250.
55. Sotiboldieva, G., Isomiddinov, Z., Topkanova, E., & Solijonova, M. T. D. (2022). BIOGEOCHEMISTRY OF RARE CHEMICAL ELEMENTS IN COLMATED GRAY-BROWN SOILS. Science and Innovation, 1(8), 594-599.
56. Sotiboldieva, G., Isomiddinov, Z., Topkanova, E., Toxirova, M., & Solijonova, D. (2022). КОЛЬМАТАЖЛАНГАН СУР-ТУСЛИ ҚЎНФИР ТУПРОҚЛАРДА КАМЁБ КИМЁВИЙ ЭЛЕМЕНТЛАРНИНГ БИОГЕОКИМЁСИ. Science and innovation, 1(D8), 594-599.
57. Isomiddinov, Z. (2021, July). ON ANALYSIS OF CHEMICAL ELEMENTS IN THE SOIL-ONION SYSTEM. In Конференции.
58. Ravshanbek, J. (2022). CREDIT-MODULE SYSTEM, ITS BASIC PRINCIPLES AND FEATURES. Yosh Tadqiqotchi Jurnali, 1(4), 304-309.
59. O'G'Li, J. R. M. (2022). METHODS OF ORGANIZING INDEPENDENT STUDY OF STUDENTS IN THE CREDIT-MODULE SYSTEM. Ta'lim fidoyilari, 25(5), 93-97.