



Journal Website:
<https://theusajournals.com/index.php/ajsshr>

Copyright: Original
content from this work
may be used under the
terms of the creative
commons attributes
4.0 licence.

INVESTIGATING THE ISSUE OF COMMUNICATIVE AND ORGANIZATIONAL SKILLS IN PSYCHOLOGY

Submission Date: April 12, 2024, **Accepted Date:** April 17, 2024,

Published Date: April 22, 2024

Crossref doi: <https://doi.org/10.37547/ajsshr/Volume04Issue04-14>

Atavullayeva Maxbuba Qobilovna

Head of the General Sciences Department, Asia International University, Uzbekistan

ABSTRACT

Understanding communicative and organizational abilities in contemporary psychological theories is crucial, particularly in an era dominated by information and technology. Enhancing communication effectiveness and interaction skills is a pressing challenge, making the study of communicative competence and organizational abilities highly relevant. This paper systematically reviews key theoretical developments in this field. Russian psychologists, such as S.L. Rubinstein, A.G. Kovalev, and others, have contributed to the research on communicative abilities, employing various terms like communicative competence and socio-psychological competence. However, a clear differentiation between these terms is yet to be achieved. According to the personality-activity approach, communicative abilities are socio-historically rooted and shaped through practical communication. They are individual-psychological traits reflecting success in communicative tasks. G.S. Vasilyev and A.A. Kidron offer early insights into communicative abilities. Vasilyev defines them as facilitating successful communication, while Kidron views them as a general capacity linked to personality substructures. Kidron identifies levels of communicative ability manifestation, including cognitive, cognitive-expressive, expressive, expressive-interactional, and interactional abilities.

KEYWORDS

Communicative abilities, communicative competence, socio-psychological competence, communicative potential, communicative skills, organizational abilities, personality-activity approach, cognitive ability, cognitive-expressive ability, expressive ability, expressive-interactional ability, interactional ability.

INTRODUCTION

The issues concerning the understanding of communicative and organizational abilities in contemporary psychological theories of general and specific aptitudes are among the most pertinent. Especially acute in today's age of information and technology is the challenge of enhancing the effectiveness of communication and interactions, making applied scientific developments in the realm of forming and developing communicative competence and organizational abilities both significant and in demand. Let's systematically examine the principal theoretical developments regarding this issue.

Various Russian psychologists have engaged in research on communicative abilities at different times, including S.L. Rubinstein, A.G. Kovalev, V.N. Myasishchev, K.K. Platonov, G.S. Vasiliev, A.A. Kidron, N.V. Kuzmina, L.M. Mitina, E.A. Golubeva, M.K. Kabardov, B.V. Burlakov, N.I. Karaseva, E.A. Kukuev, T.P. Abakirova, N.A. Vorobyeva, and others. Scientists employ diverse terms to denote psychological phenomena related to success or failure in communication and interactions, such as communicative abilities, communicative competence, socio-psychological competence, communicative

potential, sociability, among others. Attempts to rigorously differentiate these terms have yet to yield conclusive results. In accordance with the interpretation of abilities, within the personality-activity approach, the following assertions can be relied upon:

- 1) Communicative abilities have a socio-historical origin;
- 2) They are formed and refined in practical communication;
- 3) Communicative abilities are individual-psychological characteristics distinguishing one person from another and manifesting in the success in mastering or performing communicative activities;
- 4) The structure and substantive content of communicative activities indirectly reflect the structure and content of communicative abilities;
- 5) Communicative abilities manifest themselves in communicative skills and competencies, particularly prominently in the speed and success of acquiring relevant skills, competencies, and knowledge.

Among the earliest works in Russian psychological science that attempted a serious and comprehensive analysis of communicative abilities were those of G.S. Vasilyev (1977) and A.A. Kidron (1981). According to G.S. Vasilyev, communicative abilities can be considered as that part of the personality structure which meets the demands of communicative activity and ensures its successful realization. A.A. Kidron, on the other hand, understands communicative ability as a general capacity linked to various substructures of personality, manifested in the skills of the communication subject to engage in social contacts, regulate recurring interaction situations, and achieve communicative goals pursued in interpersonal relationships. The author suggests that the individual's ability to communicate is expressed in its most general form in the ability to reach mutual understanding in different interaction conditions and at different levels of information exchange, the ability to maintain internal autonomy during mutual influence, and the skill to persuade partners to change behavior. A.A. Kidron identifies levels of manifestation of communicative ability: skills, abilities, general behavioral orientation, and communication style. Communication skills are associated with proficiency in using various means of communication and mastery of orientation schemes in interaction. Communication ability implies a relatively autonomous communicative task with purposeful use of various communication

skills. The author divides communication ability into the following five classes:

- 1) cognitive ability - the ability to perceive people (interpersonal perception level), objectify the situation, predict behavior, self-awareness;
- 2) cognitive-expressive ability - the ability to actively listen, choose a role, transmit and perceive emotions adequately;
- 3) expressive ability - verbal skills, argumentation ability, ability for nonverbal self-expression, ability to highlight personal-individual traits;
- 4) expressive-
interactional ability - the ability to take risks, skill in reflexively managing ("I-form");
- 5) interactional ability - mastery of behavior rules, communication and manipulation techniques, constructive use of ego-defense mechanisms, ability to use situational conditions and means.

When discussing the structure of communicative abilities, G.S. Vasilyev and N.V. Kuzmina note that it is a peculiar reflection of the activity structure and consists of three substructures:

- Gnostic abilities, i.e., the abilities to understand others;
- Expressive abilities, i.e., the abilities to be understood by others, the ability for self-expression;

- Interactional abilities, i.e., the abilities to influence others adequately.

N.I. Karaseva includes the following components in the structure of communicative abilities:

- 1) The ability to optimize interpersonal relationships within a group;
- 2) Goal achievement ability;
- 3) Socioperceptive abilities, i.e., a set of individual psychological characteristics necessary for the successful perception, understanding, and evaluation of other people;
- 4) "Communication technique," i.e., tactical operational communication techniques;
- 5) Some interpersonal prerequisites for communicative activity.

In accordance with the personality-activity approach, E.A. Golubeva, V.V. Pechenkov, E.P. Guseva, S.A. Izyumova, I.V. Tikhomirova, M.K. Kabardov, and other researchers have comprehensively studied communicative abilities. According to this approach, communicative abilities are individual-psychological and psychophysiological characteristics of individuals that ensure successful interaction between partners and the successful resolution of communicative tasks. M.K. Kabardov believes that individual characteristics influencing the success of communicative activity may

include activity pace, task-solving dynamics, the quality and types of communicative tools, activity strategy type, sociability, and communicative activity manifested situationally in the process of solving communicative tasks.

V.N. Kunitsyna notes that communicative abilities are not dependent on specific communicative situations but are based on predispositions and integrate closely related communicative properties. As predispositions for communicative abilities, the author suggests accepting such properties of temperament and higher nervous activity as extraversion, which is based on the mobility of the nervous system and contributes to the formation of an integral personal trait - sociability.

By adopting the position on the unity of natural and social aspects in humans, representatives of this school study abilities at three qualitatively different levels: psychophysiological, psychological, and socio-psychological. The merit of this approach is that communicative abilities are understood not only as individual-psychological but also as psychophysiological, ensuring successful interaction between partners and the successful resolution of communicative tasks. Thus, the proposed structural components of communicative abilities are also considered solely from a personal aspect.

An attempt to consider the structure of communicative abilities, taking into account the

personal and behavioral levels, is the research conducted by N.I. Karaseva, Yu.M. Zhukov, N.M. Melnikova, L.A. Petrovskaya, and others. As a theoretical basis for the analysis of communicative abilities, the authors use the established understanding of the structure of subject activity. The analysis of communicative abilities from the perspective of the structure of subject activity opens up possibilities for a systematic study of communicative abilities.

Yu.M. Zhukov, L.A. Petrovskaya, P.V. Rastyanikov, and N.I. Karaseva define communicative abilities as a system of internal resources necessary for constructing effective communicative actions in interpersonal interaction situations. They include the ability to navigate social situations, the ability to choose and implement appropriate communication methods, and according to N.I. Karaseva, the primary source of acquiring communicative abilities is life experience, with the effectiveness of communication being the result of individual's socialization processes.

As mentioned earlier, in Russian psychology, there exists a significant terminological variability regarding phenomena such as "sociability," "communicative abilities," "communicative competence in communication," and "communicative potential." Foreign researchers traditionally operate with the broader concept of "socio-psychological competence." In our view, it is quite challenging to

distinguish fundamental differences in the interpretations of these concepts by authors. Many researchers identify similar structural components of these personality characteristics. Communicative competence is most often viewed as the ability of an individual to establish and maintain necessary contacts with others (Yu.M. Zhukov, L.A. Petrovskaya, P.V. Rastyanikov, Yu.M. Emelyanov). According to N.M. Melnikova, the structure of communicative competence reflects the structure of communicative activity, which consists of two main components: internal means of activity (socioperceptive component) and the executive part of communicative action. The author presents the structure of communicative competence as a hierarchy of blocks, with each lower block regulating the function in relation to the higher one.

1. "Personal block." It includes the following components of communication competence: the need for communication, orientation towards communication, as well as important personality characteristics such as self-concept, self-esteem, etc.
2. "Social-perceptive block" consists of mechanisms of interpersonal perception and characteristics of the cognitive and emotional spheres, determining the accuracy and adequacy of interpersonal perception.
3. "Operational-technical block" consists of various communication skills, "communicative repertoire,"

"communicative code," mastering which allows creatively solving emerging communication problems.

The described structure of communicative competence by its main components coincides with the structure of communicative abilities presented by many researchers and provides a comprehensive understanding of the phenomenon of "communicative abilities."

In addition to the issues of studying communicative inclinations, a deep comprehensive study also requires addressing the problem of organizational abilities and the factors influencing their formation and development. To date, the level of development in this area of psychological knowledge is also quite high. However, there is still a lack of research with direct practical significance. Various aspects of the problem of organizational abilities are reflected in the works of Russian and foreign psychologists such as B.G. Ananiev, V.N. Myasishchev and A.G. Kovalev, L.I. Bozhovich, A.A. Derkach, B.A. Krutetsky, N.N. Obozov, L.P. Kalinin, N.D. Levitov, R.M. Stogdill, E. Giselli, and others. The essence and content side of organizational abilities were most fully disclosed by L.I. Umansky. In his works, he introduces definitions of many personality qualities, including organizational ones. According to the author, the following are the main organizational abilities: psychological selectivity, practical psychological intelligence, psychological tact, social energy, demand, criticality, inclination to

organizational activities. Let's take a closer look at their components.

Psychological selectivity manifests in several key personality and behavioral indicators. These include: quick understanding of psychological characteristics and states of people; empathy with what others are experiencing and feeling; ability to mentally put oneself in another person's psychological situation and act on their behalf.

Practical psychological intelligence has the following manifestations: adequate distribution of responsibilities in collective activities considering individual characteristics of people; ability to identify motivating factors for people's activities; consideration of relationships and psychological differences among people when grouping them for collective activities; high degree of teachability in acquiring organizational knowledge, skills, and abilities.

Psychological tact is demonstrated in a sense of measure and boundaries in interaction with people, individualization of communication with people depending on their stable individual psychological characteristics, a sense of fairness, objectivity in approach to subordinates, ability to demonstrate and prove this objectivity.

Social energy has the following indicators: ability to influence others with one's attitude towards people,

affairs, events, ability to convey this attitude; practical-action form of influence; confidence in one's abilities, strong belief in the cause; ability to correctly and quickly choose the moment for decisive action, willingness to take risks.

Demandingness is expressed in boldness and systematicity of requirements presentation, flexibility and decisiveness in presenting them depending on the specific situation, individualization of requirements depending on people's psychological characteristics.

Criticality has the following indicators: logic, depth, and argumentation of criticism, straightforwardness, benevolence in criticism.

Inclination to organizational activities is expressed in spontaneous independent involvement in organizational activities, taking on the role of organizer and responsibility for the work of others, the need for organizational activities, emotionally positive feelings when performing it.

These general organizational abilities are complemented and specified by more localized abilities that ensure effective performance of individual managerial functions. According to A.V. Karpov's classification, the main ones are:

- Goal-setting ability;
- Forecasting ability;

- Planning ability;
- Decision-making ability;
- Communicative abilities;
- Motivational abilities;
- Control abilities.

The problem of organizational abilities is also reflected in the works of V.D. Saporovskaya, A.L. Zhuravlev, R.Kh. Shakurov, R.L. Krichevsky, A.G. Shmelev, V.M. Shepel, A.D. Karnyshev, A.L. Karpova, and other researchers. For instance, R.Kh. Shakurov divided organizational qualities considering their influence on those being organized. He relates the following to the group of administrative-organizational qualities: demandingness, criticality, ability to instruct clearly and distinctly, persistence in implementing orders and requirements, determination, self-confidence, firmness, ability to maintain distance from those organized, discipline, accuracy, mastery of modern decision-making and planning methods, instruction, control, various forms of organizational work, skills in public speaking.

According to R.L. Krichevsky, an organizer must possess high intelligence, but it should be not so much theoretical intelligence as practical. The author attributes the following organizational qualities: dominance, self-confidence, emotional balance, stress resistance, creativity, striving for achievements,

entrepreneurship, responsibility, reliability in task execution, independence, sociability.

V.M. Shepel differentiates between the structure of personality traits of an organizer and the structure of their organizational qualities. In the structure of personality traits of an organizer, he distinguishes four groups:

- Moral-political;
- Professional qualities;
- Psycho-physiological properties;
- Organizational qualities proper.

Among the actual organizational qualities, the author includes the ability to plan work, select and arrange personnel, the ability to sense people's mood, engage them with one's goals, influence the moral-psychological atmosphere of the team, keenly perceive new things.

Summing up the brief overview of the developed concepts and approaches to understanding the essence and structure of communicative and organizational abilities, it is necessary to note their diversity and breadth. This, in our opinion, is explained by the significance and relevance of this issue and the necessity for its further development.

REFERENCES

1. Qobilovna, A. M. (2023). Communicative Competence As A Factor Of Teacher's Professional Competency. American Journal Of Social Sciences And Humanity Research, 3(09), 32-44.
2. Ataulayeva, M. (2024). COMMUNICATIVE COMPETENCE AS A FACTOR OF PERSONAL AND PROFESSIONAL DEVELOPMENT OF A FUTURE SPECIALIST. Журнал академических исследований нового Узбекистана, 1(2), 17-22.
3. Qobilovna, A. M. (2022). BOSHLANG 'ICH SINFI O 'QITUVCHILARIDA KOMMUNIKATIV KOMPITENTLIK SHAKLLANISHINING IJTIMOY-PSIXOLOGIK DETERMINANTLARI. Central Asian Research Journal for Interdisciplinary Studies (CARJIS), (Special Issue 1), 102-105.
4. Qobilovna, A. M. (2023). PROGRAM FOR THE DEVELOPMENT OF FACTORS OF COMMUNICATIVE COMPETENCE OF PRIMARY SCHOOL TEACHERS. International Journal of Pedagogics, 3(11), 131-137.
5. Qobilovna, A. M. (2023). PROGRAM FOR THE DEVELOPMENT OF PRIMARY SCHOOL TEACHERS' COMMUNICATIVE COMPETENCE FACTORS. International Journal of Pedagogics, 3(12), 169-175.
6. Qobilovna, A. M. (2024). MANIFESTATION OF FACTORS OF COMMUNICATIVE COMPETENCE IN THE PROCESS OF PROFESSIONAL ACTIVITY. International Journal of Pedagogics, 4(01), 66-73.

7. Атавуллаева, М. (2024). ПРОЯВЛЕНИЕ АСПЕКТОВ КОММУНИКАТИВНОЙ КВАЛИФИКАЦИИ В ХОДЕ ПРОФЕССИОНАЛЬНОЙ ДЕЯТЕЛЬНОСТИ. Журнал академических исследований нового Узбекистана, 1(1), 14-18.
8. Атавуллаева, М. К. (2023). ПСИХОЛОГИЧЕСКИЕ ДЕТЕРМИНАНТЫ ФОРМИРОВАНИЯ СОЦИАЛЬНО-ПСИХОЛОГИЧЕСКОЙ КОМПЕТЕНТНОСТИ УЧИТЕЛЕЙ НАЧАЛЬНЫХ КЛАССОВ. European research, (3 (81)), 39-41.
9. Атавуллаева, М. К. (2023). РОЛЬ И ЗНАЧЕНИЕ СОЦИАЛЬНОГО ИНТЕЛЛЕКТА УЧИТЕЛЯ НАЧАЛЬНЫХ КЛАССОВ В ЭФФЕКТИВНОСТИ ОБУЧЕНИЯ. European research, (3 (81)), 41-43.
10. Obidovna, D. Z. (2024). THE PEDAGOGICAL-PSYCHOLOGICAL ASPECTS OF ARTIFICIAL INTELLIGENCE TECHNOLOGIES IN INTEGRATIVE EDUCATION. International Journal Of Literature And Languages, 4(03), 13-19.
11. Джалилова, З., & Эргашева, Ш. (2024). ПСИХОЛОГИЧЕСКИЕ ОСНОВЫ И НАУЧНО-ТЕОРЕТИЧЕСКИЕ ПРИНЦИПЫ ФОРМИРОВАНИЯ ЯЗЫКОВЫХ УСТАНОВОК СТУДЕНТОВ ВЫСШЕГО УЧЕБНОГО ЗАВЕДЕНИЯ. Журнал академических исследований нового Узбекистана, 1(2), 116-120.
12. Djalilova, Z. (2024). ADVANCING CRITICAL THINKING PROFICIENCY THROUGH OPTIMIZED PEDAGOGICAL APPROACHES. Центральноеазиатский журнал междисциплинарных исследований и исследований в области управления, 1(2), 24-29.
13. Djalilova, Z. (2024). ADVANCING PEDAGOGICAL APPROACHES: LEVERAGING ARTIFICIAL INTELLIGENCE TECHNOLOGIES TO ENHANCE THE INTEGRATION OF ENGLISH AND LATIN LANGUAGE INSTRUCTIONAL METHODS. Центральноеазиатский журнал междисциплинарных исследований и исследований в области управления, 1(2), 19-23.
14. Djalilova, Z. (2024). APPLICATION OF ARTIFICIAL INTELLIGENCE TECHNOLOGIES IN HISTORY EDUCATION. Журнал академических исследований нового Узбекистана, 1(2), 5-11.
15. Djalilova, Z. (2024). ELEVATING CRITICAL THINKING WITH EFFICIENT TEACHING METHODS (GEARED TOWARDS MEDICAL STUDENTS). Центральноеазиатский журнал междисциплинарных исследований и исследований в области управления, 1(2), 8-12.
16. Джалилова, З. (2024). МЕТОДЫ РАЗРАБОТКИ ТЕХНОЛОГИЙ ИСКУССТВЕННОГО ИНТЕЛЛЕКТА ДЛЯ ИНТЕГРАТИВНОГО ПРЕПОДАВАНИЯ АНГЛИЙСКОГО ЯЗЫКА СТУДЕНТАМ МЕДИЦИНСКИХ ВУЗОВ. Журнал академических исследований нового Узбекистана, 1(1), 19-22.

17. Djalilova, Z. (2023). IMPROVING METHODOLOGIES FOR INTEGRATIVE ENGLISH AND LATIN LANGUAGE TEACHING USING ARTIFICIAL INTELLIGENCE TECHNOLOGIES. Центральноеазиатский журнал образования и инноваций, 2(12 Part 2), 29-34.
18. Obidovna, D. Z. (2023). THE ART OF QUESTIONING: ENHANCING CRITICAL THINKING THROUGH EFFECTIVE PEDAGOGICAL TECHNIQUES. International Journal Of Literature And Languages, 3(11), 54-60.
19. Tuyg'unovna, S. S. (2024). ABOUT USEFUL MEDICINAL PLANTS RICH IN LIPIDS USED IN MEDICINE. ОБРАЗОВАНИЕ НАУКА И ИННОВАЦИОННЫЕ ИДЕИ В МИРЕ, 39(3), 235-241.
20. Tuyg'unovna, S. S. (2024). THE PROCESS OF PACKAGING MEDICINAL PLANTS. ОБРАЗОВАНИЕ НАУКА И ИННОВАЦИОННЫЕ ИДЕИ В МИРЕ, 39(3), 248-256.
21. Tuyg'unovna, S. S. (2024). MEDICINAL PLANTS THAT ARE WIDELY USED IN NATURE, RICH IN VITAMINS. ОБРАЗОВАНИЕ НАУКА И ИННОВАЦИОННЫЕ ИДЕИ В МИРЕ, 39(3), 242-247.
22. Tuyg'unovna, S. S. (2024). TARKIBIDA EFIR MOYLAR BO'LGAN DORIVOR O'SIMLIKLAR. TA'LIM VA RIVOJLANISH TAHLILI ONLAYN ILMIY JURNALI, 4(3), 164-167.
23. Tuyg'unovna, S. S. (2024). MEDICINAL PLANTS CONTAINING ESSENTIAL OILS. ОБРАЗОВАНИЕ НАУКА И ИННОВАЦИОННЫЕ ИДЕИ В МИРЕ, 41(4), 62-69.
24. Tuyg'unovna, S. S. (2024). TARKIBIDA ALKALOIDLAR BO'LGAN DORIVOR O'SIMLIKLAR. ОБРАЗОВАНИЕ НАУКА И ИННОВАЦИОННЫЕ ИДЕИ В МИРЕ, 41(4), 70-77.
25. Olimjonovna, K. O. (2023). AYOLLARDA REPRODUKTIV TIZIM FAOLIYATINING O'ZGARISHIDA GIPOTERIOZ BILAN BIRGA KECHISHI. Ta'lim innovatsiyasi va integratsiyasi, 10(3), 174-179.
26. Olimjonovna, K. O. (2024). HYPOTHYROIDISM AND REPRODUCTIVE DYSFUNCTION IN WOMEN. ОБРАЗОВАНИЕ НАУКА И ИННОВАЦИОННЫЕ ИДЕИ В МИРЕ, 36(5), 75-82.
27. Olimzhonovna, K. O. (2024). DIABETIC NEUROPATHY: ETIOLOGY, PATHOGENESIS, CLINICAL FEATURES AND TREATMENT APPROACHES. EUROPEAN JOURNAL OF MODERN MEDICINE AND PRACTICE, 4(3), 159-166.
28. Olimjonovna, K. O. (2024). 2-TIP QANDLI DIABETNI DAVOLASHDA AYURVEDA YONDASHUVINING AHAMIYATI. ОБРАЗОВАНИЕ НАУКА И ИННОВАЦИОННЫЕ ИДЕИ В МИРЕ, 39(5), 132-143.
29. Olimjonovna, K. O. (2024). CLINICAL AND MORPHOLOGICAL ASPECTS OF THE TOPOGRAPHIC

ANATOMY OF THE PARATHYROID GLANDS.
ОБРАЗОВАНИЕ НАУКА И ИННОВАЦИОННЫЕ ИДЕИ В
МИРЕ, 36(6), 209-217.

30. Olimjonovna, K. O. (2024). MORPHOLOGICAL
CRITERIA OF THE THYMUS IN CONGENITAL HEART
DISEASE. ОБРАЗОВАНИЕ НАУКА И
ИННОВАЦИОННЫЕ ИДЕИ В МИРЕ, 36(6), 197-202.

31. "Komiljonova, O. (2024). THE USE OF GINGER
FOR MEDICINAL DISEASES BASED ON TRADITIONAL
MEDICINE. Центральноеазиатский журнал
образования и инноваций, 3(1), 203-211."

32. Саидова, Л. Б., & Комилжонова, О. О.
Патологическое течение гипотиреоза в
климактерическом период в йододефицитной
зоне Узбекистана. In International Conference Science
and Education/Uluslararası konferans bilim ve eg'itim//
2021-15may-49b.

33. Jo'rayev, S., & Djalilova, Z. (2022).
NEUROLOGICAL STATUS OF CHILDREN WITH
INTRAUTERINE DEVELOPMENTAL DELAY.
International Bulletin of Medical Sciences and Clinical
Research, 2(9), 34-37.

34. Yomgirovna, R. G. (2023). FORMATION OF
COTTON CROP ELEMENTS. EUROPEAN JOURNAL OF
MODERN MEDICINE AND PRACTICE, 3(12), 113-115.

35. Rahimova, G. (2023). SHO 'RLANGAN
TUPROQLAR SHAROITIDA G'O 'ZANING MORFOLOGIK

BELGILARI VA RIVOJLANISHIGA BENTONITNING
TA'SIRI. Центральноеазиатский журнал образования
и инноваций, 2(12), 141-145.

36. Rahimova, G. (2023). QISHLOQ XO'JALIGIDA
BENTONITDAN FOYDALANISHNING ILMIY JIHATLARI
VA SAMARADORLIGI. Центральноеазиатский журнал
образования и инноваций, 2(11), 189-196.

37. Yomgirovna, R. G. (2023). SCIENTIFIC ASPECTS
AND EFFICACY OF BENTONITE USE IN AGRICULTURE.
EUROPEAN JOURNAL OF MODERN MEDICINE AND
PRACTICE, 3(11), 116-120.

38. Rahimova, G. (2023). MAKTABLARDA
BIOLOGIYA FANINI O 'QITISHDA ZAMONAVIY
INTERFAOL METODLARDAN FOYDALANISH.
Центральноеазиатский журнал образования и
инноваций, 2(10 Part 3), 103-109.

39. Yomgirovna, R. G. (2023). AGROBIOLOGICAL
PROPERTIES OF BENTONITE IN AGRICULTURE. TA'LIM
VA RIVOJLANISH TAHLILI ONLAYN ILMIY JURNALI,
3(9), 126-130.

40. Rashidovna, O. G. (2024). OF SOILS WITH
DIFFERENT DEGREES OF SALINITY GROWTH AND
DEVELOPMENT DYNAMICS OF COTTON EFFECT.
ОБРАЗОВАНИЕ НАУКА И ИННОВАЦИОННЫЕ ИДЕИ В
МИРЕ, 38(7), 167-176.

41. Rashidovna, O. G. (2024). OF SOILS WITH
DIFFERENT DEGREES OF SALINITY GROWTH AND

DEVELOPMENT DYNAMICS OF COTTON EFFECT.
ОБРАЗОВАНИЕ НАУКА И ИННОВАЦИОННЫЕ ИДЕИ В
МИРЕ, 38(7), 167-176.

42. Rashidovna, O. G. (2024). ФИЗИОЛОГИЯ
ЖЕЛЕЗ ВНУТРЕННЕЙ СЕКРЕЦИИ. ОБРАЗОВАНИЕ
НАУКА И ИННОВАЦИОННЫЕ ИДЕИ В МИРЕ, 39(3),
171-179.

43. Rashidovna, O. G. (2024). ВЛИЯНИЕ ПОЧВ С
РАЗНЫМ УРОВНЕМ ЗАСОЛЕНИЯ НА ВСХОЖЕСТЬ
ХЛОПЧАТНИКА В ПОЛЕВЫХ УСЛОВИЯХ.
ОБРАЗОВАНИЕ НАУКА И ИННОВАЦИОННЫЕ ИДЕИ В
МИРЕ, 39(3), 163-170.

44. Rashidovna, O. G. (2024). ZANJABIL (ZINGIBER
OFFICINALE) NING DORIVORLIK XUSUSIYATLARI.
TA'LIM VA RIVOJLANISH TAHLILI ONLAYN ILMIY
JURNALI, 4(3), 269-272.

45. Rashidovna, O. G. (2024). ВЛИЯНИЕ ФАКТОРА
ГАРМСЕЛЯ НА УРОВЕНЬ ЛИСТЬЕВ ХЛОПЧАТНИКА
ОТ РАЗЛИЧНЫХ СТРЕССОРОВ. ОБРАЗОВАНИЕ
НАУКА И ИННОВАЦИОННЫЕ ИДЕИ В МИРЕ, 39(3),
155-162.

46. Toxirovna, E. G. (2024).
GIPERPROLAKTINEMIYA KLINIK BELGILARI VA
BERUSHTLIKKA SABAB VO'LUVCHI OMILLAR. Лучшие
интеллектуальные исследования, 14(4), 168-175.

47. Toxirovna, E. G. (2024). QANDLI DIABET 2-TUR
VA O'LIMNI KELITIRIB CHIQRUVCHI SABABLAR.

Лучшие интеллектуальные исследования, 14(4), 86-
93.

48. Toxirovna, E. G. (2024). QANDLI DIABET 2 TUR
VA YURAK QON TOMIR KASALLIKLARINING
BEMOLARDA VIRGALIKDA KECISHI. ОБРАЗОВАНИЕ
НАУКА И ИННОВАЦИОННЫЕ ИДЕИ В МИРЕ, 38(7),
202-209.

49. Эргашева, Г. Т. (2024). СНИЖЕНИЕ РИСКА
ОСЛОЖНЕНИЙ У БОЛЬНЫХ САХАРНЫМ ДИАБЕТОМ
2 ТИПА И СЕРДЕЧНО-СОСУДИСТЫМИ
ЗАБОЛЕВАНИЯМИ. ОБРАЗОВАНИЕ НАУКА И
ИННОВАЦИОННЫЕ ИДЕИ В МИРЕ, 38(7), 210-218.

50. Эргашева, Г. Т. (2024). СОСУЩЕСТВОВАНИЕ
ДИАБЕТА 2 ТИПА И СЕРДЕЧНО-СОСУДИСТЫХ
ЗАБОЛЕВАНИЙ У ПАЦИЕНТОВ. ОБРАЗОВАНИЕ
НАУКА И ИННОВАЦИОННЫЕ ИДЕИ В МИРЕ, 38(7),
219-226.

51. Rashitova, S. (2023). USE OF INTERACTIVE
METHODS IN CHEMISTRY. International Bulletin of
Medical Sciences and Clinical Research, 3(10), 115-119.

52. Rashitova, S. (2023). BENTONIT GIL KUKUNINI
SORBSION XOSSASINI KIMYOVIY USULDA
FAOLASHTIRISH. Центральноазиатский журнал
образования и инноваций, 2(10 Part 3), 98-102.

53. Shukhrat, R. S. (2023). PROCUREMENT OF
SORBENTS WITH HIGH SORPTION PROPERTIES AND
WASTEWATER TREATMENT ON THEIR BASIS.

EUROPEAN JOURNAL OF MODERN MEDICINE AND
PRACTICE, 3(12), 75-76.

54. Рашитова, Ш. (2023). ИСПОЛЬЗОВАНИЕ
АКТИВИРОВАННОГО СОРБЕНТА ДЛЯ ОЧИСТКИ
СТОЧНЫХ ВОД. Центральноеазиатский журнал
образования и инноваций, 2(12), 135-140.

55. Рашитова Ш.Ш. (2023). ПРИМЕНЕНИЕ
АКТИВИРОВАННОГО СОРБЕНТА ДЛЯ ОЧИСТКИ
СТОЧНЫХ ВОД . Новости образования:
исследование в XXI веке, 2(16), 656–672.

56. RSS Qizi “TUSHUNCHALAR TAHLILI “USULI
YORDAMIDA VI GURUH ELEMENTLARINI
O’RGANISH.TA’LIM VA RIVOJLANISH TAHLILI ONLAYN
ILMIY JURNALI 4 (3), 168-170.


OSCAR
PUBLISHING SERVICES