



**ACADEMICIA**  
**An International  
Multidisciplinary  
Research Journal**  
(Double Blind Refereed & Peer Reviewed Journal)



DOI: **10.5958/2249-7137.2021.01411.7**

## **THE POSSIBILITIES OF USING TEXTBOOKS DURING MOTHER TONGUE CLASSES**

**Tursunova Ozoda Faxritdinovna\***

\*Teacher,

Uzbek Language and Literature Chair,  
Bukhara State Medical Institute named after Abu Ali ibn Sino  
UZBEKISTAN

### **ABSTRACT**

*The main goal of Mother tongue education is to teach children to be creative, to think independently, to form and develop the ability to express the product of creative thought in oral and written forms in accordance with the conditions of speech. Thus, the main goal of mother tongue education is to sow the seeds of "thinking, creativity, independent thinking" and to express the product of creative thinking in oral and written forms in accordance with the conditions of speech.*

**KEYWORDS:** *Creativity, Independent Thinking, Vocabulary, Dictionary Textbook, Education, Language, Skills and Experience*

### **INTRODUCTION**

The methods and opportunities of using academic dictionaries during Native language lessons at school are analyzed in the article.

In the "State educational standards of general secondary education" the subject "Mother tongue" (or "Native language") is defined as the purpose of education in connection with the formation and development of creative thinking: The main goal of Mother tongue education is to teach children to be creative, to think independently, to form and develop the ability to express the product of creative thought in oral and written forms in accordance with the conditions of speech. Thus, the main goal of mother tongue education is to sow the seeds of "thinking, creativity, independent thinking" and to express the product of creative thinking in oral and written forms in accordance with the conditions of speech. When it comes to training to succeed, we need to focus on three aspects of this goal:

- 1) To teach students to be creative, to think independently;
- 2) To teach the student to speak correctly, fluently, reasonably and logically.
- 3) To teach the student to write correctly, fluently, reasonably and logically.

In order to achieve the main goal of mother tongue education, the Mother Tongue program outlines a series of “essential knowledge that 5th graders need to acquire” as follows:

The importance of language in the life of a human society. Uzbek linguistics, Uzbek literary language, Uzbek folk dialects, belonging to the Turkic language family, language and writing, origin of language, relations between languages, world languages, written literary speech, oral literary speech: Uzbek linguistics: fundamental sections.

Historical and social significance of the law: "Concerning the state language".

Syntax: A phrase, a sentence, a type of sentence according to the purpose of expression (verb, interrogative sentence, imperative sentence, and emotional sentence) is a part of speech. The main parts of speech are: yes, cut.

Simple sentence: Secondary parts of speech: complement, determiner, case. Punctuation, quotation marks. Cohesive sentences;

Phonetics: Correct pronunciation (orthoepy). Graphics, spelling, Speakers, Speech sounds and letters, letter combinations, Vowels and consonants, Loud and unvoiced consonants, The exchange of sounds in a word: Spelling of vowels and consonants;

Open and closed syllables. Syllable transfer rules. Divide the word into syllables. Word stress and logical stress;

Graph: alphabet, word ending, capital letter, punctuation mark, copy mark, combination of letters, consonant letters of the same line, basic principles of Uzbek spelling, spelling rules.

Vocabulary of Uzbek language: The main sources of enrichment of the dictionary. The meaning of a word, a lexical meaning, is one word.

The main meaning of the word: The literal and figurative meaning of the word: The use of the word itself and its meaning as a means of expressing being clearly and symbolically. Synonyms, synonyms, antonyms, homonyms and paronyms: Phrases, their lexical meaning, methodological place and function in speech.

Glossary, spelling dictionary, dictionary of synonyms, Dictionary and types of dictionaries,

Uzbek spelling dictionary: Annotated dictionary of the Uzbek language. Dictionary of synonyms of the Uzbek language, Anonymous dictionary of Uzbek language, Phrases in Uzbek.

Morphology, Word structure, the core, Word formation, the building block, Parts of speech, related words, Types of suffixes: word-forming, word-forming, word-modifying suffixes.

Criteria for categorizing words, Independent word groups (noun, adjective, number, rhyme, verb, form)

Auxiliary word types (connective, auxiliary, loading, pronouns, modal words, imitation words).

Noun, its lexical meaning, morphological features and syntactic function, Types of meaning of the noun, Methodical use of widespread nouns, Categories of number of nouns, Plural suffix, Variation, Agreements. Ownership attachments, Structural types of nouns (simple, paired, combined and abbreviated nouns)

Verb, its lexical meaning, morphological features and syntactic function;

Possession of letters with speech sounds, vowels and consonants, voiced and unvoiced consonants, words with limited scope of use with common words, biblical lexicon with spoken vocabulary, possession of words with variation and conjugation of words change of nouns, lexical and grammatical meanings of words, artificial words with primitive words: simple, compound and double words; be able to differentiate between word groups, independent auxiliaries, word combinations, types of simple sentences, parts of speech, simple sentences and compound sentences.

Ability to analyze phonetically, lexically, morphologically and partially syntactically;

To be able to remember a grammatical term and rule based on a grammatical term, a grammatical term and rule based on a grammatical term.

Ability to compose sentences at the level of text creation, to connect independent sentences, to determine the correct word structure in a sentence;

Be able to use punctuation marks (in motivated sentences) in cohesive parts, in separate parts of speech, in motivations and in connecting parts of speech, in quotations, in dialogue.

Be able to use grammatical terms and concepts, rules and definitions in the process of composing a text. Use a variety of dictionaries. Create text that matches learned sentence structures.

Expressive reading of adverbs, interrogative pronouns, compound sentences, separate explanatory sentences, compound and quotation sentences;

Proper pronunciation of vowels and consonants according to the rules of orthoepy;

Appropriate use of synonyms, homonyms, antonyms, and consonants in speech;

Use spelling dictionary and bilingual dictionaries, annotated and other dictionaries;

Be able to give examples of related words.

Distinguish between words and style of words, to tell the spiritual differences between them.

The SST requirements state that a Grade 5 student must be able to “use a variety of dictionaries,” such as a spelling dictionary and bilingual dictionaries, glossaries, and other dictionaries. By the end, the teacher should form and develop pupils’ skills and abilities by means of the appropriate and effective using textbooks at every native language lesson of secondary schools. The teaching the mother tongue discipline serves as a foundation in ensuring the realization of the described above goal.

So how do you use dictionaries at 5th grade native language lessons?

Usually, our teachers use textbooks in their native language classes. The textbook is a textbook based on the curriculum, which reflects the content of education, its methods of mastering by the student, the analysis necessary for the student, the material for generalization, the laws that

harmonize the content of teaching materials. 'Includes. A textbook is a resource designed to help a learner acquire a certain amount of knowledge, skills, and habits. However, working with a textbook alone hinders the formation and development of creative thinking.

The assignments in the textbook can only be relevant to the purpose of education when they provide guidance for the student's independent research, meet their constant need for information banks, and encourage creative activity. Therefore, the textbook should not be confused with the system of tasks to be performed by the student during the lesson and the necessary learning material. By textbook, we mean a set of interpretations of a topic, teaching material, a system of exercises, problems, and assignments that a student must complete. A textbook designed to shape and develop a true creative thinker should be different from the textbooks available today. This means that a new type of textbook is needed to achieve the new goal of education. In order to develop creative thinking, the teaching material needs to be much wider than the textbook materials.

In particular, textbooks in the native language provide students with information from a variety of dictionaries (information banks), encyclopedias, reference books, knowledge and information on other subjects taught at school, experienced people. (relatives of students) to achieve additional goals, which can be achieved only if you design a system of creative work on the material not given in the textbook.

The teacher should design the learning process by expanding the teaching materials in each lesson at the expense of the materials not provided in the textbook. Achieving a new educational goal requires a new type of textbook. With the help of such textbooks, the entrepreneur will be able to gain a deep knowledge of the sources of information, from which he will be able to quickly find the information he needs.

#### Sample-1

##### Synonyms

1. What do you mean by synonyms? Give examples.
2. Find synonyms in the given passage and try to say what is unique about each word.
3. Try to replace each of the words in the passage with synonyms. Does it make a difference?
4. .... Find synonyms of the word, make sentences using them, and tell the subtleties of meaning.
5. What are the synonyms for polysemous words?

##### Sample of handout

He lived in the old courtyard of the old street in the ancient city,  
He spent the rest of his life on the path of the language that Davron had crippled.

(Samandar Vohid)

##### Sample of handout

Any high tower starts from the ground, from the first bend.

(Amir Temur)

Sample of handout

The Monument of Independence and Humanism, erected on Independence Square, is a witness to each of our holidays and ceremonies.

The field fascinated many,  
How many narrations have been narrated here?  
One day the mother and child came in  
It finally found its owner.

(A.Oripov)

Sample of handout

One corner is water, one corner is hills,  
How many countries have I seen, how many destinies,  
Wherever I go, lean forward and keep your head upright,  
Your mountains follow me.

(Muhammad Yusuf)

Sample of handout

Every day I spend with you,  
I feel sorry for you for a moment without you.  
I bow to those who know you,  
I feel sorry for those who don't know you.

(Muhammad Yusuf)

In order to organize lessons in such a situation, of course, the child must have in front of him a dictionary for schoolchildren, a glossary and a dictionary of synonyms.

Imagine that if there are 25-30 students in a class, and each student is working with an independent dictionary, reference books and encyclopedias, it will take at least 20 minutes to discover the essence of the topic. the bird is ready and the children enrich and expand each other's pronunciation.

Sample-2

Antonyms

1. What do you mean by antonyms? Give examples.
2. Find words in the given passage that have an antonymic pair and try to say what is unique about each antonymic pair.

3. Find the antonyms for each of the words in the passage. Explain the difference between antonyms and simple negations.
4. .... Find the antonyms of the word, make sentences using them, tell the subtleties of meaning.
5. What are the antonyms of polysemous words?

Sample of handout

You smile and I'm a poor nightingale,  
 So, I'm a bandit.  
 Let me tell you - it was a scary place.  
 Shohmen elga, vale senga robber;

(Z.M. Bobur)

Sample of handout

Who in the way of truth has taught you a letter with resentment?  
 It's impossible to turn around; it's worth a hundred ganch.

(Alisher Navoi)

Sample of handout

The golden cap of the living hour  
 It's time to go.  
 The universe is out of control right now  
 A new world can be created

(G. Gulom)

The student will find the following words in the Dictionary of Contradictory Words:

- 1) Poor - rich, rich, state, statesman (p. 12)
- 2) The word "Shula" is not given in the dictionary "Contradictory words", in this case the student is helped by "OTIL": finds light, light, clarity, etc., and looks for one of them in the dictionary "Contradictory words": light-darkness (p. 33);
- 3) Slave-king, king, king, hagan, elig;
- 4) No, there is, and b.

The teacher can prepare the handout individually for each student or have the class work in small groups. In this case, the student becomes accustomed to working as a team. Naturally, children are required to have an encyclopedia, a glossary, and a dictionary of antonyms for schoolchildren.

The main thing is that the child will be able to work independently, to find, to sort, to distinguish between similarities and differences, to apply them in practice.

Or in this class "Phonetics. The use of dictionaries is also appropriate and useful in teaching the "Graphics" level.

Sample-3

Pronunciation and spelling of vowels

The class is divided into six subgroups, and each subgroup is given a separate assignment. That is,

Up to group 1 - work on / i / unlisi (comparing the pronunciation of this touch with other sounds, coming in different circles and pronunciation features in this circle, finding examples of words pronounced / u / as / u /, in the first syllable / o ' /, pronunciation and spelling of li / i / vowels in the second syllable. / i / - / e /, / i / - / u /, / i / - / a / zlar find vh),

Up to group 2 - / e / on flour,

Up to group 3 - / a / on flour,

Up to 4 groups - / u / on flour,

Up to group 5 - / o ' / on flour,

Group 6 will be given a task to work on / o / unli. Students use a spelling dictionary. It is a good idea to set aside 7-8 minutes for students to complete the assignment.

Students will find and pronounce almost all the words that start with a vowel in the spelling dictionary as they complete the task. When they find an alphabetical representation of the sound of the speech they are looking for, they will definitely try to pronounce them, and their spelling and pronunciation will be able to distinguish other words.

Of course, in order to complete such assignments, the student must have spelling and explanatory dictionaries.

#### **LIST OF LITERATURES:**

1. Bozorov, Z. A., The system of formation of civic culture among students in higher educational institutions. *ISJ Theoretical & Applied Science*, 01 (81), 455-458. *Soi:* <http://s-o-i.org/1.1/TAS-01-81-81> *Doi:* <https://dx.doi.org/10.15863/TAS>  
*Scopus ASCC: 3304.* (2020).
2. Bozorov, Z. A., & Samandarova, G. Y. Ideological movement of legends and traditions in the novel "Shaytanat" by Tohir Malik. *ISJ Theoretical & Applied Science*, 04 (84), 1014-1016. *Soi:* <http://s-o-i.org/1.1/TAS-04-84-187> *Doi:* <https://dx.doi.org/10.15863/TAS> *Scopus ASCC: 1208.* (2020).
3. Bozorov, Z. A. The role of motivation, needs and interests in the formation of civil culture of future medical workers// *ACADEMICIA: An International Multidisciplinary Research Journal* <https://saarj.com>. ISSN: 2249-7137 Vol. 11, Issue 3, March 2021, Impact Factor: SJIF 2021 = 7.492 DOI: 10.5958/2249-7137.2021.00419.5. P.2110-2118
4. Jumaeva G.A, Mustafaeva. Sh. A, Bekchanova C.D, Yuldasheva N.M. Application cooperative teaching methods during practical exercises// *ACADEMICIA: An International Multidisciplinary Research Journal* <https://saarj.com>.ISSN: 2249-7137 Vol. 11, Issue 2,

February 2021 Impact Factor: SJIF 2021 = 7.492 DOI: 10.5958/2249-7137.2021.00420.1 P.-823-827.

5. Kurbanoba G.N, Pedagogical and psychological bases on developing students' professional thinking in medical pedagogical education. //International Journal of Psychosocial Rehabilitation, Vol. 24, Issue 06, 2020. 3059-3067 p.
6. Kurbanova G.N. Pedagogical and psychological bases on developing students' professional thinking in medical pedagogical education //International Journal of Psychosocial Rehabilitation, Vol. 24, Issue 06, 2020. 3059-3067 p.
7. Kurbanova G.N. Development of professional thinking through communicative skills among students of medical universities //International Scientific Journal Theoretical & Applied Science // p-ISSN: 2308-4944 (print) e-ISSN: 2409-0085 (online) Year: 2019 Issue: 11 Volume: 79 Published: 30.11.2019 [http:// T-Science.org](http://T-Science.org)
8. Kurbanova G.N. Yoshlarda ijodkorlik va kreativlik qobiliyatlarini rivojlantirishning muhim yo'nalishlari // *"Pedagogik mahorat"* //3-son, 2019. 67-72-p.
9. Kurbanova G.N. Pedagogical and psychological bases on developing students' professional thinking in medical pedagogical education // International Journal of Psychosocial Rehabilitation //2020 march Volume 24 - Issue 63059-3067
10. Kurbanova G.N. Formation of professional thinking in future //International Journal for Advanced Research In Science // Volume 10, Issue 05, May 2020– P. 98-102
11. Kurbanova G.N. The role of ancestral heritage in the development of professional thinking of future professionals //International Scientific Journal Published: 30.01.2020– P. 447-450.
12. Kurbanova Gulnoz Negmatovna The role of innovative lectures in the improvement of students ' professional thinking // ACADEMICIA: An International Multidisciplinary Research Journal <https://saarj.com>. ISSN: 2249-7137 Vol. 11, Issue 3, March 2021, Impact Factor: SJIF 2021 = 7.492 DOI: 10.5958/2249-7137.2021.00419.5. P.-2360-2369.
13. KURBANOVA G. N. Formation of professional thinking in future medical teachers International Journal for Advanced Research in Science & Technology. ISSN: 2457-0362
14. Rakhmatova M.R., Jalolova V.Z., Jumaeva G.A., Nazarov C.E. The level of knowledge of students acquired in interactive ways "Blitz method" and "Case study" // New day in medicine. – 2019. - №4 (28). – P. 69-73.
15. Rakhmatova M.R., Jalolova V.Z. Effectiveness of the combined application of interactive methods "debats" and "a weak link" in the conduct of the lesson // Electronic science journal "Biology and integrative medicine". - 2018. - №4. – P. 225-231.
16. Rakhmatova M.R., Jalolova V.Z. The place of innovative technologies in training of highly qualified personnel in the highest medical educational institutions // Electronic science journal "Biology and integrative medicine". - 2018. - №3. - P. 234-247.
17. Rakhmatova M. R, Jalolova V.Z, Klichova F. K, Rajabov N.G. Interactive methods "blitz method" and "case study" factor affecting the level of knowledge // ACADEMICIA: An International Multidisciplinary Research Journal <https://saarj.com>. ISSN: 2249-7137 Vol. 11,



Issue 2, February 2021 Impact Factor: SJIF 2021 = 7.492 DOI: 10.5958/2249-7137.2021.00419.5. P.-828-831.

18. Sharafutdinova R.I., Muratova G.S., Mustafayeva S.H.A. Tursunbayeva M.T. Collaborative learning methods and their application during practical exercises // Electronic science journal "Biology and integrative medicine". - 2020. - №4 (44). С 162-173.
19. Tursunova O. High human feelings in Rudaki's work International Scientific Journal Theoretical & Applied Science p-ISSN: 2 308-4944 (print) e-ISSN: 2409-0085 (online) Published: 30.04.2020 [http:// T- Science.org](http://T-Science.org)
20. Yuldasheva D. The gradual development of the goal of mother tongue education.-T: National Encyclopedia of Uzbekistan, 2013. - 214 p.
21. Бозоров.З.А. Фуқаролик жамияти – талаба-ёшларда фуқаролик маданиятини ривожлантиришнинг мақсади ва асоси сифатида. //Педагогик маҳорат. – 2019 й. 2-сон 32-37 б.
22. Бозоров.З.А. Тиббиёт ходимларида фуқаролик маданиятни ривожлантириш ижтимоий – педагогик зарурат сифатида. //Музыкальное искусство и образование: Традиция и инновации. //Сборник материалов международной научной конференции. Челябинск 2–019 Г. –169 стр.
23. Бозоров.З.А. Маънавий етук ёшларни тарбиялашда фуқаролик маданиятининг роли. // “Талабалар маънавиятини ривожлантиришнинг инновацион механизмларини такомиллаштириш йўллари: Муаммо ва ечимлар. ” //Халқаро ташкилотлар иштирокида республика миқёсидаги илмий – амалий конференция. Бухоро – 2020 й. 489-501 б.
24. Бозоров.З.А Тиббиёт олийгохи талабаларида фуқаролик маданиятини ривожлантиришнинг психологик хусусиятлари. //Психология. Илмий журнал. Махсус сон № 2 Бухоро-2020 й 38-43 б.
25. Бусыгин А. Г., Бусыгина Т. А. Постановка вузовской лекции и оценка ее качества / под ред. А. Л. Бусыгиной. Самара: Изд-во СГПУ 2005. 32 с.
26. Г.Н.Курбанова Тиббий педагогика таълим йўналиши талабалари касбий тафаккурини ривожлантиришда педагогик мулоқотнинг аҳамияти //“Наманган давлат университети илмий ахбороти”// 2019. №7. 307-311-бетлар.
27. Г.Н.Курбанова Тиббий педагогика таълим йўналиши талабалари касбий тафаккурини ривожлантиришнинг педагогик-психологик хусусиятлари // Психология”// Бухоро, 2019. № 4. 217-222-бет.
28. Г.Н. Курбанова Пути повышения эффективности обучения русскому языку студентов-медиков с использованием интерактивных технологий на занятиях по русскому языку //Вестник Таджикского национального университета.2019 №5 ). С -207-212 .
29. Г.Н. Курбанова Формирование профессионального мышления у будущих медиков-педагогов Освіта та розвиток обдарованої особистості № 3 (74) / III квартал / 2019). С 25-29.

30. Г.Н.Курбанова, Сариев А.Б. Педагогические компетентности в сфере развития профессионального мышления Міжнародна науково-практична конференція «Реалізація компетентнісно орієнтованого навчання в освіті: теоретичний і практичний аспекти», 4 жовтня 2019 р. м. Київ: Педагогічна думка. 2019, с. 32
31. Г.Н.Курбанова Формирование профессионального мышления у будущих медиков-педагогов. //Освіта та розвиток обдарованої особистості// – Київ: 2019. Вип. 3 (74). – С. 25-29 DOI: [https://doi.org/10.32405/2309-3935-2019-3\(74\)-25-29](https://doi.org/10.32405/2309-3935-2019-3(74)-25-29)
32. Г.Н.Курбанова Особенности профессионального мышления как фактор обучения медико-педагогического персонала современного этапа. Университетская наука: взгляд в будущее Сборник научных трудов по материалам Международной научной конференции, посвященной 85- летию Курского государственного медицинского университета. Курск 2020г., 7 февраль, 763-766 стр
33. Жалолова В.З., Рахматова М.Р., Кличова Ф.К., Назаров С.Э. Роль инновационных методов обучения на развитие уровня знаний студентов// Новый день в медицине. – 2019. - №4 (28). - С. 32-35.
34. Жалолова В.З., Рахматова М.Р., Мустафоева Ш.А. Кличева Ф.К. “Мунозара” ҳамда ”Заиф бўғин” интерактив усулларни бирлаштирган ҳолда дарс ўтиш самарадорлиги// Тиббиётда янги кун. - 2020. - №1 (29). – Б. 24.
35. Жалолова В.З., Рахматова М.Р., Шарафутдинова Р.И., Муратова Г.С. Инновацион педагогик технологияларнинг амалий машғулотлар ўтказишдаги аҳамияти// Учинчи Халқаро ўқув онлайн конференция материаллари//Тиббий таълимнинг замонавий аҳволи, муаммо ва истиқболлари. Бухоро. Ўзбекистон. – 2020. - Б.143.
36. Исабаева М.М. Биологияни ўқитишда соғлом турмуш тарзи кўникмаларини шакллантириш методикаси. // - Т.: «Фан ва технология», 2012.
37. Исабаева М. М. Инновацион таълим муҳитида соғлом турмуш тарзи кўникмаларини таркиб топтириш технологияси // Современное образование (Узбекистан). 2016. №10.
38. Кароматов И.Д., Рахматова М.Р., Жалолова В.З., ”Лекарственные растения и медикаменты” //монография LAP LAMBERT Academic publishing 2020
39. Орзиев З.М., Рахматова М.Р., Жалолова В.З., Кличова Ф.К. Критерии эффективности уровня знаний студентов, приобретенных интерактивными методами обучения// «Дневник казанской медицинской школы» 2019, июнь С 38-42.
40. Орзиев З.М., Рахматова М.Р., Жалолова В.З. Влияние интерактивных методов обучения на формирование уровня клинических знаний // Вестник Международного Университета Кыргызстана 2018 №3 С 163-167.
41. Орзиев З.М., Рахматова М.Р., Жалолова В.З. Влияние интерактивных методов обучения на формирование уровня клинических знаний// Вестник Международного Университета Кыргызстана 2018 №3 С 163-167.
42. Орзиев З.М., Рахматова М.Р., Жалолова В.З. Интерактив методларни бирлаштирган ҳолда дарс ўтиш самарадорлиги// «Современное состояние, проблемы и перспективы

медицинского образования» международная учебно-научно-практическая конференция С 92-95.

43. Рахматова М.Р., Жалолова В.З., Мустафаева Ш.А., Нурова З.Х. Малакали тиббий кадрлар тайёрлашда инновацион педогогик технологияларнинг ўрни// Тиббиётда янги кун. - 2020. - № 1 (20). - С. 77-80.
44. Рахматова М.Р., Насирова С.З., Жалолова В.З. Применения инновационных технологий при обучении работников образования// Сборник учебно-практической конференции// Инновационный подход к вопросам повышения качества подготовки специалистов в медицинских ВУЗах. Ташкент. Узбекистан. – 2019. - С. 274-277.
45. Рахматова М.Р., Жалолова В.З., Кличова Ф.К. Применение интерактивных технологий case-study и «слабое звено» для обучения в медицинских вузах// Материалы международной учебно-научно-практической конференции//Современное состояние, проблемы и перспективы медицинского образования. Ташкент. Узбекистан. - 2019. – С. 100-102.
46. Рузиева М.Х., Юлдашева М.М., Турсунбаева М.Т. Малакали кадрларлар тайёрлашда интерактив таълим усулларидан фойдаланган ҳолда дарс ўтиш устиворлиги// Электронный научный журнал «Биология и интегративная медицина» №1 – январь-февраль (41) 2020 С 86-98.
47. Рузиева М.Х. Амалий машғулот дарсларида интерактив усулларни қўллаш устиворлиги// Тиббиётда янги кун – 2020. - № 2(30/2). – С. 67-71
48. Юлдашева М.М., Рузиева М.Х., Юлдашева Н.М. Тиббиёт институтида ўзбек тили фанидан амалий машғулотлар ўтказишда «кучсиз ҳалқа» ҳамда “дискуссия” интерактив таълим усулларни биргаликда қўллашнинг афзалликлари// Электронный научный журнал «Биология и интегративная медицина» №1 – январь-февраль (41) 2020 С 105-113.
49. Юлдашева М.М. «Заиф бўғин» ва “давралар” интерактив таълим усулларни биргаликда қўллаш унумдорлиги// Тиббиётда янги кун – 1 (29) 2020. С 107-109.
50. Юлдошев, У.Р., Курбанова .ГН., Юлдашева М.М. Лысых ОА «Пути повышения эффективности обучения русскому языку студентов-медиков с использованием интерактивных технологий на занятиях по русскому языку».// Вестник Таджикского национального университета 2019.- С.- 207с.
51. Юлдашева М. М., Юлдашева М. М. Применение методов совместного обучения при проведении практических занятий // Биология и интегративная медицина. 2021. №1 (48). С. 436-443.