

Review Article

EDUCATING RESEARCH APPROACH IN FUTURE TEACHERS

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Abstract

One of important problems of modern education is education of a creative person. Sphere of the higher education lastly directed to from scientific world outlook of young people. In this article are shined creative and practical aspects of formation of research skills at pupils and students.

Key words: training, competence, research competence, future teacher.

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INTRODUCTION

In the world of integration of educational systems, it is recognized as the main driving force of progress and activities leading to the goals of sustainable development. The modern education system involves the further improvement of the mechanisms for raising the research competence of future specialists on the basis of a creative approach and an innovative system for putting them into practice. From this point of view, the research competence of future specialists on the basis of a creative approach is of particular importance for creating innovation, creating intellectual resources for socio-economic development through the development of cognitive and divergent thinking based on modern pedagogical processes that create new knowledge, and expanding the training opportunities for competitive personnel.

Priority areas for improving the psychological and pedagogical factors of raising the research competence of training specialists (personnel) on a global scale are identified. In this regard, an important place is occupied by scientific research in the field of content development and the scientific and methodological base for the preparation of competitive pedagogical personnel, the assimilation of non-standard pedagogical decisions on the basis of self-activation in the educational process, and the increase of motivation for learning material. From this point of view, raising the research competence of future teachers on the basis of a creative approach is of great scientific and practical importance.

In the context of the widespread introduction of information resources in the Republic of Uzbekistan, conditions have been created for the development of a sustainable interest of future teachers in research activities based on a creative approach, taking into account advanced international technologies. The material and technical and regulatory frameworks have been radically updated to ensure the development of research competence and the formation of creative qualities of future specialists based on a creative approach. The Strategy of Actions for the Further Development of the Republic of Uzbekistan defines as a priority the task of "stimulating research and innovation and innovation, creating effective mechanisms for introducing scientific and innovative achievements into practice, creating scientific and experimental specialized laboratories at higher educational institutions and research institutes, centers of high technologies, technology parks" [1]. The implementation of tasks in this area serves to increase the scientific content of educational processes, the formation of cognitive and divergent thinking of students and the development of research activities of students.

MATERIALS AND METHODS

As M.I.Vasilkovskaya emphasized in her research, for a more successful formation of the experience of the student's creative activity, she studied the characteristics of student age. According to the research results of M.I.Vasilkovskaya, as a rule, students have a rapid development of intellectual functions, structuring of intelligence, the formation of thinking, professional knowledge and skills, personal qualities that ensure the student is actively involved in professional activities at a certain stage of the educational process. M.I.Vasilkovskaya identified the following basic characteristics of a student as a subject of the educational process:

- consciousness and adoption of target settings of the pedagogical process;
- possession of key competencies;
- possession of the methods of independent educational activity;
- the desire to achieve high learning outcomes;
- conscious development of the reflexivity of creative thinking;
- orientation towards versatile self-development, self-improvement, self-organization, self-regulation of the individual;
- focused professional self-education and self-education;
- the desire for fluency in professional skills;
- designing growth prospects and self-affirmation;
- optimistic overcoming the natural difficulties of the learning process and familiarization with the profession;
- the desire for the creative implementation of personality projects;
- Active position in the selection of various social roles.

Competency-based approach

the first place is not the student's awareness, but the ability to solve problems that arise in cognition, in the relationships of people, in professional life, in personal self-determination. Competence in translation from Latin means a range of issues in which a person is knowledgeable, has knowledge and experience. According to the doctor of pedagogical sciences German Selevko, competence is the willingness of the subject to effectively organize internal and external resources for setting and achieving the goal. Under internal resources are understood knowledge, skills, competencies (methods of activity), psychological characteristics, values, etc. From the standpoint of the competency-based approach, the formation of key competencies becomes the main direct result of educational activity. Under key competencies are meant the most universal in nature and degree of competence.

Key competencies

Key competencies are the individual's ability to cope with a wide variety of tasks, the formation of which is carried out within the framework of each academic subject. A variety of key competencies are collected in the modern methodological press, the formation of which a modern teacher should work on. [5].

As a result of the research, the following levels of the scientific activity of the researcher were determined:

- low level: engaging in independent scientific research (scientific research) is difficult, managerial skills are poorly developed;
- Intermediate level: conscious management skills for scientific activity are emerging;
- high level: the presence of managerial skills that make it possible to give independent scientific activity specificity (accuracy), expediency, build research activity at a somewhat high level and evaluate it critically.

In the works mentioned by scientists and researchers, to a certain extent, the need to constantly take into account the fact that the content of orienting future teachers to research work along with the state and social, certain emotional and psychological needs is also scientifically substantiated, questions of organic thinking are also highlighted. socio-pedagogical and socio-psychological cooperation in scientific research. The following criteria are described in the dissertation that determine the research competence of future teachers: fostering the research ability of future teachers, awareness of the content of national and universal values, reflection in the research activities of the content of national and universal values, recognition in research activities that a person is the highest value, creativity, presence analytical thinking, the presence of synthetic thinking, the ability to make final conclusions according to the results of research work, the ability to effectively integrate research results into practice.

REVIEW AND DISCUSSION

The need for accelerated development of innovative ideas and technologies on a global scale is the reason for focusing on improving the system of working with gifted students with innovative and creative thinking, developing the abilities of students and organizing targeted social and educational activities. In developed countries, priority is given to organizing advanced and specialized education, developing pedagogical mechanisms for working with gifted students, introducing a system of tutoring (tutoring) mentoring (mentoring), such forms of training as "Banding" (banding - sorting by tapes), "Streaming" (streaming - sorting by streams), "Setting". (setting - sorting by sectors, groups).

All over the world, scientific research is carried out aimed at improving the pedagogical features of working with gifted students, educational programs and didactic support, at developing students' abilities in the process of extracurricular activities, and increasing intellectual potential based on an individual approach to students. These studies, aimed at identifying the opportunities and interests of students at the very early stages of the continuing education system and organizing the educational process on this basis, are the driving force behind radical changes in the educational system.

Improving the regulatory framework to support gifted students in Uzbekistan, introducing an innovative system for their education and training, in connection with this, reforms aimed at establishing cooperation between the family, educational institution

and youth organizations are expanding the possibilities of developing a diagnostic apparatus for the selection of gifted students based on international best practices, as well as the introduction of social and pedagogical technologies and methods of working with gifted students.

In 1998, in Russia, under the leadership of D. Epiphany and V. Shchadrikov, the "Working concept of giftedness" and in our

republic "The technology for organizing instruction in classes with in-depth study of subjects" were developed by scientists from the Scientific Research Institute of Pedagogical Sciences of Uzbekistan. In these developments, giftedness is defined as "The highest level of development of the child's specific (primarily mental) abilities".

In the world in the conditions of the development of science and technology, special attention is given to all degrees of lifelong learning, in particular the degree of development of research, pragmatic abilities, students in ensuring the effectiveness and quality of general secondary education. On an international scale, transformations in the field of education are carried out by the introduction of modern educational paradigms based on self-awareness, research itself in the process of forming the personality of students in schools, on a competency-based approach that affects the manifestations of creativity.

International scientific centers of the world conduct research on the mechanisms for preparing creative, creative, creative, technical design of schoolchildren, technologies for the formation of a system of general scientific knowledge, the features of the formation of research skills, and the possibilities for developing educational and research activities. These developments expand the acquisition of skills in innovative approaches. In the selection of research areas and tasks, innovative thinking and the correct decision-making of students, the constant search for new ideas, technologies and implementation.

In our country, as a result of reforms to improve the education system, logistics, development of state educational standards and normative documents for general secondary education, the introduction of advanced teaching approaches, the necessary conditions have been created for the early identification of students' creative thinking abilities and their direction to research. Along with this, there is a need to improve the mechanisms for the formation of research skills of students on the pedagogical capabilities of base competencies. The Strategy of Actions for the Further Developed Republic of Uzbekistan outlines the tasks of "further improving the system of lifelong education, fundamentally improving the quality of general secondary education, educating independently thoughts devoted to the Motherland, which has a solid life position". [1]. At the same time, the criteria for determining the formation of research skills based on basic competencies, pedagogical and psychological principles, improving the integrated methodological system, and improving the quality and effectiveness of secondary general education are important.

The formation of research competence among future teachers in the broad sense forms the necessary component of any activity. The formation and upbringing of a scientific worldview among young people is the result of scientific knowledge and the transformation of the world.

The causes of many negative phenomena that occur among young people are rooted in the lack of a common culture of specialists involved in the training and education of young people. In the process of continuous pedagogical education, the culture of thinking is improved as a "creator, keeper and transmitter ...". This means that with an intensive process of cognition, not only quantitative, but also qualitative shifts are natural that lead to the formation of a culture of thinking. The development of society naturally affects the development of thinking. The independence and independence of each person's thinking is also a naturally developing process; it is the basis of new methodological approaches. The development of the culture of professional and pedagogical work cannot but have an impact on the cultural formation of the personality of a specialist in any profession as a whole, including the formation of a teacher's methodological culture. In this, the development of research competence among future teachers is a kind of indicator of the science culture of continuing education pedagogy. [1].

The development of research competence among future teachers is a qualitatively new characteristic of that side of human life, which is denoted by the concept of "universal culture." The latter is inextricably linked with the material side

and includes, along with national ideas, people's aspirations, the production of cultural values, their distribution, consumption, cultural relations, the internal state of social actors at the level of new professional thinking.

Promoting research competency in future teachers

on the basis of a creative approach, as a moral quality is manifested in its craving for truth, good in his desire for professional communication with the environment, in a caring attitude to people and nature. Young people are able to overcome their selfish, selfish aspirations for the family, for other people, for the collective, for the mahalla, and affirm the ideals of independence, spirituality and humanism.

The development of research competence in future teachers of the approach involves, first of all, overcoming the deformations of public consciousness, dogmas, myths, stereotypes, and prejudices. The development of research competence among future teachers in the field of pedagogy science has two main trends: the first, the main one is the formation of factor strategies that allows solving new scientific problems: the second is a factorial strategy, increasing the efficiency of solving known problems. The first trend is associated with the development of a new range of scientific, socially and professionally significant factors that are aimed at solving new urgent problems in pedagogy. The second trend is related to the improvement of advanced pedagogical and innovative experience. In this regard, it should be noted that the development of research competence in future teachers contributes to the systematic development of continuing education in general. In any science, a period inevitably begins when it turns from descriptive to explanatory, when empirical material is generalized and becomes the foundation for scientific theories. This process is going through just such a period today. Our society today requires young people with a high culture. It is the basis of the formation of a new professional thinking of a future specialist.

When considering culture as a social phenomenon, the most important category is the category of professional activity, because culture characterizes the method and properties of the implementation of the main types of professional activity. In this regard, before speaking about the development of research competence in future teachers, about what social and professional experience he should master in the first place, it is necessary to consider the structure and content of the future teacher's professional activity at the university [3].

The development of research competence among future teachers is characterized by an ever-increasing convergence, the interpenetration of methodological and professional knowledge and skills. Therefore, speaking about the development of the research competence of a specialist, it is necessary to keep in mind the formation of his professional culture in the field of science. An important element in the upbringing of research competence among future teachers is its social responsibility as awareness of their attitude to their duties, duty, social norms, and requirements. The presence of this element is very significant, since there is a certain degree of teacher turnover, one of the reasons for which is the lack of a sense of professional duty and responsibility among some teachers. [4].

An integral indicator of the research competence of future teachers is its professional values. The most important condition for methodological culture is the spiritual need of the individual. Its contents include:

- professional orientation of the personality (interests, needs, motivational-value orientations, etc.);
- professional experience (knowledge, skills and professional education);
- professionally significant qualities (humanism, love for children and for the profession, pedagogical culture, etc.).

Consequently, the education system should become an important means of forming a methodological culture of the

teacher's personality. The continuity and continuity of education in the process of professional education of a specialist will contribute to solving this problem, which is the basis of state policy in the field of education.

Continuity and continuity as a pedagogical principle involves the assimilation of knowledge, skills in a certain logical connection. Therefore, the leading role here is played by educational material taken in an integrated manner, representing a holistic pedagogical education, system. Ensuring the principle of continuity and continuity in education is one of the conditions for its effectiveness and efficiency. The principle of science in teacher education is the formation of a system of scientific methodological knowledge and skills, the correct views of ideas about the world, the laws of development of nature, society, new professional thinking, the achievements of the methodological culture of a modern specialist. Only in the presence of continuous, continuous and synthesized methodological knowledge is the scientific worldview of a specialist formed. Therefore, an important issue is the determination of the levels of formation of the scientific worldview of the future teacher. This question has not yet been sufficiently clarified in philosophical, psychological, and pedagogical literature. According to researchers, the assessment of the levels of formation of the scientific worldview of students should take into account a number of basic indicators.

Among them:

- optimal assimilation of the most important concepts, laws, theories of science, necessary to understand the essence of the processes of development of nature, society, man, as we stated above;
- a stable, informed personal attitude to the material being studied, its scientific and philosophical content;
- personal and cultural approach to the phenomena of socio-political life;
- focus on the implementation of the ideas of independence, independence;
- moral and aesthetic values of society.

The success of the formation of the scientific worldview of students is provided by a harmonious combination of intellectual, emotional-volitional and action-practical factors. The implementation in the process of continuing education of a certain subordination and interconnection of leading ideas and concepts of a scientific and worldview nature is a necessary condition for the effectiveness of developing the views, beliefs and ideals of a future teacher. The process of "translating" scientific knowledge into beliefs is closely related to the formation of the general orientation of the personality, the system of its relationship to reality in the process of diverse professional activities and communication. [3].

Thus, the didactic principles of continuity, continuity and scientificness are realized, first of all, when compiling curricula and textbooks on pedagogy of lifelong education. This was especially noted in the "National training program." Systematization of knowledge on the pedagogy of continuing education around the fundamental ideas of the National Program helps students to better absorb and better comprehend the whole complex of studied phenomena and laws, establish the relationship and the relationship between them, independently apply methodological knowledge in solving specific professional and pedagogical problems. [2].

The content of psychological and pedagogical disciplines distinguishes, first of all, not the assimilation of information, facts, not the memorization of rules and formulas as ready-made results, but the search itself, the process of generating knowledge, rules, formulas, etc. At the same time, knowledge and ability itself unfolds meaningfully as a process of students' communication in time. The possibility of communication is suggested by the dialogical structure of the course itself (a special course or a special seminar). Then the opportunity arises to foster research competence among future teachers on the basis of a creative approach in the process of continuous pedagogical education on a substantive methodological basis.

The complex of methods of activity obtained in different subject areas at different age stages should lead to the formation of generalized methods of activity for a graduate of a comprehensive school, the result of which is not the amount of learned information, but his ability to act in various real and problem situations. In these conditions, it is the ability to learn that acts as a significant factor in increasing the effectiveness of students mastering subject knowledge and skills, as well as the formation of tolerance based on value orientations.

Considering that the emotional, social and mental formation of a student's personality takes place in a general education school, special requirements are imposed on the personal qualities of the teacher who is called upon to ensure this formation.

The profession of a teacher is important and responsible today. Indeed, in his hands is the future of our republic. He is the bearer of culture, the standard of patriotism, education and upbringing, which forms the tolerance of students, and the authority of the teaching staff in our society depends on how students are trained in teacher training universities in this direction at the present stage.

Actual thought L.C. Vygotsky on the role of the teacher in the education of personality. "The teacher has a new responsible role. He will become the organizer of the social environment, which is the only educational factor. Where he acts as a simple pump, pumping students' knowledge, he, with success can be replaced by a textbook, dictionary, map, guided tour. When a teacher gives a lecture or explains a lesson, he only partly acts as a teacher: precisely in the one in which he establishes the child's attitude to the environmental elements that affect him. In the same place where he simply sets out the finished, he ceases to be a teacher" [2, 307]. In the professional development of a future teacher, an important role is played by value orientations.

The practice of our work in educational institutions of the republic shows that not every subject or phenomenon that has useful properties is a value. Value can only be that which is emotionally experienced in personal life. Reflection in the consciousness of the personality of relations with objects or phenomena is their value orientations.

The very concept of value orientations of a person (French orientation - setting) was introduced in sociology in the 1920s by the American Sociologist W. Thomas and the Polish Sociologist F. Znanetsky. They considered value orientations as a social setting of a personality that regulates its behavior [3].

In the 60s of the same century, D.N. Uznadze and A.G. Asmolov [4,10] developed a theory on the hierarchical level nature of the installation as a mechanism for stabilizing human activities.

Proving the influence of value orientations on the formation of personality, they identified the following levels:

- semantic, giving a stable nature of activity;
- target, manifested in the tendency to complete interrupted actions;
- operational, determining the way to carry out activities.

Installation, as a state of readiness, the subject's predisposition to a certain activity, largely determines the process of formation and development of value orientations. The formation of socio-psychological attitudes takes place at the level of human volitional behavior.

D.N.Uznadze distinguishes between conventional and fixed installations. A "fixed" installation is an installation that has become entrenched as a result of a number of installation experiments; it is part of a general phenomenon, i.e. installation as a universal state of readiness for a certain activity [5,251].

According to the researcher, fixed attitudes are formed as a result of integration of social and individual experience and are an internal regulator of human behavior.

According to L.P.Buyeva, through special types of social and personal activity an individual assimilates public consciousness, he is informed of a certain system of norms and rules that must be followed in socially significant behavior [6, 58]. At the same

time, the author notes, a person who enters into social life, joins the labor process, already has a certain life and value orientation, has some conscious attitudes. On the other hand, in analyzing the categories of attitudes toward value orientation, scientists previously noted the semantic differentiation that exists between them (V. Vodzinskaya). In her opinion, a value orientation appears as a concrete manifestation of a person's attitude to facts of reality, while at the same time, a system of fixed attitudes regulating a person's behavior at any given time.

For pedagogical science today it is very important what particular needs, interests this or that action generates - a thirst for pleasure, utilitarian calculation or moral, aesthetic, religious, political, spiritual aspirations as a form of a person's value orientation. One of the characteristics of a personality lies in the self-regulation of its behavior, that is, in action according to its value orientations and in submission only to those norms that have acquired a value value for it. Therefore, a spiritually independent personality itself must obey certain norms - without this, a joint life of people is impossible, requiring that the freedom of everyone be limited by the freedom of others, otherwise, human behavior becomes asocial and freedom degenerates into arbitrariness. Therefore, society is interested in the broadest possible range of norms turning into the widest possible range of people in their values and, accordingly, in the value orientations of their tolerant behavior.

In this case, the freedom of the individual's actions rests on a conscious need, but goes far beyond the limits of such awareness, since the value orientation comes from an internal impulse, acting in the form of experience, and not from conscious! adoption of a certain system of norms.

In social psychology, value orientations are a subjective reflection in the human mind of those or other social values of society and nature at a particular stage in the development of society. In pedagogy, value orientations are presented in the form of ideals, goals, norms of his life and are manifested in his actions.

According to I.M.Efremov, all values can be divided:

- firstly, on the values of mainly material life (labor and everything related to the production and consumption of material goods);
- secondly, on the values of social life (social structure, progressive in the social structure and in the communication of people);
- thirdly, on spiritual values (system of scientific knowledge, advanced ideals, scientific worldview, culture, morality, art, etc.).

The formation of values in a person occurs through the perception by a person of the ideas presented in the educational process through self-awareness and self-knowledge. Then, being refracted through the conditions of real life, they break down into confirmed and not confirmed, into really controlling actions and actions and those that are stored in her mind, allowing them to navigate in the system of regulatory requirements. Therefore, in order to deliberately influence the consciousness of future teachers, it is not enough to inform them of ready-made ideas about the valuable. It is necessary that their minds have formed ideas filled with personal meaning, so that they turn into verified personal experience, a measure of the assessment of various life situations and circumstances. They organize and direct the activity of the personality in its qualitative originality and unique social appearance.

The values of students are expressed not only in the preference of some main area of activity (educational, future professional, spiritual and cultural, physical improvement, social, family, etc.), but also their various combinations. The meaning of the vital aspect of self-awareness and self-knowledge is ideological in nature, organizes in a single system a personal attitude to life, an initial value position. The more significant an object or phenomenon in the life of an individual, the higher they occupy a place in the hierarchy of values in her consciousness. It was this approach that we took as a basis when studying the values of future teachers of a pedagogical university. In this regard, the main attention was paid, first of all, to working with students of secondary schools, professional colleges, academic lyceums and

university students, since these categories of our citizens are for the most part under the constant supervision of various state educational institutions.

Since it is precisely in these educational institutions that the teaching staff, regardless of their professional orientation, must possess various techniques and means of influencing the consciousness of the younger generation in order to build confidence in him to prepare himself for work for the good of his homeland, himself and his family.

And for this, teachers in a comprehensive school, vocational college, academic lyceum, university teachers themselves must be convinced of the need to conduct such work and be a personal example for their students in solving the tasks set by the country's leadership in their willingness to work actively for the good of our republic.

The development of research competence in future teachers on the basis of a creative approach is inherently a logically integrated system of motivationally significant ways of developing, storing and transmitting professionally cultural values of a future teacher.

He must master not only knowledge, but also a culture of thinking.

We consider the research competence of future teachers in two planes: in the horizontal - throughout life; in the vertical - in the depth and diversity of professional education and education of a specialist.

CONCLUSION

The structural model we developed for the upbringing of research competence among future teachers on the basis of a creative approach has the following form:

1. The continuity of educational, educational, scientific, philosophical and practical work of the future teacher in the system of continuing education.
2. A high level of theoretical and methodological knowledge and skills of the teacher and teacher.
3. The prospective orientation of psychological and pedagogical research in the field of the methodological culture of the future teacher.
4. The use of new pedagogical and information technology in the implementation of interdisciplinary communication in teacher training.
5. The development of the principles of the relationship of upbringing and socio-economic policy, continuity, unity of management and self-government in improving the requirements of continuous teacher education.
6. The unity and interconnection of analysis and synthesis is the most productive way not only of cognition, but also of the transformation of the corresponding objects.

Creating the conditions for harmonious personal development is an essential prerequisite for the development of research competence among future teachers. In the information flow, the consciousness and will of a person are of decisive importance. Everyone must make decisions in their place. These decisions are based not on orders from above, but on knowledge and beliefs, on the information that every specialist is able to receive and process. Therefore, the core of the upbringing of research competence among future teachers becomes its general abilities, productive ways and methods of professional activity, new pedagogical thinking.

The necessary level of professional education of a specialist is one of the most important foundations for the development of research competence among future teachers, i.e. the ability to independently develop guidelines for activities and social behavior, focusing on the best examples of universal and national culture. The content of this culture covers economics and labor, politics and law, ecology and health, art, family and interpersonal relationships.

Thus, the importance of the spiritual and moral orientations of students is entailing an increase in the general and professional culture, a culture of behavior and communication, a moral worldview, aesthetic culture, all that reflects the integrity of

reproducible and HIM by anyone and entails the formation of tolerance, as the main value of future school teachers.

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