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CONTENT AND TECHNOLOGY OF TEACHER TRAINING IN  
PEDAGOGY AND PSYCHOLOGY

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**ABSTRACT.**

This article presents the essence of research on the development of a concept and a procedural model of training teachers in pedagogy and psychology for their professional activities, which determine the methods and sequence of constructing content and pedagogical technology, considering modern trends in improving the training of teaching staff. The need to train teachers in pedagogy and psychology is implemented and based on the implementation of personality-oriented, competence-based, integrative, system-activity, contextual approaches. The article defines the forms, methods and means for the implementation of the research hypothesis, developed conclusions.

## **Introduction**

The relevance of research. Understanding the reasons and searching for ways to develop a post-industrial society has led to the modernization of the domestic education system at all its levels. The tasks of self-development and self-improvement of the individual are actualized, there is an intensive entry of Uzbekistan into the world educational space, there is a gradual reorientation of the education system towards the implementation of a personality-oriented paradigm and an activity-based learning model. In the context of the aforementioned areas of improving education, a change in the approach to the organization of the pedagogical process within the framework of an educational institution, a subject, an educational lesson in the direction of developing students' ability to learn, reflect on their own activities, and establish contacts with other people is highlighted. The student acquires these skills in joint activities with the teacher. Therefore, today the most acute need is to develop an effective system for training pedagogical personnel on the basis of higher (institutes, universities) pedagogical education.

Among the large contingent of vocational school teachers, a special role is given to teachers of pedagogy and psychology working in pedagogical institutions. The need to focus on the training of teachers of pedagogy is also due to the fact that it is pedagogical institutions that carry out practice-oriented training and prepare graduates for direct work with children in a relatively short period of study.

However, the training of a teacher of pedagogy and psychology at a university depends on a number of conceptual problems, which should include the problem of selecting the content of vocational education from the standpoint of culture; the problem of eliminating the contradiction between the unspecified goals of training a specialist and filling with the specific content of each academic discipline; the problem of designing modern pedagogical technologies.

## **Literature Survey**

The listed problems are considered by domestic researchers from different angles. The main attention of scientists is most often paid to the development of issues of the content of education in a general education school, in the initial level of vocational education, in a secondary vocational educational institution. For us, the works devoted to the development of theoretical and methodological foundations for the formation of the content of education (Yu.K. Babansky [4], I.Ya. Lerner [11], S.L.Rubinshtein [12]) acquire special significance.

A wide range of scientific research is devoted to general theoretical issues of the content of teaching staff training in the system of higher education. Problems of improving the training of pedagogical personnel were developed; measures are proposed to improve the quality of training, considering the modern goals of education, trends in the integration of education into the global educational space and a single educational space of the Commonwealth countries.

Among the studies, a special place is occupied by work on the training of preschool education specialists, where management problems are considered in

the context of modern trends in the development of preschool education, various aspects of preparing students of pedagogical universities for the implementation of valeological, mathematical, physical, musical, art education for students.

There are a number of studies in the above problems, such as Abul'hanova K.A., Brushlinskij [1], Asmolov.A. [2], Azizhodzhaeva N.N. [3], Babansky, Yu.K. [4], Belkin A. S. [5], Gal'perin P.Ja [6], Gershunskij B.S. [7], Rustamova Nodira [8, 25, 13, 14, 9], Labunskaja V.A. [10], Lerner I.Ja. [11], Rubinshtejn S.L. [12], Sergeeva T. [15], Slastenin V.A. [16], Teplov B.M. [17], Veraksa N. E. [19], Vigotskij L.S. [20], Rybalko E. F. [21], Verbickaja N.O. [22], Vershlovskij S.G. [23], ZeerJe.F. [24], Yunusova D.M., Ihamova I.N., Daulanova, K.I. Normuradova G.M. [25] and others.

It should be stated that in modern studies the emphasis is shifted towards the training of teachers of general education schools, specialists for preschool education (educators, heads of preschool educational institutions, senior educators). A small number of researchers are engaged in the study of the problems of personal and professional development of future teachers of pedagogy and psychology. A number of dissertation research examines the problems of improving general pedagogical and methodological training, pedagogical skills and the formation of the pedagogical culture of a teacher working in an educational institution. Therefore, a serious scientific and theoretical development requires the issue of designing the content and technology of training teachers of pedagogy and psychology from the standpoint of the formation of the characteristics of professional pedagogical activity, mastering the system of professional competencies and the formation of pedagogical culture and skill.

All of the above indicates that a number of objective contradictions are observed in the system of training teachers of pedagogy and psychology:

- between the traditional system of training specialists in pedagogy and psychology, built on the information-knowledge model of education, and the need to design the content and technology of training aimed at an integrated approach to the formation of personality, professional pedagogical activity of teachers of pedagogy and psychology;
- between the disunity of the cycle of subject training disciplines and the need to design higher education, considering the integration of the content of the block of educational disciplines aimed at training teachers of pedagogy and psychology in the context of the formation of pedagogical culture, mastery and mastering professional competencies;
- between the content of the existing educational literature as information and subject support of educational disciplines for training preschool education specialists and the modern requirements for “new generation” textbooks for pedagogical teachers, considering the specifics of the activities of pedagogical institutions as a special period of personality development.

The above contradictions confirm the relevance of this study and make it possible to formulate the actual research problem, which consists in searching for theoretical and methodological foundations, methods of constructing and

implementing conditions for the content and technology of training teachers of pedagogy and in the context of modernizing the pedagogical education system. The importance of the scientific and theoretical substantiation of the indicated problem, the presence of scientific prerequisites for its study and the need for its practical solution determined the choice of the research topic: "The content and technology of training teachers of pedagogy and psychology."

Purpose of the research: development of a concept and a procedural model of training teachers in pedagogy and psychology for their professional activities, determining the methods and sequence of constructing content and pedagogical technology, considering modern trends in improving the training of teaching staff.

The object of the research is the process of preparing teachers in pedagogy and psychology for professional pedagogical activity.

The subject of research is the design of the content and technology of training teachers of pedagogy and psychology.

### **Materials and Methods**

The research concept is based on the implementation of personality-oriented, competence-based, integrative, system-activity, contextual approaches.

- Personality-oriented approach helps to overcome technocratic and manipulative ways of organizing the educational process, translates the system of participants' relations into subject-subject, creates the prerequisites for improving the personal and professional growth of teachers of pedagogy and psychology.
- The competence-based approach allows you to build the goals and content of education, taking into account those personal and professional qualities, as well as the knowledge, skills and abilities that teachers of pedagogy and psychology need to actively participate in various types of professional and social activities.
- The integrative approach implements the law of the transition of quantitative changes into qualitative ones, allows you to build the educational process as a single functional subject system in which a balance is maintained between the volume and content of the integrative block of academic disciplines, taking into account the specifics of the teacher's professional pedagogical activity, dialectically combine personal and professional needs, theoretical and practical training, motives and activities of a competitive teacher of pedagogy and psychology.
- The system-activity approach ensures the integrity of the technology, its development, allows us to consider the training of teachers as an integral part of culture and education, is the basic basis for the formation of general educational, organizational, reflective, communication skills that contribute to the formation of pedagogical culture and skill of teachers of pedagogy and psychology.
- The contextual approach allows, through the implementation of a set of subject tasks, organizational forms and teaching methods, to bring students as

close as possible to the independent modeling of the future activities of a teacher of pedagogy and psychology, contributes to the active personal involvement of the student in educational and cognitive and educational and production activities, proclaims the principle of the leading role of joint activity in as the main one.

The listed conceptual provisions served as the basis for creating a procedural model of training teachers of pedagogy and psychology for professional pedagogical activity in the context of modern development of higher pedagogical education. The effectiveness of the functioning of the model is determined by the totality of social (social order of society, the labor market, educational institutions of secondary vocational education, socio-cultural and public institutions) and didactic conditions (design of new content, modeling and implementation of pedagogical technology) at all stages of teacher training during the period of higher education : from goal to result. The selected conditions act as basic branches that determine the processes of the formation of the teacher's personality and professional pedagogical activity, the formation of pedagogical culture and the skill of a competitive specialist.

The content of subject training is the integration of training disciplines, which is characterized by the dialectical unity of scientific knowledge and practical skills, skills, concentrates and determines the amount of sufficient material that can be studied in each subsequent academic course, makes it possible to prepare students for the implementation of educational, educational - methodical, organizational and managerial, scientific and methodological, socio-pedagogical, cultural and educational activities of a teacher of pedagogy and psychology in educational institutions.

The optimal means of realizing the content of subject training disciplines is pedagogical technology that meets three groups of principles:

1) the principles of building technology: conceptuality, reproducibility, concreteness, goal-setting;

2) principles of teaching ' . compliance of the content in all its elements with the requirements of modern society; target unity of the content and procedural aspects of training; adaptability and flexibility of educational structures; psychological comfort; unity of theory and practice; unification and differentiation;

3) the principles of selection and building of content ' , intersubject connections, intensification, consistency, professional orientation. At the same time, pedagogical technology appears to us as a set of psychological and pedagogical attitudes that determine the sequence of the teacher's actions in the process of special selection and arrangement of methods, means and forms of teaching for pedagogical interaction with students and the achievement of specific educational goals based on the personal and professional orientation of the pedagogical process.

The main conceptual provisions are concretized in the research hypothesis, according to which the training of teachers in pedagogy and psychology will meet modern requirements if:

- the concept of teacher training was created on the basis of a set of personality-oriented, integrative, competence-based, system-activity-based, contextual approaches, implying the formation of pedagogical culture and skill, mastering by specialists in pedagogy and psychology a system of professional competencies;
- a model of training a teacher of pedagogy and psychology for professional pedagogical activity has been designed, aimed at realizing the social order as a goal and result of education and taking into account the specifics of his work in an educational institution;
- the design of the training content is carried out as a set of theoretical knowledge, professional skills, skills, a system of professional competencies formed in traditional and newly introduced educational disciplines of subject training, which are a single integrative unit;
- the technology of training is aimed at shaping the personality of the teacher, his professional activity, and the result of training is a competitive specialist with a high level of pedagogical culture and skill and a formed system of professional competencies;
- the educational process is carried out through the organization of innovative types of training sessions in the student audience, allowing future teachers to master modern active methods, means and forms of education, the technique of positively directed interaction with students and children;
- educational and methodological support of the preparation process, presented in the form of a set of curricula, teaching aids, didactic tools for organizing monitoring of the assimilation of the content of academic disciplines, modern information technologies, is focused on the formation of personal and professional qualities of a teacher who has a stable pedagogical position in relation to students and children ;
- the educational environment of the classroom, in which the process of teacher training takes place, will be organized taking into account the professional goals, the humanistic style of relations and the social and pedagogical partnership of its subjects.

In accordance with the problem, purpose, object, subject and hypothesis, the research tasks are defined:

1. To identify modern trends in the content of training teachers of pedagogy and psychology.
2. To determine the essence, components, specifics of professional pedagogical activity of a modern teacher of pedagogy and psychology.
3. Develop and substantiate the concept and procedural model of training a teacher of pedagogy and psychology for professional pedagogical activity, taking into account the requirements of modernization of professional pedagogical education.

4. To develop, substantiate and test the content of an integrative block of subject training disciplines aimed at shaping the personality of a modern competitive teacher of pedagogy and psychology, his professional pedagogical activity in the context of the formation of pedagogical culture and skill.
5. To develop, substantiate and test pedagogical technology corresponding to the main provisions of the concept and model of training a teacher of pedagogy and psychology for professional pedagogical activity.
6. To develop the content of the educational and methodological complex of information and subject support of the proposed pedagogical technology.
7. Develop and substantiate a system of professional competencies for teachers of pedagogy and psychology.
8. Explore the essence, relationship and interdependence between pedagogical culture and pedagogical skills of teachers of pedagogy and psychology.
9. Develop approaches to the organization of a modern classroom in the student audience, used in the implementation of pedagogical technology.

The research methodology was based on:

- the leading provisions of the theory of professional and pedagogical training of students in the conditions of higher education;
- theory of content design in general education, primary, secondary and higher vocational schools;
- conceptual foundations of the theory of activity;
- psychological and pedagogical research of professional activity;
- theory of educational activity, including the modern methodology of educational activity based on the system-activity approach;
- personality theory;
- the leading positions of the personality-oriented;
- an integrative approach;
- competence-based approach, contextual approach;
- research devoted to the development of pedagogical technologies based on the author's vision of the problem of constructing educational content;
- provisions on the essence, structure, content of pedagogical skills and methods of its formation;
- provisions on the essence, structure and content of pedagogical culture;

- fundamental research of communication as a leading activity and work on pedagogical communication;
- theory of pedagogical interaction;
- the concept of creativity, ideas of the formation of pedagogical creativity;
- work on the organization, content of training and methods of its implementation;
- research on updating the learning process in the domestic higher education.

The combination of the theoretical and methodological level of research with the solution of problems of a practice-oriented nature led to the choice of research methods:

- methods of theoretical analysis: retrospective, comparative-comparative, concretization of certain conceptual provisions of pedagogical theory, analysis of scientific literature and state regulatory documents on the research problem, systematization, classification, design, modeling, design and forecasting of the process and results of training teachers of pedagogy and psychology;
- diagnostic: testing, questioning, interviewing, epistolary essay, the method of unfinished sentences, express polls, conversations, the method of statistical processing of research results;
- observational: direct, indirect, included observation of the activities of university students and teachers;
- praxeometric: generalization of advanced pedagogical experience in training pedagogical personnel for the system of secondary and higher professional education; study and analysis of the products of the activity of university students; personal pedagogical experience of the applicant; pedagogical experiment.

### **Experimental Results**

Experimental research base: Tashkent Dental Institute, Faculty of Pedagogy and Psychology. The main stages of the study. The study was conducted from 2018 to 2020 and included three stages.

The first stage (2018), preparatory. Purposeful study of the problem and the degree of its elaboration in the theory of pedagogical education, the accumulation of empirical material. Organization, implementation and analysis of the results of the "pilot experiment".

The second stage (2018-2019), theoretical and analytical. Analysis of teaching materials of the first generation, state regulations relating to the system of professional pedagogical education. Participation in the creation of educational material of the second generation in the subjects "Pedagogy and Psychology". Selection of didactic units of the block of subject training disciplines: "Training of pedagogical communication", "Psychological and pedagogical



practices". Allocation of the basic working concepts of the research: pedagogical skills, preparation for professional pedagogical activity, pedagogical technology, training as a kind of educational lesson, professional pedagogical activity, pedagogical culture. Development of the research concept. Constructing a hypothesis, forming a problem field for a dissertation, defining research directions. Creation of a model for training a modern teacher of pedagogy and psychology for professional pedagogical activity and determining the sequence of constructing pedagogical technology. Analysis of the conditions of the experimental base. Development of information and subject support of technology. Development, within the framework of the pedagogical technology being developed, of approaches to the organization of a modern educational lesson in a student audience and, in particular, such a type of it as a training lesson.

The third stage (2019-2020), experimental. Determination of the specifics of the organization of experimental work. Drawing up a program of a pedagogical experiment, determining the time schedule for conducting the ascertaining, forming, control stages. Development of approximate and working programs of academic disciplines. Designing the content of teaching aids. Development of didactic technology tools. Development of professional competencies for teachers of pedagogy and psychology. Drawing up a program of undergraduate practice for students. Implementation and evaluation of technology efficiency. Implementation of a theoretical search in the course of experimental research and understanding of scientific approaches to the study of the process of training teachers. Implementation of research results into educational practice of domestic and foreign universities.

#### Scientific novelty of research

- The concept of professional training of teachers of pedagogy and psychology has been developed, reflecting fundamentalization, diversification, humanization, integration, a focus on professional development in the context of culture as the main trends in modernization of modern professional pedagogical education.
- The system of fundamental principles implemented in the technology of teacher training has been substantiated: the principles of building technology, allowing to present the developed technology as a didactic construct (conceptuality, reproducibility, specificity); principles of teaching that contribute to the intensification and optimization of the learning process within the framework of the created technology (compliance of the content in all its elements with the requirements of modern society; target unity of the content and procedural aspects of learning; adaptability and flexibility of educational structures; psychological comfort; unity of theory and practice; intensification of learning; unification and differentiation); principles of selection and building of content, reflecting the specifics of mastering professional pedagogical activity (intersubject connections, consistency, vocational guidance).
- The content was structured, the advantages of integrating the disciplines of subject training of teachers in pedagogy and psychology were revealed, taking into account the developed principles that allow for a single, holistic, continuous process of training future specialists in the context of the formation

of pedagogical culture, skill and mastering the system of professional competencies.

- Scientifically substantiated and tested pedagogical technology, the targets of which are aimed at the formation of personality, professional pedagogical activity, mastering the system of professional competencies, the formation of pedagogical culture and skill of a competitive teacher of pedagogy and psychology.
- Developed approaches to the organization of a modern classroom in the student audience using active methods, non-traditional forms of conducting classes that were not previously used in the practical training of students of pedagogical universities, and adequate to the content and structure of pedagogical technology.
- Revealed the influence of the educational environment of the classroom on the humanization of the relationship between the teacher and students, which consists in their cooperation, co-creation in the process of organizing and carrying out various types of activities in the classroom and outside the classroom.

## V. CONCLUSION

1. The concept of training teachers of pedagogy and psychology and the corresponding model are based on the use of personality-oriented, competence-based, integrative, system-activity, contextual approaches, which indicate the directions for constructing content and pedagogical technology, considering fundamentalization, diversification, humanization, integration, personality development specialist in the context of culture.

2. Integration of disciplines of subject training makes it possible to implement the continuity of obtaining theoretical and practical knowledge, skills and abilities, allows you to model positively directed interaction between the subjects of the educational process, forms a stable professional position, develops skills of creative activity, equips students with pedagogical equipment.

3. Pedagogical technology as a didactic construct with a clear structure and diagnosable results is aimed at:

- for the implementation of an integral system of training teachers of pedagogy and psychology with a high level of pedagogical culture, skill and a system of professional competencies;
- on the formation of professional skills and abilities that allow teachers to reflect on their own activities, to perceive themselves and students as subjects of the educational process;
- on the implementation of partnership relations between the teacher and students as the basis of the humanistic educational environment of the classroom;

- on the appeal to the individuality and creative potential of the personality of students;
- on the innovative processes taking place in the modern system of professional training of teaching staff;
- to form a competitive specialist.

4. Learning within the framework of the developed technology, which has passed experimental testing, provides an increase in the density and amount of valuable, but not redundant educational information at each stage of studying a block of four disciplines of subject training, presented in a set of textbooks.

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