

Methodology for Developing Students' Creative Thinking through Studying Nature Depictions in Literature Lessons

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Abstract. Every student should be able to understand the duality of nature and man. Because in the duality of man and the universe, preserving nature and knowing the factors that cause the deterioration of the ecological state of our Mother Earth are reflected in understanding the unity of the universe and man. A student who understands the universe can take its uniqueness to heart. Taking these into account, it will be possible to develop their irrational thinking by asking students what they understand by the duality of man and the universe.

Key words: Space and time, nature and man, ecology, non-governmental organization, association.

Literature is an expression of the spiritual image and spiritual power of the nation, an enlightenment, a means of revealing the possibilities of the national language and preserving and enriching its richness. Through aesthetic and spiritual influence, fiction forms in students the qualities of humanity, honesty, patriotism, instills in their personality a sense of historical memory, belonging to their people and all humanity. Teaching literature is important in fostering in students the skills of cognition, communication, feeling beauty and goodness, enjoying it, and hating evil.¹ For the full formation of such a feeling, it is important to cultivate in the student a love for Mother Nature, to educate students capable of understanding its phenomena. Safarov explains the emergence of speech activity as follows, describing external speech as "giving linguistic clothing to imagination." The language system itself exists as a result of speech activity, and its nature and essence are manifested in the process of speech communication. Therefore, the semantic features of language units are realized in speech, acquire a clear form. Each speech creator perceives the phenomenon occurring in reality in their own way, imagining it in a certain space and time, and gives linguistic clothing to the formed logical imagination.² The concepts of space and time are manifested as important semantic and pragmatic factors in speech activity. Each speech act occurs in a certain place and in a specific time, therefore speech is not only a linguistic phenomenon, but also a complex process closely related to the social, cultural, and historical context. In the process of the formation and expression of speech, images of space and time participate as a logical construction of human thought. Each person perceives reality based on their experience, observations, knowledge in the socio-cultural context, forms it in accordance with their worldview, and expresses this perception through language. In the process of this expression, language units - words, phrases, grammatical forms - enter into activity in connection with these spatial and temporal coordinates. Thus, the meaning expressed in speech is formed not only on the basis of units in the language system, but also in harmony with their place in communication, the situation, and the context.

¹ Муаллифлар гуруҳи "Adabiyot fani bo'yicha O'zbekiston Respublikasi uzlaksiz ta'lim milliy o'quv dasturi majmuasi" Ta'lim sifatini nazorat qilish Davlat inspeksiyasio 2021-yil . 4 - 6 6.

² Сафаров Ш. Прагмалингвистика. Т., 2008. Б. 168. 111 Выготский Л. С. Избранные психологические исследования. М, 1956.

In each speech, the mental states of the characters of the work are analyzed and applied based on linguistic factors through images. By placing a picture of the complex world and its nature in the text, the student's irrational thinking is developed. In particular, in A. Oripov's famous poem "Golden Fish":

Tuxumdan chiqdi-yu keltirib uni
Shu loyqa hovuzga tomon otdilar.
Tashlandiq ushoq yeb o'tadi kuni,
Xoru xas, xazonlar ustin yoptilar.
Dunyoda ko'rgani shu tor hovuzcha
Va mudroq tollarning achchiq xazoni.
Manga alam qilar, tilla baliqcha
Bir ko'lmak hovuz deb bilar dunyoni.^{3..}

By depicting the life of a single animal, the poet describes to the reader the way of life. According to the poet's description, in nature: a muddy pond, abandoned crumbs, weeds, fallen leaves, bitter leaves of drowsy willows, he believes that the world is a puddle pond. When working with students, it is necessary to cultivate love for nature and animals, to instill in their imagination an understanding of the complex aspects of life (in space, time). If a literature lesson is organized correctly, the figurative and artistic embodiment of students' creative thinking will be effective in influencing students. On the basis of cognition, figurativeness, irrational thinking and speech are developed, and the level of emotionality of literary education is high.

It is natural that a certain natural phenomenon or landscape stimulates the birth of a unique artistic thought in each creator. Below, we want to dwell on this aspect of Uzbek poetry - the importance of poetic skill in the development of artistic explorations of nature. After all, without artistic skill, no poetic thought can become a literally poetic work. As Professor S. Mamajonov rightly noted, "the breadth of inspiration, thematic diversity, and quick-wittedness alone, that is, simply raising the topic, cannot indicate the height of the poet's talent. Only when the horizon of inspiration is closely intertwined with the horizon of mastery and the essence of the newly acquired theme is deeply and truthfully revealed can we speak of the writer's high talent"⁴.

The use of interactive methods for the development of student thinking in the process of literary education gives the expected result. In particular, literature textbooks can be effectively used to form students' ecological knowledge.

1. Project-based learning (PBL). Students often work on projects that involve studying real problems, such as environmental problems, and present their findings. Students can study topics such as climate change, endangered species, and sustainable practices, and strengthen their environmental knowledge while practicing literary communication skills. Learners can create presentations or reports on the consequences of pollution in their communities. This is given in the 5th grade literature textbook on the topic "Fairy Tales" by Aesop, Ivan Krylov, Mukhtor Khudoykulo⁵ can be created based on their fables. Additionally, "One Day of Summer" is given in the 6th grade literature textbook⁶ Through the story, students work in groups on various projects to preserve nature and what events may occur in the future as a result of its destruction, preparing them for presentations, and as a result, they come to different conclusions for themselves.

2. Role-playing and simulation. In this method, students play a role in hypothetical or real-life situations, encouraging them to think critically and solve problems. By taking on roles such as environmental activists, politicians, or community leaders, students learn ways to solve

³ Орипов А. Йиллар армони. Т., 1984. Б. 98.

⁴ Мамажонов С. Шоир ва замонавийлик.-Тошкент. 1963, 76-бет.

⁵ Q.B. Yo'ldoshev va b. Adabiyot 5-sinf (2-qism) [Matn] : darslik / ; – Toshkent: Novda Edutainment, 2024. – 91b.

⁶ Z.Mirzayeva, K.Jalilov. Adabiyot 6-sinf [Matn] : darslik / ; – Toshkent: Respublika ta'lim markazi, 2022. – 120 b.

environmental problems. A scenario of a role-playing game in which students argue about environmental policy or the design of sustainable cities, such a lesson is given in the 2nd part of the 5th grade literature textbook "City Without Corners" by Gianni Rodari⁷ story, "Fish Hunt" by Kamchibek Kenja, "Trees" by Iqbol Mirzo given in 7th grade literature textbook⁸), it is possible to increase students' love and attention to the environment and nature.

3. Discussions and debates. Students participate in discussions or group discussions on relevant topics or literature that develop critical thinking and argumentation skills. Topics such as deforestation, pollution, climate change, and biodiversity conservation can be discussed, which helps shape students' thinking and develop ecological awareness. Governments will express their opinions and justify their views on whether or not they need to take more action in the fight against climate change. The discussions are presented in Anton Chekhov's 7th-grade literature textbook "Chameleon"⁹ It would be appropriate to conduct a discussion about his work.

4. Problem-based learning (PBL). Students are presented with complex problems and work together to find solutions. This method fosters collaboration and critical thinking. Students can address environmental issues such as waste management, water conservation, or sustainable agriculture. For example, studying a local environmental problem and proposing solutions in a group report. Applying this method in every grade, mainly in the process of independent learning, reduces students' ability to work in groups. In our country, the study of environmental problems and their solution has also been elevated to the level of state policy. The attention paid by the state in recent years to environmental protection, the protection of flora and fauna, atmospheric air and natural resources, the elimination of waste problems, and the introduction of environmental education, as well as the development and implementation of regulatory documents in this area, testify to our opinion. In this regard, the Decree of the President of the Republic of Uzbekistan dated December 30, 2021 "On Measures to Accelerate Landscaping and Organize More Effective Tree Protection in the Republic" defines a number of urgent tasks for further deepening large-scale reforms in the field of ecology in our country.

Among them is the improvement of the management system in the field of planting and caring for trees within the framework of the nationwide "Green Space" project, conducting research and analysis aimed at determining the soil, climatic, and other characteristics of the regions based on scientific approaches, as well as, as a result, developing a map of the republic by region, increasing the number of nurseries.

6. Field trips and outdoor activities. Engaging students in real extracurricular situations helps them connect theoretical knowledge with practical experience. Visiting local reserves, parks, or ecological sites allows students to directly observe and discuss environmental problems. Students visit the eco-park and discuss the importance of plant biodiversity. It is advisable to organize such trips within each grade and quarter.

By introducing these interactive methods into teaching, teachers can not only increase students' irrational thinking, but also contribute to the development of their ecological knowledge. These methods contribute to critical thinking, collaboration, and problem-solving, which is necessary for developing irrational thinking and understanding the environment.

1. Symbolic meaning of nature

Purpose: This game helps students recognize symbolic depictions of nature in literature and understand how nature affects the feelings or psyche of characters.

How to play:

Create a set of maps with depictions of natural elements (e.g., rivers, mountains, trees, weather) and another set with quotes or descriptions from literary works where these natural elements have

⁷ Q.B. Yo'ldoshev va b. Adabiyot 5-sinf (2-qism) [Matn] : darslik / ; – Toshkent: Novda Edutainment, 2024. – 80b.

⁸ Z.Mirzayeva, J.Komilov. Adabiyot 7-sinf [Matn] : darslik / ; - Toshkent: Respublika ta'lim markazi, 2022. – 190 b.

⁹ Z.Mirzayeva, J.Komilov. Adabiyot 7-sinf [Matn] : darslik / ; - Toshkent: Respublika ta'lim markazi, 2022. – 208 b.

symbolic meaning (e.g., "The Storm represents the inner turmoil of the hero"). Students reconcile the element of nature with the corresponding literary symbolism. The work "The Old Man and the Sea," given in the 7th-grade literature textbook, reflects the old man's inner feelings over the years, his contradictions with himself, and his struggle with the fish in the sea. This method will be especially useful for instilling this content in the reader. This activity helps students connect the depictions of nature in literature with emotions and mental states, encouraging them to analyze the psychological impact of nature on characters.

2. Role of character and nature

Purpose: In role-playing scenes, nature significantly influences the emotional or psychological state of the hero, increasing their understanding of the relationship between man and nature in literature.

How to play:

Select excerpts from literature in which nature plays an important role in the emotional state of the hero (for example, the hero feels lonely and is depicted in a deserted landscape).

- Ustozimiz qani?
- Hozir kelib qolsa kerak.
- Tezroq kelsa edi, yo‘qsa, ulgurmay qolamiz!

They were spinning in one place like a wheel, and only Margo stood alone in the corner. She had become so weak and pale that it was as if these rains had washed away her former beauty... Blue eyes, pink lips, fiery hair - everything seemed to have faded. He was silent, like a folded photograph from an old notebook, and although he suddenly spoke, his voice was barely audible.

could be heard. Now he looked sadly at the damp outside world through the thick glass.

"Hey, where are you looking?" asked William.

Margo remained silent.

Answer when asked!

Everyone distanced themselves from him, he was condemned to loneliness. Because he never played hide-and-seek games with them in the dark cellars, and if someone caught him and tried to escape, he would stare blankly at the fugitive's trail, but wouldn't chase after him. Therefore, no one wanted to play with him. There were many times when poems and songs were played in the classroom, and when slogans like "How good it is to live" or "One must dance and enjoy oneself in this bright world" were spoken, he would only slightly move his lips. But whenever they sang about the sun and summer, she would silently join in the song, not taking her eyes off the window bathed in tears of the sky.¹⁰ Students dramatize the scene, emphasizing how nature reflects or influences the character's emotional state. After completing the scene, the students discuss how nature influenced the hero's psyche and compare it with the emotions of real life.

Educational value: Role-playing allows students to immerse themselves in the characters' emotions when analyzing how the world of nature affects the psychological state in literature.

3. Studying the metaphor of nature (mind map)

Purpose: This game is aimed at identifying metaphors and similes related to nature and their psychological impact on literary characters.

How to play:

Present a short excerpt from a literary work or an excerpt from a poem text with a metaphor or simile about nature. In groups, students discuss what emotions or psychological states these metaphors or similes express. Students then create a mind map or visual chart that links each metaphor associated with nature to a specific emotion, theme, or psychological impact on a character.

¹⁰ Z.Mirzayeva, K.Jalilov. Adabiyot 6-sinf [Matn]: darslik / ; – Toshkent: Respublika ta’lim markazi, 2022. – 120 b.

Yomg‘ir yog‘ib o‘tdi, Osmon yuzidan
Nafarmon bulutlar yig‘di etagin.
Oftob ham ko‘rindi ko‘hna izidan
Va boshlab yubordi dilbar ertagin.
Men yo‘lga tushaman, Namli qoyalar
Qizg‘ish shu'lalarda tovlanar mayin.
Yon-verdan chekinib borar soyalar
Quyosh tik, junbishga kelgani sayin.
Charchash nima – bilmas vafodor otim,
Zerikish menga ham begona butkul.
Tog‘lar atrofimda jilmayadi jim,
Jilmayar qarshimda yolg‘izoyoq yo‘l.¹¹

Nafarmon - light, reddish-purple. At the beginning of the poem, rain and clouds represent changes in nature. Rain - although it often expresses sadness, heaviness, or separation, the word "rained" describes it as completion, cleansing, and renewal. Also, in the image "From the face of the sky / Purple clouds gathered their hem," there is a metaphor about clouds, that is, darkness, inner uncertainty, or heaviness. "Nafarmon" (unstable or unpleasant) clouds refer to the state before change and renewal. "The sun also appeared on its ancient trail" - in this line, the rising of the sun signifies a new beginning, hope. The phrase "following the old ways" reminds one of a bygone era or past experiences. This means that a new, bright future begins from the past time and past searches. With the sunrise, a complete renewal and the beginning of a new day are depicted. "I will set off" - here it means that the individual is embarking on a new path, taking a step towards change and new opportunities. This is a changed mentality, a striving for innovation and a goal-oriented approach. Images such as "wet rocks" and "softly shimmering in reddish rays" depict a person's mental state, peace, and the need for change. Moist cliffs can be a gentle and peaceful expression of new beginnings, and the reddish rays of light signify new hopes and bright moments in life. "What fatigue is - my faithful horse doesn't know" - these words emphasize the horse's loyalty, it doesn't feel any fatigue, is always faithful and ready. Here the noun is used as a metaphor, and it can be an expression of a person's inner strength, patience, determination, and decision. "Boredom is completely alien to me" - here it means the alienation of boredom, inner freedom, constant striving for new goals, and an active psyche. "Mountains smile silently around me" - the fact that the mountains are calm, they smile, but remain silent, indicates that a person has external obstacles in their life, but internal balance and tranquility. "Smiling path before me" - this line depicts walking alone on a single path. Here, loneliness can be perceived as inner independence and self-confidence rather than interaction with society or the outside world. The poem contains a deep meaning about the harmony between nature and the human psyche and inner exploration. Natural phenomena - rain, clouds, sun, mountains, and roads - reflect a person's mental state, changes, and internal contradictions. All these are the main images in the poem, each of which expresses a certain mental or physical state. The poem speaks about change, novelty, patience, loneliness, and inner strength, which describes the process of finding oneself at every step.

Educational value: Students deepen their understanding of how metaphors work in literature to express mental states and the impact of nature on the psyche.

4. Environmental journal (recording and exchange)

Purpose: This game encourages students to express the connection between nature and the human psyche through writing.

¹¹ Z.Mirzayeva, K.Jalilov. Adabiyot 6-sinf [Matn]: darslik / ; –Toshkent: Respublika ta’lim markazi, 2022. – 208 b.

How to play:

After reading a literary excerpt or poem depicting nature, students are asked to write a brief journal entry from the perspective of the character in the text. The introduction should reflect how nature influences the hero's feelings or mental state. Then the students share their journal entries with the class, discussing how nature influences the hero's thoughts or actions.

*Shu kunlarda bahorga zorman,
Navjuvonlik o 'ti tanda yo 'q.
Kuz singari za 'far ruxsorman,
Mevalar ham shoxlardan uzuq.
Shu kunlarda bahorga zorman,
Tanjastalik ezadi ruhim.
Tanho emas, qatorda borman,
Yana neni izlaydi suqim?
Shu kunlarda bahorga zorman,
Shaffof, yorqin kuy tilar ko 'ngul.
Yaxshiyamki, qalamga yorman,
So 'zlab turar bor dilimni ul.
Shu kunlarda bahorga zorman,
O'z bahorim kabi bemisol.
Bahor qaytmas, yonuvchi qorman,
Yo no 'noq qo 'l butagan nihol.
Shu kunlarda bahorga zorman...¹²*

Environmental Journal "Me and Nature"

Objective: To encourage students to protect nature, understand the beauty of nature, and improve the ecological environment.

Seasons Color:

Spring presents us with its light, bright, and colorful nature. At this time, the trees are covered with green leaves, and flowers and plants grow. After winter, a new life envelops the earth. What can we do to preserve this beautiful and tender part of spring?

Goals in cart:

- Do not cut down trees
- Do not dispose of waste in the environment
- Planting new plants

Nature Watch:

During the maintenance of the log, each student should conduct observations of their surroundings in spring. Which plants bloom? Which animals wake up? In spring, by carefully observing changes, you have the opportunity to connect with nature and understand it.

Observations:

- Which plants are growing now?

¹² Z.Mirzayeva, J.Komilov. Adabiyot 7-sinf[Matn] : darslik / ; - Toshkent: Respublika ta'lim markazi, 2022. – 22 b.

- How are spring fruits growing?
- Which birds are returning?
- Environmental Responsibility:

The poem says: "Spring will not return, I am a burning snow." This means that the beauty of spring changes when we pollute the environment. Encouraging students to properly dispose of waste, reduce energy consumption, and conserve natural resources.

Environmentally responsible actions:

- Not using plastic
- Energy saving in summer heat (lighting, cooling)
- Natural resource conservation
- "Love Nature" Guide:
- Water conservation: Plants need a lot of water in spring, but excessive water consumption should be avoided.
- Attention to flowers: In spring, flowers bloom more often, and they can be replaced with bright, environmentally friendly plants that do not harm nature.
- Animals: Animals wake up when spring comes. It is necessary to ensure the migration of birds to the right habitats.

New Step to Spring:

To prepare for spring, students can carry out nature restoration work in their area. Through this, it is possible to teach both ecological responsibility and the value of nature conservation through collective work.

Practical work:

- Planting new trees in the garden
- Waste separation and collection
- Use of environmentally friendly products

Dictations and Picture Projects:

Students can write short stories similar to poetry or draw a picture on the theme of spring. This encourages them to study nature and express environmental issues through their art.

Image projects:

- Spring landscapes
- Animals and plants in nature
- Posters calling for the protection of nature

Educational value: This activity helps students think deeply about the emotional power of nature, while also allowing them to practice writing skills. It also strengthens the connection between nature and the human psyche in a literary context.

5. The Association of Nature and Psychology, this approach is mainly reflected in such areas as eco-psychology, biblio-therapy (nabiotherapy). In the ecopsychological (Ecopsychology) approach, nature restores a person's mental state, reduces anxiety, and restores inner balance. Images of nature and how they are perceived play an important role in personality formation. Regulation of the psychological state through literature in the field of bibliotherapy. Students analyze the images of nature in the texts in connection with their personal feelings - which can be a means of healing and self-awareness.

Objective: This game focuses on the relationship between nature and psychology, helping students explore the psychological impact of various elements of nature. Through the association of nature and psychology, students begin to understand literary texts not only by reading, but also by feeling, feeling, and personalizing them.

Advantages of the approach:

- Students' emotional intelligence (EQ) develops.
- Through images of nature, the skill of self-awareness and reflection is formed.
- Literary texts are not only read, but also lived psychologically - this increases the effectiveness of the lesson.

How to play:

Write several words related to nature (for example, "forest," "ocean," "mountain," "desert," "storm," etc.) on separate cards. Students take turns selecting a map and immediately pronounce a psychological term or feeling associated with a natural element (for example, "peace," "anxiety," "freedom"). Discuss how these associations can play in literature that affects the feelings and emotional states of characters.

Personal association work:

- Questions for students:
- "How can you relate your state to this scene?"
- "What feelings did this picture of nature evoke in you?"
- "What situation in your life did this picture remind you of?"

Educational value: This simple game encourages students to reflect on the psychological symbolism of nature in literature and how authors use natural elements to evoke emotions.

These interactive games not only make literature lessons more interesting, but also develop critical thinking about how nature affects human psychology. They allow students to learn about literary themes, symbolism, and character development in an interesting and active way. These activities can also encourage a deeper connection with nature and its role in shaping artistic characters and real human experiences.

Mastering national spirituality requires a close acquaintance with the rich history of the Uzbek people, national values, customs, and the rich literary and artistic heritage that reflects them, studying them, and instilling national culture, as well as universal human values, formed on the basis of national traditions, holidays, and customs. The study of concise and beautiful examples of Uzbek literature, important scenes characteristic of the historical and cultural life of the people, and the creative heritage of representatives of the Uzbek people who contributed to world national culture are also envisaged¹³. (36 page).

For the qualitative implementation of these requirements, it is important to instill in the student a love for nature.* Because if the student fully understands nature, he can see the real world, find symbols that amaze him through nature, feel the divine power under nature from the heart, irrationally feel the beauty of the world, understand the human soul.* It is advisable to form students' irrational thinking from a visual-mental point of view. Which children have the ability for creative thinking? They can display and depict images. In children with developed visual-spatial intelligence, sensory-motor perception of the surrounding world takes an active part. What they imagine in their imagination is transferred to the objects and products created in reality. People with a specific spatial type of intelligence are distinguished by a remarkable sense of form. Visual perception, together with certain knowledge, skills, and feelings, contributes to the creation of a new view of familiar images. Children with developed visual intelligence have a delicate sense of colors, lines, and relationships between

¹³ Муаллифлар гурӯҳи "Adabiyot fani bo'yicha O'zbekiston Respublikasi uzlusiz ta'lim milliy o'quv dasturi majmuasi" Ta'lim sifatini nazorat qilish Davlat inspeksiyasi 2021-yil . 36-6.

objects. In creating the necessary conditions for the development of such infants, it is clear that in the future they will manifest themselves as talented engineers, designers, artists, sculptors, and even chess players¹⁴.

The presence of various actions in the student's ability to answer questions reflects their level of knowledge, as well as irrational thinking. The teacher asked the student: Why are you drawing on the ground, isn't the answer to my question on your heel? It can be said that even in this sentence (that is, in his view; down, up, to the side) the student's level of learning is manifested. When a child thinks, the way their eyes move serves as a database, and in this case, the degree of the student's irrationality becomes apparent. Intellect, which we can perceive with our eyes, is expressed as follows.

Table-1

Level of awareness	Visible irrationality
Visual perception	When trying to create a non-existent sound, the eyes look to the left and to the sides. For example, visual perception of certain animals speaking like humans...
Memorable sounds	When trying to recall a previously heard sound, the eyes look to the right and to the side. For example, the singing of birds in the forest, the rustling of trees, your favorite song, the sound of a car engine, the rustling of rain...
Emotions and physical sensations	When we recall the emotional impact of a previous experience, our eyes look down to the left. For example, modesty, touching a cactus, getting wet in the rain...
Inner dialogue	When we discuss something with ourselves, when we try to explain something to ourselves, our eyes look to the right and down. For example, reviewing the day before going to bed at night, self-criticism...
No eye movements	When students answer your questions directly and immediately, we can understand that what they say is really true, and often we don't encounter any eye movements. For example, the facial features of our closest friend, a map of places we've been to many times before, and so on...

Signs that can be perceived by the eye...

Therefore, for students to be talented, it is advisable to teach them to feel nature.

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¹⁴ Xovard Gardner »Turfa zakovatlar“ назарияси.

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