

THEORY OF FORMATION OF ENTREPRENEURIAL SKILLS OF FUTURE EDUCATORS

Turdali Khaydarov
Kokand State Pedagogical Institute
Professor of the Department of Educational Management

Dodomukhtor Mukhtorov
Kokand State Pedagogical Institute
Educational Management faculty 1st Master Degree
e-mail address: dodomuxtormuxtorv@gmail.com
phone number: +998-99-826-42-72

Abstract:

This article aims to analyze the theory, its implications for future educators, and the potential impact on student outcomes. The purpose of this article is to explore the theory of formation of entrepreneurial skills in future educators. By examining the literature in the field, this article aims to provide an in-depth understanding of the factors that contribute to the development of entrepreneurial skills and how these skills can be nurtured and enhanced within the context of education. This research will help contribute to the existing body of knowledge and provide insights for educators and policymakers in promoting entrepreneurship among future educators.

Keywords: entrepreneurial skills, future educators, critical thinking, problem-solving, industry.

The theory of formation of entrepreneurial skills of future educators explores the importance of equipping educators with entrepreneurial skills to meet the evolving demands of the education sector. By integrating entrepreneurial principles into the education system, teachers can cultivate creativity, problem-solving abilities, and adaptability in students. This article aims to analyze the theory, its implications for future educators, and the potential impact on student outcomes.

Entrepreneurial skills refer to the abilities and attributes necessary for individuals to identify opportunities, take risks, and create innovative solutions within a business context. These skills involve critical thinking, creativity, leadership, and the ability to take initiative. Entrepreneurial skills are essential for success in today's dynamic and competitive business environment. Additionally, argues that these skills are increasingly important in various industries, including education, where educators are required to be innovative and adaptive in their teaching approaches.

Entrepreneurial skills are crucial for future educators as they provide the necessary tools to navigate an ever-changing educational landscape. By fostering an entrepreneurial mindset, educators are better equipped to adapt to new teaching methods, incorporate technology into the classroom, and create innovative learning environments. Entrepreneurial skills enable educators to think critically, solve problems creatively, and take risks in order to improve their teaching practices. By embracing these skills, educators can effectively engage students and prepare them for the dynamic demands of the future workforce.

The theoretical foundations of entrepreneurial skills formation in future educators are crucial for their success in the field of education. These foundations encompass various aspects, including cognitive, social, and emotional factors that contribute to the development of entrepreneurial skills.

Cognitive factors involve critical thinking, problem-solving, and decision-making abilities, which are essential for recognizing opportunities and taking risks. Encompass networking, teamwork, and communication skills that enable educators to collaborate effectively with different stakeholders. Lastly, emotional factors refer to self-awareness, resilience, and adaptability, which are necessary for overcoming challenges and embracing innovation. By understanding and applying these theoretical foundations, future educators can enhance their entrepreneurial skills and contribute to the growth and success of their respective educational institutions

Psychological theories provide valuable insights into the formation of entrepreneurial skills in future educators. These theories emphasize the role of motivation, self-efficacy, and perception in shaping individuals' entrepreneurial mindset. Understanding these psychological factors can help educators develop strategies to foster entrepreneurial thinking and behaviors in themselves and their students. By recognizing the impact of psychological theories on entrepreneurial skills development, educators can apply evidence-based approaches to enhance entrepreneurial education.

Self-efficacy theory, posits that an individual's belief in their ability to succeed in a particular task greatly influences their motivation and behavior. People who have high self-efficacy are more likely to set challenging goals, persevere in the face of obstacles, and ultimately achieve success. This theory is highly relevant to the development of entrepreneurial skills among future educators, as it emphasizes the importance of self-belief and self-confidence in pursuing entrepreneurial endeavors within the field of education. By fostering a sense of self-efficacy in aspiring educators, they can be better equipped to innovate and create meaningful change in the educational landscape.

Social learning theory is a psychological theory that emphasizes the importance of learning through observation and imitation. Individuals acquire new behaviors by observing and imitating the actions of others, particularly those they perceive as influential or successful. This theory suggests that people learn not only through their own experiences, but also by observing the experiences of others and the outcomes they face. In the context of the formation of entrepreneurial skills of future educators, social learning theory would suggest that aspiring educators can develop entrepreneurial skills by observing successful entrepreneurs in the field of education and imitating their strategies and behaviors.

One influential educational theory is constructivism, which emphasizes the role of the learner in constructing their own knowledge through active engagement with the material and meaningful interactions with others. Another theory, behaviorism, focuses on observable behaviors and the use of rewards and punishments to shape and reinforce learning. These theories inform instructional practices and curriculum design in educational settings and are essential for understanding how students learn and develop skills.

Constructivism is a learning theory that emphasizes the active construction of knowledge and meaning by learners. Learners are not passive recipients of information but actively engage with their environment to construct their own understanding. In the context of entrepreneurial skills formation, constructivism suggests that future educators should be provided with opportunities to actively participate in real-world problem-solving and decision-making activities. This active engagement allows them to construct their own understanding of entrepreneurial concepts, develop problem-solving skills, and gain practical knowledge that can be applied in their future careers as educators.

Experiential learning is a teaching and learning approach that emphasizes practical, hands-on experiences that directly relate to real-world situations. This type of learning allows students to

actively engage in the learning process and apply what they have learned in a meaningful way. Experiential learning has been shown to be an effective method for developing skills and knowledge in various fields, including entrepreneurship and education. Students who engage in experiential learning have the opportunity to gain valuable insights and develop critical thinking and problem-solving skills that can benefit them in their future careers. It also allows students to build networks and connections within their chosen field, which can be valuable for future employment opportunities.

Various factors influence the formation of entrepreneurial skills in future educators. These factors include personal characteristics, educational background, and access to resources and opportunities. Personal characteristics such as self-confidence, motivation, and risk-taking ability play a significant role in developing entrepreneurial skills. Additionally, the educational background of future educators, particularly in business and entrepreneurship, can provide a foundation for the acquisition of entrepreneurial skills. Finally, access to resources and opportunities, such as mentorship programs and networking events, can greatly enhance the development of entrepreneurial skills in future educators.

One strategy for developing entrepreneurial skills in future educators is through experiential learning opportunities. By engaging in real-world experiences such as internships, field placements, and classroom simulations, future educators can gain hands-on experience in problem-solving, critical thinking, and decision making. Another strategy is to provide professional development opportunities that focus on entrepreneurship education. This can include workshops, seminars, and conferences that provide educators with the knowledge, skills, and resources to effectively incorporate entrepreneurship into their teaching practices. Additionally, mentorship programs that connect future educators with experienced entrepreneurs can provide valuable guidance, support, and networking opportunities for developing entrepreneurial skills. Incorporating entrepreneurship education in teacher training programs is crucial in preparing future educators to develop entrepreneurial skills in students. Teachers with entrepreneurship education can effectively teach students how to identify opportunities, take risks, and develop innovative solutions. By integrating entrepreneurship education into teacher training programs, educators will be equipped to nurture students' creativity, critical thinking, and problem-solving abilities, thereby bridging the gap between education and the demands of the entrepreneurial world.

Encouraging critical thinking and problem-solving skills is crucial in the formation of entrepreneurial skills among future educators. By developing these skills, educators will be better equipped to analyze complex situations, think creatively, and find effective solutions. This will enable them to adapt to various challenges in their profession and foster an environment of innovation and growth. Through critical thinking and problem-solving, educators can also inspire their students to develop these skills, preparing them for success in an ever-changing world.

Fostering creativity and innovation is essential for preparing future educators to meet the ever-evolving demands of the education field. By promoting a culture of innovation, educators can encourage students to think critically, solve problems, and explore new ideas. Fostering creativity in education involves providing opportunities for students to engage in open-ended tasks and promoting a supportive learning environment. Additionally, Educators should incorporate hands-on activities and real-world examples into their teaching to spark creativity. By cultivating creativity and innovation, future educators can better equip themselves and their students to thrive in a rapidly

changing world.

Challenges in the formation of entrepreneurial skills for future educators stem from a lack of training and support in entrepreneurship education within teacher preparation programs. Potential solutions include integrating entrepreneurship into the curriculum, providing experiential learning opportunities, and offering professional development for educators. These approaches can equip future educators with the knowledge and skills necessary to foster entrepreneurial mindset and innovation among their students

A lack of awareness and understanding of the importance of entrepreneurial skills among educators is a significant issue that needs attention. Many educators are primarily focused on imparting subject-related knowledge and do not prioritize teaching entrepreneurial skills to their students. This lack of emphasis on entrepreneurship can hinder students' ability to adapt to the rapidly changing economic landscape and limit their future career opportunities. It is crucial for educators and policymakers to recognize the relevance of entrepreneurial skills and integrate them into the curriculum to ensure students are adequately prepared for the demands of the modern job market.

Collaboration with industry partners is essential for the development of entrepreneurial skills in future educators. Partnering with businesses allows educational institutions to provide students with real-world experiences and expose them to industry best practices. Through these collaborations, students can gain practical skills that are relevant to their future careers. Additionally, industry partners can provide valuable insights and guidance that can inform curriculum development and ensure that educational programs align with industry needs. This collaboration fosters a mutually beneficial relationship, as educational institutions can produce graduates who are well-prepared for the workforce, while industry partners can access a pool of qualified talent.

Resistance to change is a common phenomenon within traditional educational systems. This resistance can be attributed to a variety of factors, such as fear of the unknown, comfort with familiar practices, and skepticism towards the effectiveness of new approaches. Educators may resist change because they believe that traditional methods have proven successful in the past and are deeply ingrained in the system. This resistance can hinder innovation and prevent the implementation of new teaching strategies that may better suit the needs of students in the modern age.

Professional development programs for educators are essential for ensuring that teachers are equipped with the knowledge and skills necessary to effectively educate students. These programs provide educators with opportunities to enhance their instructional strategies, stay updated on new research and best practices, and collaborate with fellow professionals. Such programs have been shown to improve teacher effectiveness and student achievement. The success of these programs relies on the quality of the content and facilitation, as well as the commitment of educators to actively engage in professional learning. Importance of ongoing professional development for educators to address the evolving needs of students and society.

In conclusion, the theory of formation of entrepreneurial skills of future educators highlights the importance of integrating entrepreneurial education into teacher preparation programs. Through experiential learning and practical training, future educators can develop the necessary entrepreneurial mindset and skills to navigate the complex educational landscape. This approach can empower educators to be innovative, adaptive, and proactive in fostering creativity and critical thinking among their students. By equipping educators with entrepreneurial skills, we can create a

more dynamic and entrepreneurial educational system that prepares students for success in the ever-changing global economy.

Recommendations for promoting the development of entrepreneurial skills in future educators include incorporating experiential learning opportunities, such as internships or job shadowing, into teacher preparation programs. Additionally, providing courses or workshops on entrepreneurship and innovation can help educators gain a better understanding of these skills and how to incorporate them into their teaching practices. It would also be beneficial to establish partnerships with local businesses and organizations to provide mentorship opportunities for future educators. These recommendations are based on research indicating that hands-on experience and exposure to entrepreneurial environments are effective strategies for skill development.

References

1. Isaac Oluwajoba Abereijo. 'Entrepreneurship Education.' Opportunities, Challenges and Future Directions, Nova Science Publishers, Incorporated, 1/1/2018
2. Harper, Donta S.. 'Integration and Application of Business Graduate and Business Leader Competency-Models.' IGI Global, 9/25/2020
3. Friederike Pannewick. 'Re-Configurations.' Contextualising Transformation Processes and Lasting Crises in the Middle East and North Africa, Rachid Ouaisa, Springer Nature, 10/13/2020
4. Mavis G. Sanders. 'School, Family, and Community Partnerships.' Your Handbook for Action, Joyce L. Epstein, Corwin Press, 7/19/2018
5. Chux Gervase Iwu. 'The Future of Entrepreneurship in Africa.' Challenges and Opportunities Post-pandemic, Anthony Abiodun Eniola, Taylor & Francis, 12/30/2022
6. González-Sancho Carlos. 'Educational Research and Innovation Fostering Students' Creativity and Critical Thinking What it Means in School.' What it Means in School, Vincent-Lancrin Stéphan, OECD Publishing, 10/24/2019
7. Clifton L. Taulbert. 'Who Owns the Ice House?.' Eight Life Lessons from an Unlikely Entrepreneur, Gary G. Schoeniger, ELI Press, 6/1/2011
8. Bill Aulet. 'Disciplined Entrepreneurship.' 24 Steps to a Successful Startup, John Wiley & Sons, 8/12/2013
9. Patricia G. Greene. 'Teaching Entrepreneurship.' A Practice-Based Approach, Heidi M. Neck, Edward Elgar Publishing, 6/27/2014
10. Indiran, Logaiswari. 'Handbook of Research on Designing Sustainable Strategies to Develop Entrepreneurial Intention.' Yanamandra, Ramakrishna, IGI Global, 8/7/2023
11. Larry Ainsworth. 'Rigorous Curriculum Design.' How to Create Curricular Units of Study that Align Standards, Instruction, and Assessment, Lead + Learn Press, 1/1/2010
12. Institute of Medicine. 'The Science of Adolescent Risk-Taking.' Workshop Report, National Research Council, National Academies Press, 2/25/2011
13. Radjabova, Gavxar. "TA'LIM XIZMATLARI BOZORI VA UNING TARTIBGA SOLINISHI." Talqin va tadqiqotlar 1.1 (2023).
14. Umarovna, Radjabova Gavhar. "FEATURES OF THE MARKET OF EDUCATIONAL SERVICES AND THE PROBLEM OF INTERACTION OF HIGHER EDUCATIONAL INSTITUTIONS WITH EMPLOYERS." E Conference Zone. 2022.

15. Umarovna, Rajabova Gavkhar. "CONCEPTUAL FOUNDATIONS FOR IMPROVING THE ORGANIZATIONAL AND ECONOMIC MECHANISM OF THE UNIVERSITY MANAGEMENT SYSTEM." *International Journal of Early Childhood Special Education* 14.8 (2022).
16. Umarovna, Radjabova Gavkhar. "INCREASING THE COMPETITIVENESS OF UNIVERSITIES IN THE MARKET OF EDUCATIONAL SERVICES." *Open Access Repository* 9.11 (2022): 269-273.
17. Umarovna, Rajabova Gavkhar. "IMPROVING THE PERFORMANCE MANAGEMENT OF THE HIGHER EDUCATION SYSTEM IN THE REPUBLIC OF UZBEKISTAN." *Open Access Repository* 8.11 (2022): 81-86.
18. Umarovna, Radjabova Gavkhar. "LABOR MARKET AND EMPLOYMENT IN THE REPUBLIC OF UZBEKISTAN." *INTERNATIONAL JOURNAL OF SOCIAL SCIENCE & INTERDISCIPLINARY RESEARCH* ISSN: 2277-3630 Impact factor: 7.429 11.07 (2022): 21-28.
19. Radjabova, Gavkhar Umarovna. "The oretical, practical and demographic aspects of labor market development in Uzbekistan." *ACADEMICIA: An International Multidisciplinary Research Journal* 11.3 (2021): 1070-1075.
20. Radjabova, Gavkhar Umarovna, and Ramzxon Rashidovich Jalilov. "The System of Quality Control of Education in Domestic Schools." *The Peerian Journal* 5 (2022): 87-91.
21. Umarovna, Radjabova Gavxar. "HOZIRGI ZAMON IQTISODIY TARAQQIYOTIDA TASHKILOTNING INNOVATSIYON FAOLIYATINING AHAMIYATI." *Oriental Art and Culture* 7 (2021): 185-189.
22. Umarovna, Radjabova Gavkhar, and Abdiev Dilshodzhon. "PATTERNS AND PRINCIPLES OF MANAGEMENT IN EDUCATION." (2023).
23. Ustadjalilova, Xurshida Aliyevna. "Theory of correlation connections in determining the body weight of a person using formulas." *TRANS Asian Journal of Marketing & Management Research (TAJMMR)* 9.10 (2020): 71-76.
24. Устаджалилова, Хуршида Алиевна, and Ангелина Игоревна Ибулаева. "Профессиональная направленность преподавания математики." *Актуальные научные исследования в современном мире* 11-8 (2020): 222-228.
25. Устаджалилова, Х. А. (2023). РОЛЬ ДУХОВНОГО НАСЛЕДИЯ В ВОСПИТАНИИ МОЛОДОГО ПОКОЛЕНИЯ В ВУЗЕ. *Academic research in educational sciences, 4(KSPI Conference 1)*, 271-275.
26. Устаджалилова, Х. А. (2022). ОСОБЕННОСТИ РАЗРАБОТКИ УЧЕБНЫХ ПЛАНОВ КАК ВЕДУЩЕЙ ДЕЯТЕЛЬНОСТИ В УПРАВЛЕНИИ ОБРАЗОВАТЕЛЬНЫМ УЧРЕЖДЕНИЕМ. In *ТЕОРИЯ И ПРАКТИКА СОВРЕМЕННЫХ ГУМАНИТАРНЫХ И ЕСТЕСТВЕННЫХ НАУК* (pp. 182-186).
27. Устаджалилова, Х. А. (2020). Методическое обеспечение учебного процесса в кредитно-модульной системе. In *Образование как фактор развития интеллектуально-нравственного потенциала личности и современного общества* (pp. 43-46).
28. Устаджалилова, Х. А., & Джураев, И. (2015). Учебная деятельность как ведущая в процессе обучения и воспитания здорового поколения в академическом лицее. In *Теория и практика современных гуманитарных и естественных наук* (pp. 58-60).
29. Ustadjalilova, X. A., & Ostonov, S. M. (2021). IMPROVING THE MECHANISMS OF CURRICULUM DEVELOPMENT IN EDUCATIONAL INSTITUTIONS. *Актуальные научные исследования в современном мире*, (5-10), 10-14.

30. Устаджалилова, Х., Хайдарова, М., & Олимова, Д. (2020). Роль исторического и культурного наследия в формировании мотивации изучения математики. In *Фундаментальные и прикладные научные исследования: актуальные вопросы, достижения и инновации* (pp. 17-19).
31. Устаджалилова, Х. А. (2019). ОСОБЕННОСТИ ПРЕПОДАВАНИЯ МАТЕМАТИКИ ГУМАНИТАРИЯМ. UDK 519.24, 1, 321.
32. Устаджалилова, Х. А. (2020). ФОРМИРОВАНИЕ КОМПЕТЕНЦИЙ И РАЗВИТИЕ ЛИЧНОСТИ В УСЛОВИЯХ НЕПРЕРЫВНОГО ПРОФЕССИОНАЛЬНОГО ОБРАЗОВАНИЯ. Образование как фактор развития интеллектуально-нравственного потенциала личности и современного общества: материалы, 43.
33. Qizi, Saidova Xilolaxon Rashidjon. "Vaziyatli yondoshuv va uning boshqaruv nazariyasi rivojlanishidagi ahamiyati." *Oriental Art and Culture* 7 (2021): 254-259.
34. Saidova, Hilolaxon Rashidjon Qizi. "Quality of school education and factors of its modernization." *Current Research Journal of Pedagogics* 2.06 (2021): 43-50.
35. Qizi, Saidova Hilolaxon Rashidjon. "Methods based on the model of educational institution improvement of the educational quality control system." *European Journal of Research Development and Sustainability* 2.6 (2021): 53-56.
36. Saidova, Kh. "Organizational and pedagogical features of educational quality control system in advanced foreign countries." *Berlin Studies Transnational Journal of Science and Humanities* 2.1.5 Pedagogical sciences (2022).
37. Saidova, X. R. "EFFECTIVENESS OF QUALITY MANAGEMENT IN THE ORGANIZATION OF ACTIVITIES OF EDUCATIONAL INSTITUTIONS TA'LIM MUASSASALARI FAOLIYATINI TASHKIL ETISHDA SIFAT MENEJMENTI SAMARADORLIGI." *INFORMATION TECHNOLOGIES AND MANAGEMENT IN HIGHER EDUCATION AND SCIENCES* (2022): 85.
38. Xilolaxon, Xilolaxon Saidova. "TA'LIM SIFATINI TAMINLASHNING TASHKILIY HUQUQIY ASOSLARI." *Молодые ученые* 1.7 (2023): 107-109.
39. Саидова, Хилолахон. "ТАЪЛИМ СИФАТИНИ ТАЪМИНЛАШДА МИЛЛИЙ ВА ХОРИЖИЙ ТАЖРИБАЛАР: <https://doi.org/10.53885/edinres>. 2022.9. 09.019 Саидова Хилолахон, Қўқон давлат педагогика институти, Мактаб менежменти кафедраси ўқитувчиси." *Образование и инновационные исследования международный научно-методический журнал* 9 (2022): 131-136.
40. Saidova, X. R. "EFFECTIVENESS OF QUALITY MANAGEMENT IN THE ORGANIZATION OF ACTIVITIES OF EDUCATIONAL INSTITUTIONS." Publishing House "Baltija Publishing" (2023).
41. Saidova, X. R. "MECHANISM FOR ATTRACTING STAFF TO IMPROVE THE QUALITY OF EDUCATION." *INTERNATIONAL JOURNAL OF SOCIAL SCIENCE & INTERDISCIPLINARY RESEARCH* ISSN: 2277-3630 Impact factor: 7.429 11.07 (2022): 59-67.
42. Саидова, Хилолахон. "Таълим тизими бошқарувида сифат ва самарадорлик моделлари." *Общество и инновации* 3.3/S (2022): 42-49
43. Kurbanov M. U. Improving School Management By Effectively Managing The Pedagogical Community // *Eurasian Journal of Learning and Academic Teaching*. – 2023. – Т. 18. – С. 190-194.
44. Ummatovich K. M. Purposeful management of the teaching staff of school: theory and practice // *Open Access Repository*. – 2022. – Т. 8. – №. 12. – С. 80-83.

45. MU Kurbanov. Improving School Management By Effectively Managing The Pedagogical Community. Eurasian Journal of Learning and Academic Teaching, 2023
46. Kurbanov M. U. THEORETICAL AND PRACTICAL FRAMEWORK FOR SCHOOL MANAGEMENT //Galaxy International Interdisciplinary Research Journal. – 2022. – Т. 10. – №. 12. – С. 1530-1537.
47. Otajonova, Maftuna. "VAQTNI BOSHQARISH VA HAYOT MAQSADLARI." Евразийский журнал права, финансов и прикладных наук 2.11 (2022): 53-58.
48. Sultonmurodovna, Otajonova Maftuna. "THE ORETICAL AND SCIENTIFIC APPROACHES TO ENSURING THE QUALITY OF EDUCATION IN THE TRAINING OF COMPETITIVE PERSONNEL IN HIGHER EDUCATIONAL INSTITUTIONS." Open Access Repository 8.11 (2022): 121-126.
49. Sultonmurodovna, Otajonova Maftuna. "FORMATION OF INDEPENDENT EDUCATION OF STUDENTS BASED ON TIME MANAGEMENT TECHNOLOGIES." Open Access Repository 9.12 (2022): 143-149.
50. Sultanmurodovna, Otajonova Maftuna. "Essential Characteristic and Advantage of "Time Management". Central Asian Journal of Innovations on Tourism Management and Finance 3.10 (2022): 32-36.
51. Казимов, Ж. Ш. (2019). Современный подход к качеству и эффективности учебно-воспитательных процессов в общеобразовательных школах. Евразийское Научное Объединение, (2-4), 230-232.
52. Kazimov, J. S. (2020). ORGANIZATION AND MANAGEMENT OF EDUCATIONAL PROCESSES IN MODERN SCHOOLS ON A SCIENTIFIC BASIS. In Humanities and Social Sciences in Europe: Achievements and Perspectives (pp. 14-19).
53. Turgunov, S. T. L., & Kazimov, J. S. (2019). Organization and Management of Pedagogical Processes in Secondary Schools on a Scientific Basis. European Journal of Research and Reflection in Educational Sciences Vol, 7(12).
54. Kazimov, J. S. (2020). CONTENTS OF THE PROCESS OF PREPARATION AND TRAINING OF TEACHERS OF GENERAL EDUCATIONAL INSTITUTIONS. Scientific and Technical Journal of Namangan Institute of Engineering and Technology, 2(7), 412-417.
55. Kazimov, J. (2023). TA'LIM SIFATI VA UNI BOSHQARISH USULLARI. Interpretation and researches, 1(1).
56. Rashidovna, Madaminova Khusnida. "DEVELOPMENT OF INDEPENDENT THINKING SKILLS OF CHILDREN IN A PRESCHOOL EDUCATIONAL ORGANIZATION." Galaxy International Interdisciplinary Research Journal 11.11 (2023): 44-47.
57. Ergashev, Eminjon Aliyevich, and Rashidovna Madaminova Xusnida. "PEDAGOGICAL AND PSYCHOLOGICAL ASPECTS OF THE USE OF MODERN INFORMATION TECHNOLOGIES IN THE EDUCATIONAL PROCESS." Актуальные научные исследования в современном мире 4-3 (2021): 148-151.
58. Рашидовна, Мадаминова Хуснида. "ПУТИ ПОВЫШЕНИЯ ЭФФЕКТИВНОСТИ ДЕЯТЕЛЬНОСТИ КОКАНСКОГО ГОСУДАРСТВЕННОГО ПЕДАГОГИЧЕСКОГО ИНСТИТУТА НА ОСНОВЕ МОДЕЛИ 3.0 В ВЫСШЕМ ОБРАЗОВАНИИ". Журнал международных междисциплинарных исследований Galaxy 10.12 (2022): 1562-1570.
59. Makhkamova, D. A. (2022). MODERN DIDACTIC CAREER GUIDANCE RESOURCES. Open Access Repository, 8(11), 103-107.

60. Makhkamova, D. A. (2022). The essence of vocational guidance of secondary school students and the integration of didactic resources in the classroom (on the case of teaching the subject of technology). INTERNATIONAL JOURNAL OF SOCIAL SCIENCE & INTERDISCIPLINARY RESEARCH ISSN: 2277-3630 Impact factor: 7.429, 11(10), 232-234.
61. Makhkamova, D. A. (2023). METHODOICAL PROVISION OF VOCATIONAL GUIDANCE OF STUDENTS IN SECONDARY SCHOOLS. GALAXY INTERNATIONAL INTERDISCIPLINARY RESEARCH JOURNAL (GIIRJ) ISSN (E): 2347-69