**The possibility of using hybrid winding in doubly fed induction generator**

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**Abstract.** Currently, the science of pedagogy faces the problem of revealing the importance of monitoring and analyzing the educational process. The solution to this problem is determined by the use of modern methods of analysis of the educational process and their improvement. Control, monitoring and analysis are of great importance in the management of the educational process. According to the researcher's theory, modern aspects of observation and analysis are revealed. Observation is the most basic method of process evaluation. The methods of analyzing the educational process have been studied by a number of scientists.

**INTRODUCTION**

Modern pedagogy is formed on the basis of a specific state constitution, laws on education and development programs, general laws of social development, the nation's national-educational heritage and world-scale achievements in the field of education, and in the specific historical development process of the nation. is a set of science that represents educational theory, methods and methods that meet the requirements.In modern pedagogy, it is necessary to integrate methods and methods of control in ensuring the quality of the educational process and raising it to the level of world standards.

In today's fast-developing era, demands for educational content have become stronger due to reforms in the field of education. Observations in the field of pre-school education show that today's demand requires improving the methods and technology of education and training in the system, as well as its monitoring and analysis. The main reason for this is that the methods of control and analysis in the system are not compatible with the methods of education carried out in the current education system. Based on these, the science of preschool education pedagogy faces the problem of developing new modern technologies of quality control of education and its implementation in the system.

The methods of analyzing and controlling the educational process in pedagogical activities have been considered by a number of pedagogues, and a number of factors, reasons, and methods of analyzing the educational process have been studied and justified by them. Information about this can be found in R.J. Ishmukhamedov's educational manual entitled "Innovative pedagogical technologies in education", GulDU teacher H. Abdukarimov's educational and methodological manual entitled "Lesson analysis and its methodology", F.R. Kadyrova's "Preschool Pedagogy" manual, I.V. Grosheva's methodical manual "Observation and Evaluation", P. Yusupova's "Preschool Pedagogy" manual L.V. Popova's "Methodological work in the organization of preschool education", V.S. Basyuka, E.A. Mukharskoy's methodical manual "Organization of control in preschool educational institutions", A.I. Vasileva's "Senior Kindergarten teacher" methodological manual found his reflection.

In the decision of the President of the Republic of Uzbekistan "On approval of the concept of development of the preschool education system of the Republic of Uzbekistan until 2030", it is necessary to increase the coverage of the preschool education system in our republic, to equip preschool education organizations with modern educational and methodological materials and filling with fiction literature, attracting qualified pedagogues and management personnel to the field, and improving innovations, advanced pedagogical and information-communication technologies, methodical work in the preschool education system.[3] Based on these tasks, it is necessary to study advanced foreign experiences, to select effective methods from them, to use them effectively, adapting them to our own conditions. It is possible to solve the tasks facing the educational system as a result of the implementation of the actual organization and controls in the educational process and the improvement of regulatory and legal documents in the field.

Based on the decision No. 802 of the Cabinet of Ministers of the Republic of Uzbekistan, adopted on December 22, 2020, "On approval of state standards of preschool education and upbringing", three types of controls over the quality of education in preschool educational organizations are carried out goes: internal control, external control, public control. This type of control is carried out by a number of responsible persons and organizations.

The types of quality control of education in state preschool education organizations are as follows:[1]

**internal control** - the head of the state preschool education organization and the district (city) preschool education department, the head of preschool education management, and the Ministry of preschool education of the Republic of Karakalpakstan, regional and Tashkent city preschool education implemented by lim departments;

**external control** is carried out by state bodies and organizations authorized to check the activities of state pre-school education organizations as defined by law;

**public control** is carried out in accordance with the established procedure by the public commission organized at neighborhood and village citizens' meetings;

assessment at the national and international level is carried out in cooperation with preschool education management bodies, other organizations, including international organizations, based on the relevant decision of the government and the requirements of international agreements.

Any controls are based on observation and analysis. Analysis of educational activities is important in controlling the educational process and determining the quality of education. To monitor and analyze educational and educational activities, it must be carried out by experts who have many years of experience and are methodologically knowledgeable. is appropriate.

Monitoring and analysis of educational activities in preschool educational organizations, i.e., open classes defined in the annual plan of the educational organization, according to the Decree of the Ministry of Preschool Education of the Republic of Uzbekistan dated December 30, 2021 "Uzbekistan It is carried out by the head of the organization and the methodologist according to the appendix of the order No. 255 "On approval of the qualification descriptions of the main positions of the employees of the preschool education system of the Republic".[2]

Observations and experiences show that today's pedagogues working in preschool education always need to work on themselves, improve their knowledge, skills, and abilities. Pedagogical activities include increasing the pedagogical skills of pedagogues-educators, applying new pedagogical and information technologies to the educational process, and strengthening their ability to effectively use them. It is usually possible to find out how effective and well-organized the activities of pedagogues-educators are by observing their activities and analyzing the activities they organize. Such work is often carried out by heads of organizations, Methodists of methodical association together with Methodists, responsible employees of management bodies in this field, that is, Methodists, who control the activities of preschool education. Observations and analyzes allow not only to assess the activities of experienced pedagogues working in the field, but also to control the implementation of state standards of preschool education and upbringing, to study the innovations introduced into education, and to popularize innovations.[4]

In order to apply the advanced pedagogical technologies of foreign countries in the pre-school education system in accordance with our national mentality, Methodist pre-school education organizations have been established in every district and city. Wide spread of such experiences is carried out by experienced and advanced pedagogues working in them. Today, our educators are required to be aware of the innovations of modern methods of preschool education and to be able to apply them in educational activities. In addition, in each preschool educational organization, it is necessary not only to observe and analyze the experiences of our teachers, who are skilled masters of their field, inquisitive, innovative, and enterprising educators, to show them as an example for our young educators and popularize them.

Naturally, in order to observe classes and carry out its analysis, an observer or a methodist-educator is required to know well the methods of organizing educational activities, to have the skills of analysis, to know the methods and technologies of analysis well. Experienced, preschool education Methodists who are familiar with the educational activities of the field of education can effectively organize training analyses.

The main element of educational activity is training.[8] And the analysis is a component of the educator's activity and quality control. It is important to remember that control and analysis is not the main goal, but a tool. Based on the analysis and observation, the inadequacies of educators are determined, mutual experiences are shared, best practices are popularized, and the reasons for the inadequacy of the process are determined, and ways to eliminate it are determined and measures are implemented. On this basis, the quality of education is guaranteed.

**EXPERIMENTAL RESEARCH**

It is not possible to give a detailed assessment of his activities by visiting the training of pedagogues whose experiences are being popularized. In order to give a broad assessment of the teacher's activity, it is necessary to participate and observe several times in the process of organizing his educational activities. The main purpose of the analysis is to support the creative research of pedagogues and serve as an example for young pedagogues in order to organize learning and improve the quality of education.

For the analysis, the person conducting the analysis is required to thoroughly prepare for it. First of all, the person conducting the analysis should be familiar with the decisions and orders issued by the state about the type of education being conducted, the theory of pedagogy and its laws, the methodology of organizing education, the most recent pedagogy of preschool education. It is necessary to be aware of the achievements, innovations and best practices introduced in the field of preschool education. In addition, the state requirements for preschool education, the curriculum of preschool education and upbringing, the anatomical-physiological, hygienic and psychological characteristics of preschool children, the main form of education, training and it is required to know its structure, types according to its didactic purpose, continuity of educational activities based on age according to the program requirements. During the supervision, it is also necessary to know the annual plan of this organization for the current academic year and the tasks defined in it. formation of competencies is also studied.

In order to carry out any type of control, it is necessary to justify the principles of analysis based on the principles of analysis pedagogy. In general pedagogy, the principles of conducting lesson analysis are defined. Without defining the principles of analysis, it is impossible to define the directions of the analysis of classes. The principles of analysis of activities in preschool education can be defined as follows:[9]

- the analysis of educational activities is carried out based on the established plan and schedule;

- before conducting the analysis, the pedagogue to be analyzed is warned;

- it is analyzed in harmony with training and educational activity, which is the main type of education;

- the analysis is carried out on the basis of general laws and regulations adopted in pedagogy, psychology and methodology;

- during the analysis, a conclusion is drawn by comparing the work done with the work that needs to be done in training;

- in the analysis, the material base of the educational organization, conditions, opportunities, knowledge, age, situation in the group are taken into account;

- it is correct not to rush to draw conclusions based on the results of the analysis;

- the pedagogue is carefully mentioned to the pedagogue himself without being directly criticized for the deficiencies identified during the analysis;

- at the general meeting, an opinion is expressed regarding the aspects of the observed exercise related to others.

Before entering the supervision, a clear goal is set for the analysis of the learning process. In this analysis, the teacher's teaching activity, the content of the educational materials, the students' mastery of the educational materials, the compatibility of the acquired knowledge with the specified requirements, the goals and tasks of the education on the part of the teacher implementation, proper use of educational methods in the educational process, etc. are determined.[7] The goals of the analysis can always be determined based on the purpose of control and the established tasks of the educational organization. Often, goals for training analysis are determined depending on the purpose of the organization. For example, when training is observed to popularize best practices, the purpose of the analysis is determined based on this goal.

If educational and educational processes in preschool educational organizations are implemented by the management bodies of this field, then it is appropriate to implement them on the basis of the following five stages.[6]

At the first stage: the supervisor conducts an interview with the head of the organization to be inspected and determines the day of the inspection based on the agenda and training schedule.

In the second stage: they get acquainted with the work plan of the educator of the group to be supervised, the development of the training, the demonstration and distribution materials prepared for the training. If the specified trainings are conducted in the development centers, the supervisor will be familiar with the fact that they are equipped according to the topics of the week specified in the program and prepare the necessary materials for the topics.

The third step: the training is observed in the group and the necessary points are recorded in the training notebook.

The fourth stage: the ideas recorded in the exercise analysis notebook are reviewed, summarized, and the ideas to be expressed in the interview are determined. After the observed training, the work of the students of this group is studied, the opinions about the pedagogue and the analysis of the observation of the training of the pedagogue by the head of the organization and the methodologist are studied and compared.

The fifth stage: the personal attitude of the pedagogue is asked in relation to the comments noted during the observation of the training, and then a conclusion is made on the observed training. Based on these stages, training is carried out.

It is possible to ensure that the effectiveness of the educational process increases if supervisors properly organize their monitoring and accounting. According to methodical literature, there are three ways of controlling the educational process in preschool educational organizations. These consist of frontal, thematic, comparative control types. These types of control are reflected in the work plan of the preschool education organization. The work plan of preschool educational organizations is drawn up for each new academic year, and new tasks are set for the academic year. Based on these tasks, control types and topics are determined. Types of supervision are planned according to the number of groups in the organization in the academic year. The types of supervision conducted in groups are announced during the introduction of the organization's annual plan at the pedagogical council according to the plan, and are reflected in the organization's methodist corner and placed for pedagogues.

It is carried out on the basis of the order of the head of the organization in connection with the organization of control work in pre-school education organizations. In the order, a working group responsible for carrying out specific supervision is formed and specific periods of supervision are determined [2]. pedagogues with high competence are involved. The composition of the working group responsible for control is formed from an odd number of 5, 7, 9, 11 people, and their number is determined according to the capacity of preschool educational organizations and the number of groups. The designated working group is headed by the director of the preschool education organization. The control performed by supervisors should be at the level of requirements and transparent.

**FIGURE 1.** Control types

**Frontal control.** Frontal inspections in preschool educational organizations are organized in order to study the activity of the school preparatory group and the level of school readiness of the group's students. During the supervision, the educator's work, the organization of the educational process in groups with a modern approach, the conditions created for preparing children for school education, the level of children's development and preparation for school education, the sanitary-hygienic and material-technical base of the group, in cooperation with parents and the supervisory board, the status of the work is studied through observations and analysis. For the type of frontal control, the topic is not taken, but all types of activities are studied in general. The results of the conducted frontal control should be reviewed by the pedagogical council. In the pedagogical council, the achievements and shortcomings identified during the frontal control are discussed in detail. Proposals are made to eliminate identified deficiencies and the board's decision is adopted [11].

**Thematic control.**  Another type of supervision carried out in preschool educational organizations is thematic supervision, which involves studying the teacher's approach to the educational process based on the topic defined in the plan. The working group of the organization controls the implementation of the quality of the organization of the educational process in a certain direction. Based on topics such as the formation of the activity centers in the groups at the level of requirements and the equipment of the development centers according to the program requirements based on the monthly and weekly topics. is studied. This control has a number of goals. In it, the methodist learns the activity of an experienced educator with high pedagogical skills in the process of thematic supervision.

**Comparative control.** Educational and educational processes in pedagogical activities in groups are studied comparatively in organizations with two or more groups of the same age, which have a large control power of this type in preschool educational organizations. The methodist supervises the educational process in the content of a certain direction during the work of both groups and the educator. It compares and compares the methodical methods used during the activity and the organization of children's independent activities in the educational process, the conditions created for the students to acquire competences in the fields. In the process of conducting comparative control, the work is carried out in the form of analysis of educational processes and group children's activities based on the plan, as well as methodical documents. Topics for comparative analysis are determined. For example, it can be organized on the topics of "Development of children's cognitive competences in groups and the formation of elementary mathematical concepts" or "Organization of moral-educational and legal educational activities in groups" [11].

In all three types of control, study periods, control groups, supervisors and the head of the control group, at which meeting the control will be reviewed and discussed, and the information about execution are in the table. is reflected in the annual plan.

There is another way to observe the pedagogical process, which is to observe the pedagogical process as a team. Observation of the pedagogical process as a team is planned twice a year for each group. During the observation, the activities of the pedagogue working in groups with the students of the group in the centers, the organization of the processes of working in a general group are observed. It is not planned to observe the pedagogical process as a team for young professionals who have less than 3 years of pedagogical work experience for observation.

The schedule for group observation is also included in the annual plan of the organization. The observers and the activity leader are also thoroughly prepared to conduct the observation as a team.

During the monitoring of educational and pedagogical processes, all activities of the head of the organization during the day are observed and analyzed: morning reception, morning hours, educational and independent processes in the centers, walks, feeding, sleep organization, and activities organized in the afternoon [8]. In this case, the observation is carried out on the basis of a predetermined specific goal. During the analysis, all observations are recorded.

The conclusion and recommendations given by the monitoring leader are introduced to the educator, and the educator signs that he has become familiar with it. Observations made by the leader are recorded in the designated notebook. The date of observation, age group, surname and first name of the pedagogue working in this group, the purpose of organizing the observation, the creation of a developmental environment in this group, the recommendations and conclusions given after the end of the observation are reflected in the notebook [2].

Heads of preschool educational organizations should plan to work in educational process and development centers and as a general group, monitor pedagogical processes, every month. It is planned as follows by month. During a month, it is planned to analyze the development centers and general group work activities twice a month, and various activities three times, by the heads of preschool educational organizations with 3-7 groups. Similarly, the educational process in the preschool education organization is also conducted by the methodologist of the organization. Methodist also plans to analyze developmental centers and general group work activities in preschool educational organizations with 3-7 groups twice a month, and various activities four times a month [2].

In addition, monitoring and analysis of educational processes in pre-school educational organizations is also carried out by the psychologist of the organization. Observations are carried out 8-10 times during a month, during which children's adaptation period, their participation in activities, and the ongoing activities of pedagogues are regularly monitored.

In the process of observation, children's knowledge acquired on the basis of the state curriculum, their relationships with each other in classes and games, the talents of children, signs of aggression between them, and their causes are monitored. The observations are recorded in the notebook kept in the group section. According to the results of the observation, the psychologist works together with the group educator to solve the identified problems.

Carrying out inspections in the above-mentioned ways and forms is necessary for proper management in preschool educational organizations, organization of quality control over education, timely identification of the causes of shortcomings in the field, participation of participants in education. Providing methodological support to pedagogues at the level of requirements, most importantly, helps to improve the quality of education.

There are several types of development centers and analysis of pedagogical processes and work in a general group and according to its purpose. Organizational analysis, didactic analysis, methodological analysis, pedagogical analysis, psychological analysis, etc. In order to organize analyzes in this regard in the preschool education organization, it is first of all necessary to expand the knowledge of the representatives of this field regarding the methodology of analysis and to enrich the technologies of their correct organization.

**FIGURE 2.** Types of analysis of pedagogical processes

An analytical method of control is used to monitor the educational process. The most basic method for organizing the analysis is the observation method. The observation method is widely used in pedagogy. The observation method is one of the oldest methods, and this method is also important because of its complexity. It is also used in order to determine how the goal set in education has been implemented, to give a correct assessment of the activity. Data can be collected through observation.[6]

The method of observation is to study a specific pedagogical phenomenon, with a view to a goal, to monitor its development and changes in different conditions of the educational process. -movements are observed, interest in learning, level of skills, positive changes in development are determined.[5] Monitoring of children's activities should be carried out without interference. When monitoring the pedagogical process, the analyst should organize the observation in such a way that no "moment" is missed during the observation, the observed process should be objectively evaluated with professional knowledge, and it should be recorded in a timely manner with appropriate comments. The goal of organizing observations is to collect information about the observed object, to isolate its important aspects. In order to improve the observation method, we need to understand its content and essence.

In the explanatory dictionary of the Uzbek language, the following definitions are given to observation: "observation" - inspection, knowledge-oriented work, action; "observation" means to look carefully for the purpose of knowing and determining. [8] From a psychological point of view, observation is a specially organized cognitive process based on the tasks of observation research. From the pedagogical point of view, getting to know the actual educational process through observation helps to know its consequences. It allows to gather evidence and factors for new discoveries and best practices created in the educational process.

The following requirements must be met in order to establish surveillance:[10]

1. Determination of the goal in the organization of observation.

2. Determining the plan of the observation to organize the observation.

3. Select the tracking object to start tracking.

4. Monitoring should be organized regularly.

5. It is necessary to quickly record the results during the observation.

**FIGURE 3.** The following requirements must be met in order to establish surveillance

Monitoring is organized according to the defined purpose. Monitoring of the educational process is carried out by higher management bodies, methodical associations, the head of the organization, the methodologist according to the management function. Pedagogical process is observed as a team in preschool educational organizations. Group observation is planned once per academic year in each group. This includes the organization of children's activities in group centers and their work as a group. It is planned to observe not only the activities of group educators, but also the activities of other pedagogues in the organization, such as speech therapists, psychologists, speech therapists, music directors, physical education instructors, and language teachers. When setting the plan, monitoring the activities of pedagogues whose work has been less than one year is not included in the plan.

**RESEARCH RESULTS**

In the analysis of the educational process, organizational, didactic, methodical, psychological analyzes are organized. The supervisor-observer determines the objectives of the observation according to the type of observation he has planned. If the observer has set himself the goal of conducting an organizational analysis of educational activities, then the educator's readiness for the training, the mood of the trainees, the cleanliness of the group room, the preparation of the necessary didactic tools for the training, the readiness of the technical equipment, attention is paid to the educator's appearance, dressing culture. During the didactic analysis, it is observed that the educational activity is organized by the educator according to the educational principles of didactics, systematicity, consistency, and the transition from the simple to the complex in the educational process.[12]

If a methodical analysis is used for observation, then attention should be paid to the compatibility of the topic covered by the teacher with the program, what methods, methods and tools the teacher used, taking into account the age, gender capabilities and individual characteristics of the students when explaining the topic.

Monitoring of the educational process can be carried out periodically according to the established plan, continuously or by choosing different activities. When the observation is carried out, it is necessary to formalize the observation, write down the opinions, fill in the analysis sheet, write the report, and make a decision on the issue. During educational activity, the process of activity can be monitored through modern technical means, in order to perform the analysis at the required level. [6]

Despite the fact that the analysis of the educational process has been revealed in the practices studied to date, the problem of monitoring, controlling and analyzing the educational process has not been fully studied. Innovations, changes and foreign experiences entering the current preschool education system require the improvement of the methodology of observation and analysis of the educational process, and the introduction of innovations into the control work in this field. Observations in this regard should be perfected based on the needs of the day and modern requirements should be included in them.

**CONCLUSIONS**

In short, the purpose of the observations, their organization at the level of requirements, the analysis and evaluation of the activities of teachers and students, who are participants in the educational process, is the most effective and valuable tool. It is difficult to gather extensive data without observation. Therefore, monitoring has its place in the management function.

It is necessary for the responsible person conducting each analysis to define the goals correctly, to know well the methods, principles and stages of the analysis. Only then the observations and analyzes will help to improve the quality of education. After all, this is the purpose of conducting inspections.

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