



www.bjisrd.com

Uzbekistan's General Education School Physical Education Programme: A Curriculum Analysis

Uraimov Sanjar Ruzmatovich

Associate Professor of Fergana State University, uraimov-sanjar@mail.ru

Qodirov Shohbozjon G'ayratjon o'g'li

Fergana State University External department teacher of the Department of Exact and Natural Sciences, shohbozjonqodirov@gmail.com

***Annotation:** This brief scientific essay examines the numerous athletics taught in Uzbekistan's mandatory secondary school physical education courses. Team sports, individual sports, and leisure activities are only some of the examples of athletics that may be included into the programme, all of which are highlighted in the article. Citing its ability to cultivate students' physical health, social skills, and emotional well-being, it highlights the importance of sports as a component of the 8th grade physical education curriculum. Football, wrestling, chess, and gymnastics are just some of the sports discussed in this article, along with the advantages and drawbacks of dedicating time to each. The essay as a whole stresses the significance of introducing a wide range of sporting activities within the physical education curriculum in order to foster the complete physical, social, and emotional development of kids.*

***Key words:** athletics, physical education curriculum, team sports, individual sports, recreation activities, sports games, cardiovascular endurance, muscle strength, agility.*

As a major component of the 8th grade physical education curriculum in the Republic of Uzbekistan, the study of athletics is timely and important. Team sports (such as basketball, soccer and volleyball), individual sports (such as track and field and cross country), and leisure activities (such as walking, cycling and swimming) are all a part of the curriculum. A total of 16 hours, or 23.5% of the total, are devoted to athletics, highlighting the subject's significance in the curriculum.

Student athletes have several possibilities to improve their overall health and fitness via participation in sports. Taking part in sports on a regular basis is an excellent way to boost your health, lower your chance of developing chronic conditions, and keep your weight in check. Athletics not only improves

one's physical health, but also fosters positive changes in one's social and emotional well-being via the development of skills like collaboration, communication, and leadership. Participation in sports may help students' mental health by giving them a feeling of community and belonging.

It's worth mentioning that including team sports, individual sports, and leisure activities within the curriculum gives kids of all interests and skills access to a wide variety of opportunities. This provides for a comprehensive strategy in physical education that can meet the requirements of every kid. However, it is also crucial to guarantee that all pupils have enough facilities to participate in sports that call for extensive resources, such as football. Not all kids are comfortable with or have access to the necessary resources to participate in contact sports, thus it's important to provide alternatives [1,2,3,4,5,6].

In addition, 2 hours per week are devoted to the mental sport of chess as part of the required physical education curriculum. Chess is a great way for children to sharpen their analytical, logical, and strategic thinking, as well as their memory, focus, and attention. It gives pupils a chance to socialise and bond with their classmates while also emphasising the importance of sportsmanship, fair play, and respect for opponents.

Physical education is a vital part of a child's development, and the 12 hours devoted to gymnastics help kids improve their strength, endurance, balance, coordination, and flexibility. Gymnastics places a premium on flexibility, which has obvious implications for both health and athletic performance. Gymnastics allows pupils to hone their physical prowess via activities like leaping, twisting, and balancing [7,8,9].

Wrestling, a high-intensity, high-impact sport with a time allotment of 6 hours, requires physical strength and practise. Students may benefit from increased aerobic capacity, muscular strength, speed, agility, flexibility, balance, and coordination as a result of this activity. However, schools should prioritise student safety and provide alternatives to children who are uncomfortable with engaging in contact sports like wrestling.

If gym class is 12 hours, or 12.6% of the total, then the total hours are close to 68 (12 hours / 0.126).

Gymnastics is a sport that calls for a wide range of physical activities, including leaping, twisting, and balancing. It's an exercise in physical prowess, mental acuity, and social skills.

Gymnastics is great for you since it helps you become more flexible. Flexibility is the range of motion available to muscles and joints.[10,11,12,13,14]

If each gym session lasts an hour, then there will be 12 sessions every week.

Gymnastics not only helps with flexibility, but it also helps with strength, endurance, and balance.

Overall, gymnastics may be a fantastic method for youngsters to increase their flexibility, which has crucial implications for their health and athletic ability. Gymnastics is an excellent addition to any child's physical education programme.

Since athletics take up 23.5% of the total time, or 16 hours, the number of PE classes must be about 68 (16 hours / 0.235 = 68).

Participating in athletics may help kids become more physically fit. Maintaining a healthy weight, lowering the risk of chronic illnesses, and improving your general health are all benefits of regular physical exercise.

Athletes may gain not just physically, but also socially and emotionally by participating in sports. Students may get a feeling of community and belonging while developing their leadership, communication, and collaboration abilities [15,16,17,18,19,20].

Track and field practises, if they last an average of an hour, would amount to 16 per year.

Physical education programmes may include a wide range of sports and activities, from team sports (like basketball, soccer and volleyball) to individual sports (like track and field and cross country) to recreational activities (like walking, cycling and swimming).

All things considered, 8th graders may benefit greatly from participating in sports since it enhances their physical health, social skills, and emotional well-being.

Twenty hours, or 29.4 percent of the total, are devoted to sports games, implying that there are around 68 hours of physical education sessions (20 hours / 0.294).

Assuming each sports games session lasts an hour, that's 20 classes spread out over the course of a year.

Students may improve their cardiorespiratory fitness, muscular strength, and agility by participating in sports. Sports provide several health benefits, including lowering the chance of developing chronic illnesses and helping people maintain a healthy weight when practised regularly.

Playing a sport may improve your mental and social health in addition to your physical health. Students may build their feeling of community and belonging while learning valuable skills in cooperation, communication, and leadership.

Sports like basketball, soccer, and volleyball, as well as individual sports like tennis and badminton, may all be included into a well-rounded physical education programme.

Football will get 17.64%, or 12 hours, of the total PE time, therefore there will be around 68 hours of PE every week (12 hours * 0.1764).

Assuming each football practise lasts an hour, that's 12 football outings each year.

Playing football is a great way for kids to work on their cardiovascular fitness, muscle strength, and agility since it is a high-intensity, high-impact activity.

It's important to remember that football is a team activity that demands a great deal of room and apparatus, neither of which may be readily accessible to every school or squad. It's important that all children get their recommended daily dose of exercise, but it's possible that some won't feel comfortable with contact sports like football.

Overall, 8th graders may benefit physically, socially, and emotionally by participating in soccer as part of their physical education programme.[21,22,23,24,25]

Wrestling takes up 8.82% of the total PE time, or 6 hours, thus there are probably about 68 hours of PE each week (6 hours * 0.0882).

Wrestling practises, on average, last for one hour, thus there will be six of them in a given year.

Wrestling is a great way for children to improve their cardiovascular endurance, muscular strength, and agility since it is a high-intensity, high-impact activity. Wrestling also helps enhance overall athletic performance since it demands such a high degree of flexibility, balance, and coordination from its participants.

Wrestling is a contact sport that calls for a high level of fitness and conditioning. It follows that not all pupils will feel welcome or at ease participating in wrestling. To guarantee that all kids take part in physical education, it may be necessary to provide alternative activities.

Wrestling is an important part of the 8th grade physical education curriculum because it gives kids the chance to improve their fitness, social skills, and mental health. While contact sports like wrestling may be beneficial for some children, others may feel uncomfortable with the physical touch and may prefer non-contact activities.

Taking into account the entire number of instructional hours, the approximate number of chess classes is 68 (2 hours / 0.029).

If a typical chess lesson lasts an hour, that's two chess classes a year.

Chess is a great way for children to hone their analytical, strategic, and problem-solving chops. Chess is a great way for children to exercise their minds and improve their memory, focus, and attention.

There are social and emotional advantages to playing chess as well as the cognitive ones. Students may get valuable life lessons by participating in sports. Students may find that the game of checkers is a great way to socialise and get to know their classmates.

Time spent studying every year in 8th grade

| № | Parts of the Schedule | Total annual hours | I- quarter | | II- quarter | | III- quarter | | | IV- quarter | |
|---------------|----------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|--------------------------|-----------------|-----------------|-----------------|--------------|----|-----|-------------|---|
| | | | IX | X | XI | XII | I | II | III | IV | V |
| 1 | Expertise in theory | | <i>During the lesson</i> | | | | | | | | |
| 2 | Gymnastics | 12 | | | | | 4 | 8 | | | |
| 3 | Athletics | 16 | 8 | | | | | | | 8 | |
| 4 | Competitions in two different sports (determined by availability and popularity) | 20 | | 4 | 6 | 8 | 2 | | | | |
| 5 | Football | 12 | | 6 | | | | | | 1 | 5 |
| 6 | Struggle | 6 | | | | | | | 6 | | |
| 7 | Chess | 2 | | | | | | | | | 2 |
| 8 | Control work | We don't set up a whole hour for this every week; instead, we take this time at the conclusion of each unit.. | | | | | | | | | |
| Total: | | 68 hours | 8 | 10 | 6 | 8 | 6 | 8 | 6 | 9 | 7 |
| | | | 18 hours | 14 hours | 20 hours | 16 hours | | | | | |

Secondary school students' ninth-grade PE periods.

We may roughly estimate the overall number of hours of physical education courses to be 68 (12 hours/0.1764), given that gymnastics accounts for 17.64% of the total hours.

Taking into account the typical hour-long duration of a gymnastics class, this equates to 12 separate gymnastics sessions spread out over the course of a year.

Any sport or physical activity that involves running, leaping, or throwing might be considered athletics. Students may benefit from increased cardiovascular health, stronger muscles, and a better heart by taking part in organised sports.

Athletes may gain not just physically, but also mentally and socially by participating in sports. Success in other aspects of life is often the result of the concentration, discipline, and drive honed via participation in extracurricular athletics. Students may gain valuable interpersonal and collaborative skills via participation in team sports.

Given that 16 of the total hours are devoted to sports (23.53%), we may calculate that there are around 68 hours of physical education classes every year ($16 \text{ hours} / 0.2353$).

If each track and field practise lasts an hour, that's 16 opportunities for kids to strengthen their muscles and increase their cardiovascular fitness over the course of a year. Ultimately, I will give.

Gymnastics not only has physical advantages, but also mental and social ones.

Basketball, soccer, and volleyball are all examples of team sports, whereas tennis, swimming, and track and field are all examples of individual sports. Students may boost their fitness, learn new abilities, and enhance their cardiovascular health just by taking part in sports.

By dividing the amount of hours spent on sports (20) by the total number of hours spent on PE (29.4), we get an estimate of 68 ($20 \text{ hours} / 0.294$).

If each sporting event lasts an average of one hour, there would be 20 sporting events every year.

There are psychological and interpersonal advantages to participating in sports as well as the obvious physical ones. Sports are a great way for kids to hone transferable skills like strategy, communication, and leadership. Team sports are another avenue through which students may get valuable interpersonal and collaborative experience.[26,27]

While participating in sports has many health, psychological, and social advantages, it's important to remember that even with careful supervision, accidents may still happen. Consequently, it is the responsibility of schools and instructors to provide pupils with adequate training and supervision during sporting events.

If we assume that football takes up 17.64% of all PE time, then we can calculate that there are around 68 PE periods every school year ($12 \times 0.1764 = 68$).

Playing football is a great way for kids to improve their cardiovascular health and general fitness since it is such a physically demanding team activity. Students may improve their agility, reflexes, strength, and stamina by playing football.

Football isn't only good for you physically, but it may also help you out mentally and socially. Players may benefit from football by honing their strategic thinking, communication, and teamwork abilities.

Football is a contact sport that demands careful management and good technique to avoid injuries, despite its many health and social advantages. As a result, it's the responsibility of schools and instructors to provide children with proper instruction and supervision during football practises.

Considering that wrestling takes up a total of 6 hours of PE per week (or 8.82% of the total), we may deduce that there are around 68 hours of PE every week ($6 \text{ hours} / 0.0882$).

Wrestling, like any other high-intensity activity, requires careful preparation and practise. Coaches and teachers need to pay close attention to their pupils throughout practise and competition to ensure they are not overexerting themselves or showing indications of injury.

Recognising the social and emotional advantages of physical education and sports is just as important as recognising the physical fitness benefits. Students may learn and practise valuable life skills like

collaboration, communication, and sportsmanship via wrestling and other team sports. Improved mental health and a lower burden of stress and anxiety are additional benefits of regular exercise.

A well-rounded physical education programme is one that encourages students' physical health, social skills, and emotional development while also emphasising the need of a safe and welcoming environment for all participants. should acknowledge the significance of well-being.[28,29]

The article provides up-to-date and reliable information regarding the educational advantages of chess. Students who take up the game of chess should expect to see significant gains in areas such as memory, focus, and analytical reasoning. Additionally, chess may help players develop good social skills and emotional well-being by teaching sportsmanship, fair play, and respect for opponents and promoting healthy peer connections.

Two hours a year may not seem like much time to devote to chess, but even that little quantity of consistent practise may have a significant impact on cognitive and emotional growth. Adding chess and other games to PE lessons is a great approach to get children interested in the subject while also offering them practise in strategic thinking, problem solving, and teamwork.

Yearlong sum of 9th graders' study time

| № | Parts of the Schedule | Total annual hours | I- quarter | | II- quarter | | III- quarter | | | IV- quarter | |
|---|-----------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|-----------------|-----------------|-----------------|-----------------|--------------|----------|----------|-------------|----------|
| | | | IX | X | XI | XII | I | II | III | IV | V |
| 1 | Conceptual understanding | During the lesson arayonida | | | | | | | | | |
| 2 | Gymnastics | 12 | | | | | 4 | 8 | | | |
| 3 | Athletics | 16 | 8 | | | | | | | 8 | |
| 4 | Competitions in two different sports (determined by student interest and availability). | 20 | | 4 | 6 | 8 | 2 | | | | |
| 5 | Football | 12 | | 6 | | | | | | 1 | 5 |
| 6 | Struggle | 6 | | | | | | | 6 | | |
| 7 | Chess | 2 | | | | | | | | | 2 |
| 8 | Control work | Supervision time is included into the class plan rather than given a dedicated hour at the conclusion of the day. | | | | | | | | | |
| | Month-to-month sum: | 68 | 8 | 10 | 6 | 8 | 6 | 8 | 6 | 9 | 7 |
| | Sum for the quarter: | 68 | 18 hours | 14 hours | 20 hours | 16 hours | | | | | |

Team sports, individual sports, and leisure activities are all a part of the general school physical education programme in Uzbekistan. About 20 classes every year, or 29.4 percent of the total time, are devoted to sports events including basketball, soccer, and volleyball. Participating in sports allows kids to work on their cardiovascular endurance, muscular strength, and agility, as well as their social skills and psychological health. High-intensity, high-impact sports like football, which received 17.64% of the total hours, had comparable health advantages. Alternatives to contact sports like football should be considered by schools and instructors for pupils who may feel uncomfortable with such activities.

Another high-intensity, high-impact activity that may aid in the development of fitness, flexibility, balance, and coordination is wrestling, which received 8.82% of the total hours. Some kids may feel uneasy or unprepared, therefore it's important to have alternatives available. Spending 2.9% of your

time on chess is a good investment since it improves your cognitive abilities, including your ability to think strategically, solve problems, and connect with others. 12.6% of the time is devoted to gymnastics, which is beneficial since it improves health and sports performance by developing flexibility, strength, endurance, and balance. 23.5% of the time is devoted to athletics, which may help students improve their health and reduce the prevalence of chronic diseases by encouraging the development of physical fitness, such as strength, endurance, and agility.[30,31]

In conclusion, Uzbekistan's mandatory K-12 PE curriculum includes a wide variety of sports that may improve kids' health and wellness on several fronts. However, schools and instructors must put a premium on student safety, examine the overall advantages and appropriateness of various sports, and give alternatives for children who may not feel comfortable engaging in contact sports.

References

1. Khankeldiev S. K., Uraimov S. R. Assessment of the relationship between motor skills and physical development of student youth by the method of canonical analysis //Thematics Journal of Social Sciences. – 2021. – T. 7. – №. 3.
2. Allamuratov S. I., Uraimov S. R. Motor training of student youth in the process of training in specialized military-technical lyceums in conditions of hyperthermia //Herald pedagogiki. Nauka i Praktyka. – 2021. – T. 1. – №. 1.
3. Khankeldiev S. K., Uraimov S. R. Experimental substantiation of the methodology for conducting physical education lessons in the school education system, taking into account regional factors //Herald pedagogiki. Nauka i Praktyka. – 2021. – T. 1. – №. 1.
4. Khankeldiev S. et al. Pulse assessment of the running exercises of the first-year students of the Military Technical Lyceum at physical education classes //Theory and methodology of physical culture.–2017. – 2017. – T. 1. – C. 15.
5. Uraimov S. R. Dynamics of somatometric indicators of students of the military-technical lyceum //Fan-Sports. – 2019. – T. 2. – C. 68.
6. Ruzmatovich U. S., Omonboyevich T. S. CHANGES IN THE FUNCTIONAL ACTIVITY OF THE BODY IN THE PROCESS OF HEALTH TRAINING //World Bulletin of Social Sciences. – 2022. – T. 9. – C. 41-43.
7. Rozmatovich U. S., Maftuna I. DEVELOPMENT OF STUDENTS'ENDURANCE IN PHYSICAL CULTURE LESSONS //ASIA PACIFIC JOURNAL OF MARKETING & MANAGEMENT REVIEW ISSN: 2319-2836 Impact Factor: 7.603. – 2022. – T. 11. – №. 10. – C. 102-106.
8. Ruzmatovich U. S. et al. ANALYSIS OF THE RESULTS OF PHYSICAL TRAINING OF FERGANA STATE UNIVERSITY STUDENTS //ASIA PACIFIC JOURNAL OF MARKETING & MANAGEMENT REVIEW ISSN: 2319-2836 Impact Factor: 7.603. – 2022. – T. 11. – №. 09. – C. 85-96.
9. Khakimovich K. S., Rozmatovich U. S. Regional Problems of Differentiated Physical Education of Preschool Children //Journal of Higher Education Theory & Practice. – 2022. – T. 22. – №. 15.
10. Sanjar U., Abdubannob M. NATIONAL SPORTS GAMES //INTERNATIONAL JOURNAL OF RESEARCH IN COMMERCE, IT, ENGINEERING AND SOCIAL SCIENCES ISSN: 2349-7793 Impact Factor: 6.876. – 2022. – T. 16. – №. 10. – C. 109-117.

11. Sanjar U., Sharifjon T. THEORETICAL FUNDAMENTALS OF SPORTS EXERCISES //INTERNATIONAL JOURNAL OF RESEARCH IN COMMERCE, IT, ENGINEERING AND SOCIAL SCIENCES ISSN: 2349-7793 Impact Factor: 6.876. – 2022. – Т. 16. – №. 10. – С. 140-147.
12. Rozmatovich U. S., Elyor D. TEACHING ATTACK TACTICS TO FOOTBALL PLAYERS //INTERNATIONAL JOURNAL OF RESEARCH IN COMMERCE, IT, ENGINEERING AND SOCIAL SCIENCES ISSN: 2349-7793 Impact Factor: 6.876. – 2022. – Т. 16. – №. 10. – С. 125-132.
13. Rozmatovich U. S., Temur E. QUICK ATTACK AND DEFENSE TACTICS IN FOOTBALL PLAYERS //INTERNATIONAL JOURNAL OF RESEARCH IN COMMERCE, IT, ENGINEERING AND SOCIAL SCIENCES ISSN: 2349-7793 Impact Factor: 6.876. – 2022. – Т. 16. – №. 10. – С. 165-171.
14. Uraimov S. R. et al. EFFECTIVENESS OF INCREASING MOVEMENT ACTIVITY USING PHYSICAL EDUCATION TOOLS IN PROFESSIONAL ACTIVITY //INTERNATIONAL JOURNAL OF RESEARCH IN COMMERCE, IT, ENGINEERING AND SOCIAL SCIENCES ISSN: 2349-7793 Impact Factor: 6.876. – 2022. – Т. 16. – №. 10. – С. 31-39.
15. Sanjar U., Nargiza A. METHODOLOGICAL FOUNDATIONS OF THE DEVELOPMENT OF PHYSICAL ABILITIES OF STUDENTS //INTERNATIONAL JOURNAL OF RESEARCH IN COMMERCE, IT, ENGINEERING AND SOCIAL SCIENCES ISSN: 2349-7793 Impact Factor: 6.876. – 2022. – Т. 16. – №. 10. – С. 40-48.
16. Sanjar U., Doston H. CREATIVITY IN IMPROVING PROFESSIONAL AND PEDAGOGICAL SKILLS OF PHYSICAL EDUCATION TEACHERS //INTERNATIONAL JOURNAL OF RESEARCH IN COMMERCE, IT, ENGINEERING AND SOCIAL SCIENCES ISSN: 2349-7793 Impact Factor: 6.876. – 2022. – Т. 16. – №. 10. – С. 60-67.
17. Ханкельдиев Ш. Х., Ураимов С. Р. Факторная структура моторики учащейся молодежи. – 2021.
18. УРАИМОВ С. МОЛОДЕЖИ НА ОСНОВЕ ВНЕДРЕНИЯ В УЧЕБНЫЙ ПРОЦЕСС БЛОЧНО-МОДУЛЬНОЙ СИСТЕМЫ ОБУЧЕНИЯ. – 2020.
19. Uraimov S. R. Influence of Hypodynamic Factor On Physical Condition Uchashchixsya Voenno-Tehnicheskogo Lyceum. – 2019.
20. Uraimov S. R., Qambarov O. F. Qualifications of physical education teachers forms of growth //Конференции. – 2020.
21. Sanjar U., Hayotxon A. CONTENT OF PHYSICAL EDUCATION OF CHILDREN OF DIFFERENT AGES AND WAYS OF ITS ORGANIZATION (FOR EXAMPLE OF CHILDREN AGED 4-6) //INTERNATIONAL JOURNAL OF SOCIAL SCIENCE & INTERDISCIPLINARY RESEARCH ISSN: 2277-3630 Impact factor: 7.429. – 2022. – Т. 11. – №. 06. – С. 1-5.
22. Ураимов С. Р., Мухриддинов Ф. Р. Жисмоний маданият мутахассисини касбий жисмоний қобилиятлари ва касбий маҳорати //инновации в педагогике и психологии. – 2021. – Т. 4. – №. 2.

23. Ураимов С. Р. Мониторинг готовности выпускников военно-технического лицея к службе в Вооруженных Силах Республики Узбекистан //Наука сегодня: факты, тенденции, прогнозы. – 2019. – С. 76-77.
24. Sanjar U., Nayotxon A. CONTENT OF PHYSICAL EDUCATION OF CHILDREN OF DIFFERENT AGES AND WAYS OF ITS ORGANIZATION (FOR EXAMPLE OF CHILDREN AGED 4-6) //INTERNATIONAL JOURNAL OF SOCIAL SCIENCE & INTERDISCIPLINARY RESEARCH ISSN: 2277-3630 Impact factor: 7.429. – 2022. – Т. 11. – №. 06. – С. 1-5.
25. Ханкельдиев Ш. Х., Ураимов С. Р. Пульсовая оценка беговых упражнений первокурсников военно-технического лицея на занятиях по физическому воспитанию //Профессионализм педагога: сущность, содержание, перспективы развития. – 2017. – С. 426-432.
26. Махсудов Р. Мониторинг физического развития юношей старших классов общеобразовательных школ //Наука сегодня: опыт, традиции, инновации. – 2019. – С. 47.
27. Makh sudov R. A. IMPROVEMENT OF THEORETICAL KNOWLEDGE OF HIGH SCHOOL STUDENTS IN THE SUBJECT OF" PHYSICAL CULTURE //European Journal of Research and Reflection in Educational Sciences Vol. – 2019. – Т. 7. – №. 12.
28. Махсудов Р. Оценка двигательной подготовленности старшеклассников по выполнения учебных нормативов по физическому воспитанию в общеобразовательных школах //Наука сегодня: проблемы и перспективы развития. – 2019. – С. 94.
29. Махсудов Р. А. Сопоставительный Анализ Физической Подготовленности Старшеклассников С Нормативными Требованиями //Fan-Sportga. – 2020. – №. 3. – С. 59-60.
30. Махсудов Р. А. УМУМТАЪЛИМ МАКТАБЛАРИ БИТИРУВЧИЛАРИНИ ЖИСМОНИЙ ТАРБИЯ ФАНИДАН НАЗАРИЙ БИЛИМЛАРИНИ МОНИТОРИНГ ҚИЛИШ //ИННОВАЦИИ В ПЕДАГОГИКЕ И ПСИХОЛОГИИ. – 2020. – №. SI-2№ 2.
31. Makh sudov R. A. Comparative analysis of the physical performance of senior persons with regulatory requirements //Fan-Sports. – 2020. – №. 3. – С. 59.
32. Ruzmatovich U. S. et al. PROCESSES OF ORGANIZATION OF TECHNICAL, TACTICAL AND PHYSICAL PREPARATION IN NATIONAL WRESTLING TRAINING //INTERNATIONAL JOURNAL OF RESEARCH IN COMMERCE, IT, ENGINEERING AND SOCIAL SCIENCES ISSN: 2349-7793 Impact Factor: 6.876. – 2022. – Т. 16. – №. 3. – С. 65-68.
33. Ruzmatovich U. S. et al. CHANGES EXPECTED TO COME IN OUR LIFE MOVEMENTS //Web of Scientist: International Scientific Research Journal. – 2022. – Т. 3. – №. 3. – С. 485-489.
34. Shohbozjon K., Azizjon M. PREPARING SCHOOL STUDENTS IN THE FIELD OF PHYSICAL CULTURE AND SPORTS BEFORE ENTRY TO HIGHER EDUCATION //INTERNATIONAL JOURNAL OF RESEARCH IN COMMERCE, IT, ENGINEERING AND SOCIAL SCIENCES ISSN: 2349-7793 Impact Factor: 6.876. – 2022. – Т. 16. – №. 10. – С. 100-108.
35. Меликузиев А. А., Мирзакаримова С. С., Азимова М. К. РОЛЬ ГИГИЕНИЧЕСКОГО ВОСПИТАНИЯ ШКОЛЬНИКОВ В ПРОФИЛАКТИКЕ ЗАБОЛЕВАНИЙ //Университетская наука: взгляд в будущее. – 2020. – С. 253-257.
36. Хонкелдиев Ш. Х. Закиров У., Меликузиев А. А. Эффективность разработанной методики повышения физической подготовленности юных борцов вольного стиля //Наука сегодня: вызовы и решения. – 2020. – С. 114-116.

37. Азимов А. Азимова М., Меликузиев А. Разработка научных основ подготовки спортивного резерва //Общество и инновации. – 2021. – Т. 2. – №. 8/S. – С. 283-286.
38. Азимов А. М. Меликузиев А. А., Азимова М. К. Инновационные преобразования в педагогике физической культуры и спорта. – 2021.
39. Азимова М. К. и др. ФАКТОРЫ, ОПРЕДЕЛЯЮЩИЕ ЗДОРОВЬЕ ЧЕЛОВЕКА //Психология здоровья и болезни: клинико-психологический подход. – 2020. – Т. 24.
40. Азимова М. Азимов А., Меликузиев А. Bolalar va o'smirlarning o'zini-o'zi rivojlantirish va ijodiy amalga oshirishdagi gigienik ta'limning jihatlari //Общество и инновации. – 2022. – Т. 3. – №. 9/S. – С. 170-174.