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KEY DIRECTIONS OF INTERNATIONAL FINANCIAL INSTITUTIONS' FUNDS IN THE ECONOMY OF THE REPUBLIC OF UZBEKISTAN

Orcid: 0009-0001-1484-6512



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Abstract: This paper analyzes the sectoral allocation and strategic priorities of financial resources provided by international financial institutions (IFIs) to the economy of the Republic of Uzbekistan. The study focuses on three key development partners—the World Bank Group, the Asian Development Bank (ADB), and the Islamic Development Bank (IsDB). Using descriptive statistical methods, comparative analysis, and sectoral distribution assessment based on official data covering the period from 1994 to 2025, the research evaluates the structure and dynamics of IFI financing and its alignment with national development objectives. The results indicate that IFI funds are predominantly concentrated in institutional reforms, agriculture, energy, transport, and infrastructure, while allocations to education, healthcare, and the digital economy remain relatively limited. The findings reveal structural imbalances in sectoral financing and highlight the importance of strengthening technical and advisory assistance, as well as reorienting part of IFI resources toward human capital development to ensure sustainable and inclusive economic growth in Uzbekistan.

Keywords: International financial institutions, World Bank, Asian Development Bank, Islamic Development Bank, Uzbekistan, economic development, sectoral allocation, institutional reforms, sustainable development, trade finance.



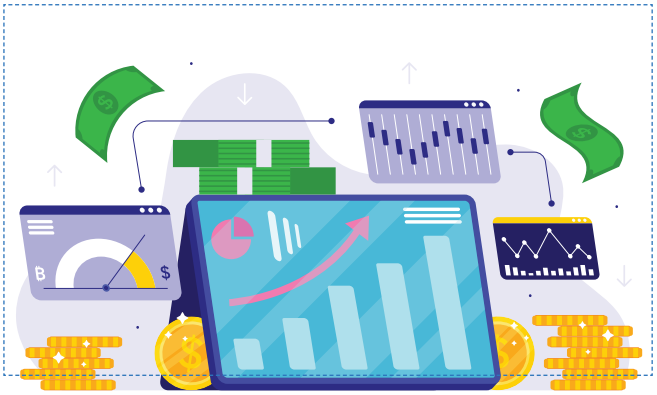
INTRODUCTION

International financial institutions play a crucial role in supporting economic development, institutional transformation, and structural modernization in emerging and transition economies. Through the provision of long-term financial resources, technical assistance, and policy advice, IFIs contribute to macroeconomic stability, infrastructure development, and the strengthening of public and private sector capacity. For countries undergoing economic reforms, cooperation with international financial institutions represents not only a source of external financing but also an important channel for transferring international best practices and institutional standards.

In the Republic of Uzbekistan, cooperation with major international financial institutions—particularly the World Bank Group, the Asian Development Bank, and the Islamic Development Bank—has intensified over recent decades. These partnerships have supported a wide range of projects in infrastructure, agriculture, energy, transport, healthcare, education, finance, and public administration. In the context of economic liberalization and deeper integration into the global economy, the effective allocation of IFI financial resources across priority sectors has become a key factor in ensuring long-term economic stability and sustainable growth.

Previous studies emphasize that IFI financing in emerging economies is often concentrated in infrastructure development and institutional reforms, while social sectors and innovation-driven areas receive comparatively limited support. Empirical evidence on the long-term sectoral allocation of IFI resources in Uzbekistan, however, remains fragmented and insufficiently systematized, particularly in terms of comparative analysis across different international financial institutions.

The object of this study is the system of financial cooperation between the Republic of Uzbekistan and major international financial institutions. The subject of the research is the sectoral allocation and strategic orientation of IFI financial resources within the national economy. The main research question addressed in this paper is how IFI funds are distributed across key sectors of Uzbekistan's economy and to what extent this distribution corresponds to the country's development strategy. The scientific novelty of the study lies in a comprehensive comparative analysis of the financing structures of the World Bank Group, ADB, and IsDB over an extended period. The practical significance of the research consists in formulating policy-oriented conclusions that may support public authorities in optimizing cooperation with international financial institutions and improving the efficiency of external financial resource utilization.



METHODOLOGY

This study employs a mixed-method research design combining descriptive statistics, comparative analysis, and structural sectoral assessment. The empirical base of the research consists of official data obtained from the World Bank Group, the Asian Development Bank, and the Islamic Development Bank, covering the period from 1994 to 2025.

Descriptive statistical methods are used to analyze the volume, structure, and dynamics of IFI financial flows to Uzbekistan. Comparative analysis is applied to identify differences in sectoral priorities among the World Bank Group, ADB, and IsDB. In addition, sectoral distribution analysis is employed to assess the alignment of IFI financing with Uzbekistan's national development strategy and long-term economic priorities. The selected methods allow for a comprehensive evaluation of both the quantitative scale and qualitative orientation of international financial support.

3. RESULTS

3.1. World Bank Group Financing

The World Bank Group is one of Uzbekistan's key development partners, supporting projects across a wide range of economic and social sectors. Between 1994 and 2025, the total volume of loans and technical assistance approved for Uzbekistan amounted to approximately USD 12.7 billion. The Bank's financing strategy prioritizes institutional reforms, public sector governance, and the modernization of core economic sectors.

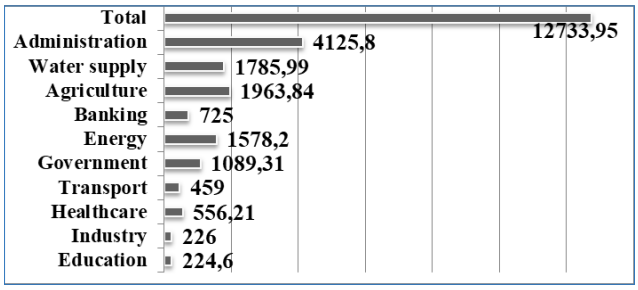


Figure 1. Total volume of loans and technical assistance approved for Uzbekistan by the World Bank Group as of August 31, 2025 (in million USD)

Sectoral analysis shows that the largest share of World Bank financing is allocated to the government sector, totaling USD 4.1 billion or 32.4% of total commitments. This reflects a strategic focus on strengthening public administration and supporting market-oriented reforms. Agriculture and water supply and irrigation together account for 29.4% of total financing, underscoring the importance of food security and sustainable resource management. The energy sector receives 12.4% of total funding, supporting energy system modernization and the transition toward renewable energy sources.

At the same time, social sectors receive relatively smaller allocations. Healthcare accounts for 4.4% and education for only 1.8% of total financing, indicating that human capital development remains a secondary priority within the current structure of World Bank support in Uzbekistan.[5]

At present, financing reforms aimed at transitioning to a market economy remains a critical component of development projects in Uzbekistan. Additionally, initiatives focused on the rapid improvement of medical services—including technical assistance, capacity-building, research, procurement of essential equipment, and the development of centralized dispatch systems—along with projects designed to enhance the efficiency of the horticulture sector through equipment modernization and training programs, are intended to deliver tangible practical results.

Aligned with Uzbekistan's new development strategy, the country is pursuing inclusive economic growth through private sector development, economic liberalization, regional cooperation, and global integration. Overall, the funds provided by the World Bank to Uzbekistan are primarily directed toward institutional reforms, effective management of agricultural and natural resources, and modernization of the energy sector. This allocation structure plays a significant role in promoting long-term economic stability and achieving sustainable development objectives. At the same time, the relatively low share of resources allocated to social sectors highlights the future need for additional investments in education and healthcare.

3.2. Asian Development Bank Financing

Since joining the Asian Development Bank, Uzbekistan has become one of the leading recipients of ADB financing in Central and West Asia. As of December 2024, the total volume of sovereign financing and technical assistance allocated to Uzbekistan amounted to USD 13.43 billion. ADB-supported projects primarily focus on energy, transport, finance, agriculture, education, water supply, and healthcare.

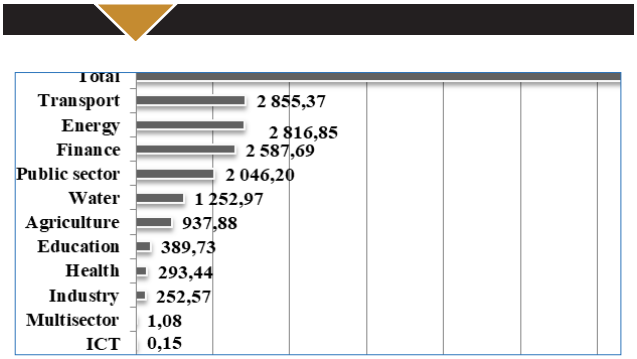


Figure 2. Total Volume of Loans and Technical Assistance Allocated to Uzbekistan by the Asian Development Bank as of December 2024 (in USD billion)

The sectoral distribution indicates that energy (21.0%), transport (21.3%), finance (19.3%), and public administration (15.2%) collectively account for approximately 77% of total commitments. This structure reflects ADB's strategic emphasis on infrastructure development and financial system strengthening. By contrast, education (2.9%), healthcare (2.2%), and information and communication technologies (0.001%) receive minimal funding, highlighting a structural imbalance in favor of physical infrastructure over human capital and digital development.

Trade finance programs play a significant role in ADB cooperation with Uzbekistan. By the end of 2024, USD 1.48 billion had been allocated through 1,247 projects, with the majority of funds directed toward the financial sector, supporting trade operations and private sector activity.

The majority of these projects are concentrated in the financial sector. Specifically, through 940 projects, USD 1,146.01 million has been mobilized, accounting for 77.6% of the total volume. This allocation plays a crucial role in supporting the banking system, financing trade operations, and accelerating financial flows. Additionally, 307 projects have been implemented in the industrial and trade sectors, with a

total value of USD 331.48 million, representing 22.4% of the overall funding. These resources are directed toward supporting production chains and facilitating import-export operations.

3.3. Islamic Development Bank Financing

Cooperation with the Islamic Development Bank represents an important dimension of Uzbekistan's external financing strategy, offering access to alternative financing instruments based on Islamic finance principles. As of December 31, 2024, the IsDB had allocated USD 4.4 billion to Uzbekistan across 184 projects.

The majority of IsDB financing is directed toward project financing (62.9%) and trade finance (36.9%), while technical and special assistance account for a very small share. Sectoral analysis shows that agriculture (33%), transport (22%), and healthcare (14%) are the leading priority areas, followed by energy, education, and water resources. This allocation structure highlights the IsDB's role in supporting real-sector and socially oriented projects.

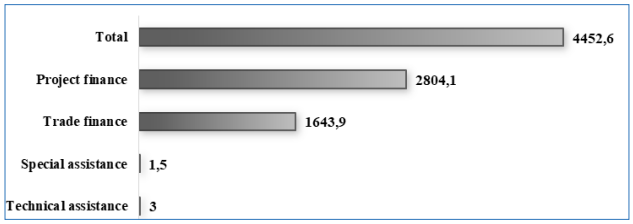


Figure 3. Total financial resources allocated by the Islamic Development Bank to the Republic of Uzbekistan (mln USD, as of December 31, 2024)

It should be noted that the share of technical assistance, i.e., advisory support, within the framework of economic cooperation between the Republic of Uzbekistan and the Islamic Development Bank remains relatively small. Therefore, considering the high potential of this partnership, greater attention should be directed toward the technical and consultative dimension.

Analyzing the sectoral distribution of financial resources provided by the Islamic Development Bank to Uzbekistan provides insights into the priority areas of focus. It is important to highlight that the Bank finances various sectors of donor countries' economies through multiple projects, with the ordinary capital resources fund serving as the primary instrument for implementing this mechanism.

Within the allocated financial resources, the leading three sectors are agriculture, transport, and healthcare, receiving USD 905.6 million (33% of the total), USD 593.4 million (22%), and USD 392.5 million (14%), respectively (see Figure 4).

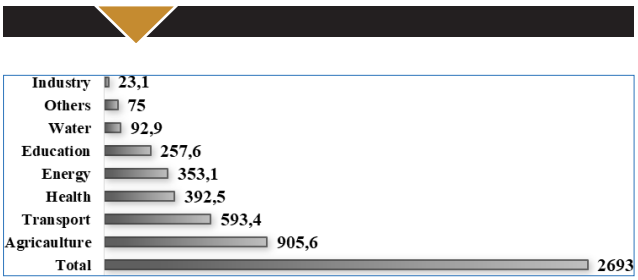


Figure 4. Distribution of Ordinary Capital Resources (OCR) by sector (in million USD, as of 31 December 2024)

By sector, the projects allocated to energy, education, and water resources amounted to USD 353.1 million (13% of the total), USD 257.6 million (9.5%), and USD 92.9 million (3.4%), respectively. The majority of financial resources are directed toward the agricultural sector and transport, highlighting the country's strategic economic priorities. At the same time, the relatively smaller allocations to industry and water resources indicate the need for more active measures in these areas in the future.

The Republic of Uzbekistan, through cooperation with international financial institutions, attracts substantial financial resources to develop strategic sectors of the economy. The World Bank primarily supports institutional reforms, agriculture, and the energy sector, while the Asian Development Bank focuses on infrastructure and financial system development. The Islamic Development Bank plays a significant role in the agrarian sector, transport, and healthcare. Overall, collaboration with international financial institutions contributes to Uzbekistan's economic stability and long-term sustainable development.

4. DISCUSSION

The results of this study are broadly consistent with previous research on the role of international financial institutions in emerging economies, which emphasizes the prioritization of infrastructure development and institutional reforms. Earlier studies indicate that IFI financing is often concentrated in energy, transport, and public administration, while social sectors receive comparatively limited support. The findings for Uzbekistan confirm this pattern, particularly in the financing structures of the World Bank Group and the Asian Development Bank.

At the same time, the results reveal several country-specific features. Compared to earlier studies on IFI cooperation in Uzbekistan, the present analysis demonstrates a growing role of trade finance

and alternative Islamic financing instruments, especially within the framework of cooperation with the Islamic Development Bank. This diversification of financing mechanisms reflects broader changes in the global development finance architecture and distinguishes the current stage of cooperation from earlier periods.

From the author's perspective, the observed concentration of IFI funds in infrastructure and institutional reforms, while necessary in the short and medium term, may constrain long-term growth potential if investments in human capital, education, healthcare, and the digital economy remain insufficient. The findings suggest that a more balanced sectoral allocation of IFI resources, combined with strengthened technical and advisory assistance, would enhance the sustainability and developmental impact of international financial cooperation in Uzbekistan.

CONCLUSION

The study demonstrates that cooperation between Uzbekistan and international financial institutions plays a crucial role in financing strategic sectors of the national economy. The World Bank Group primarily supports institutional reforms, agriculture, and energy; the Asian Development Bank focuses on infrastructure and financial system development; and the Islamic Development Bank prioritizes agriculture, transport, and healthcare. While these investments contribute significantly to economic stability and sustainable development, the relatively low allocation of resources to education, healthcare, and the digital economy indicates the presence of structural imbalances. Strengthening technical assistance and advisory support, alongside reorienting part of IFI financing toward human capital development, would enhance the long-term effectiveness of international financial cooperation and promote inclusive economic growth in Uzbekistan.

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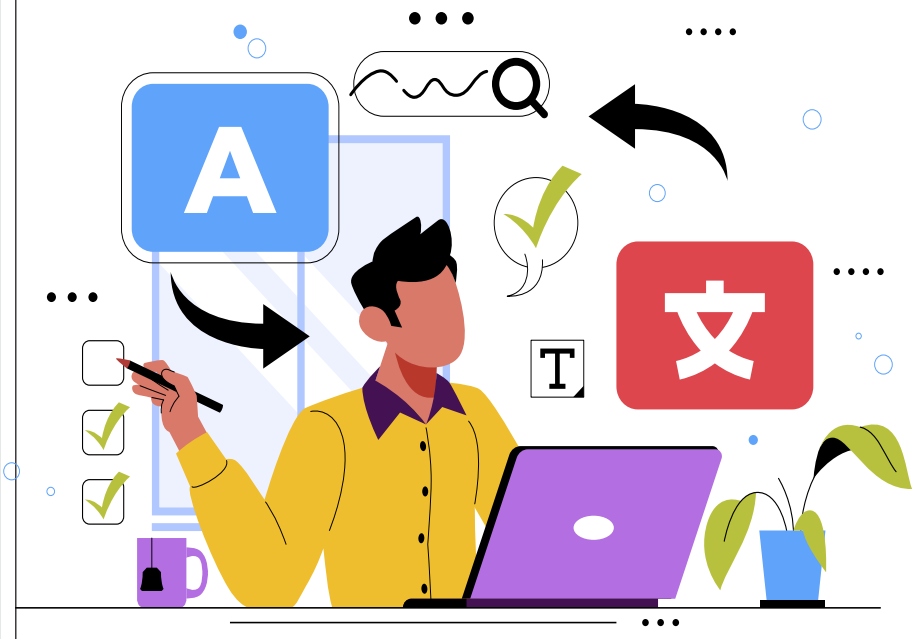


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Annotatsiya: Ushbu maqolada 20-40 yoshli O‘zbekiston fuqarolarining o‘zbek tilini ikkinchi til sifatida o‘rganish tajribalarini aniqlab tahlil qilish maqsad qilib olingan. Ushbu maqsadga erishish uchun kerakli ma’lumotlar intervyular yordamida yig‘ilib, narrativ tahlil usuli yordamida tahlil qilindi. Natijalar 4 ta narrativ-hikoya tarzida taqdim etilib muhokama qilindi. Alohida urg‘u hissiy tajribalarga berilib, ularning til o‘zlashtirganlik darajalariga qanday ta’sir ko‘rsatgani izohlandi. Aniqlangan his-tuyg‘ular shakllanishiga ta’lim tizimi, kengroq muhit, shaxsiy sifatlar (millat va qat’iyatlik) va natijalar (muvaffaqiyat va muvaffaqiyatsizlik) qo‘shgan hissalar haqida batafsil ma’lumot berilgan. Ayb o‘zbek tilini muvaffaqiyatli o‘zlashtirishga, uyat esa teskarisiga olib kelishi ko‘rsatildi. Mazkur tadqiqot natijalari o‘zbek tilini iikinchi til sifatida o‘qitish dasturlarini va darsliklarini ishlab chiqayotgan, shu tilga o‘rgatayotgan va barcha o‘zbekzabonlarga milliy tilimizning nufuzini oshirish uchun inobatga olishga tavsiya qilinadi.

Kalit so‘zlar: o‘zbek tili, ikkinchi til, ijobiy psixologiya, his-tuyg‘ular, muhit, rasmiy va norasmiy ta’lim, narrativ tahlil, motivatsion va demotivatsion omillar.



KIRISH

Lankaster universitetining ta’lim va ijtimoiy adolat yo‘nalishi bo‘yicha doktoranturasida o‘qigan paytimda bir maxsus kurs bor edi. Shu kurs davomida men ikkita ilmiy maqola bilan tanishib, ularning biriga taqriz yozishim kerak edi. Birinchi maqola Gana kabi Afrika mamlakatidagi o‘rta maktab ta’lim tizimi tenglik tamoyiliga qay darajada amal qilishining tahliliga bag‘ishlangan bo‘lib, har bir o‘quvchisida nechta darslik borligi, har bir o‘qituvchisiga nechtadan o‘quvchi to‘g‘ri kelishi va ulardan qanchasi maktab bitirishi kabi quruq statistik ma’lumotlarga asoslanib yozilgan (Takyi et al., 2019). Ikkinchi maqola esa Buyuk Britaniyadagi universitet talabalarining o‘qish safarlari jarayonida kechirgan his-tuyg‘ulari, ushbu kechinmalarning o‘qishga ta’siri va albatta universitet rahbariyati va o‘qituvchilari tomonidan inobatga olinishi haqida edi (Finn, 2017).

Ikkala maqola bilan tanishib, ikkita narsaga ahamiyat berdim. Eng avvalo Buyuk Britaniyaning Ganaga nisbatan ancha kuchli iqtisodiyoti borligi tufayli, uning ta’lim tizimidagi moddiy ta’minot masalasi Gana uchundek dolzarb emas. Unday bo‘lsa, bemalol ruhiy-emotsional jihatlarga e’tibor berish mumkin. Ammo unda yana bir gap bor. Bunday ketishda Gana va uning misolida butun uchinchi dunyo mamlakatlari odamlarining ruhiy kechinmalari yo‘qligi haqida tasavvur paydo bo‘lib qolishi va ilg‘or mamlakatlar ko‘zidagi ularning “odamiylik darajasi” pasayishi mumkin. Bu esa yana kamsitishga olib keladi, tengsizlikni tobora chuqurlashtiradi. O‘shanda ilmiy ishim mavzusini tanlasam, albatta ruhiy-emotsional jihatlarni o‘rganaman deb qaror qilganman. O‘zbek tilini ikkinchi til sifatida o‘rganishning emotsional jihatlariga bag‘ishlangan ilmiy tadqiqotim shuning isbotidir (Tilyabaev, 2024). Mazkur mavzu tanlashda albatta faqat shaxsiy qiziqishim emas, balki quyida batafsil tushuntirilgan ilmiy sabablar ham katta rol o‘ynagan.

Yuqorida aytib o‘tilgandek, tanlangan tadqiqot yo‘nalishi - til o‘rganishning emotsional jihatlari. Tilshunoslarning his-tuyg‘ularga bo‘lgan qiziqishi 1980-yillarda boshlangan. Hozirda his-tuyg‘ular til o‘rganishning markaziy tarkibiy qismi sifatida ko‘rilmoqda (Dewaele, 2010). Ikkinchi til o‘rganishda ijobiy psixologiya va his-tuyg‘ular modeli Shao va boshq. (2020) tomonidan taklif qilingan. Mazkur model quyidagi elementlarni o‘z ichiga oladi: 1) o‘quv muhiti/tizimi; 2) talabalarning shaxsiy sifatlari; 3) talabalarning his-tuyg‘ulari; va 4) talabalar natijalari. Ushbu elementlar bir biriga ta’sir qilib, ikkinchi til o‘rganish borasidagi tegishli natijalarga olib keladi. Ushbu model bir qator empirik tadqiqotlar bilan isbotlandi (Arens, Morin va Watermann, 2015; Frenzel va boshq.,



2018; Wei va Wang, 2019), va o‘qitish hamda o‘rganishini baholash uchun foydali deb topildi.

Mavjud adabiyotlarda asosan maktab/universitet muhitidagi vaziyatlar ko‘rib chiqiladi, rasmiy ta’lim kontekstidan tashqarida esa ikkinchi til o‘rganish his-tuyg‘ulari haqida ma’lumot kam (Driver va Prada, 2024). Bundan tashqari, mavjud empirik natijalar xalqaro miqyosda qanchalik ishonchli va universal ekanligi haqida savol tug‘ilishi mumkin, chunki asosan G‘arb ta’lim muhiti shu paytgacha tadqiqotchilarning e’tiborini tortib kelgan. Mavjud adabiyotlarning aksariyati ikkinchi til sifatida ingliz tilini o‘rganuvchilarning ehtiyojlarini yoki Italiya (MacIntyre va Vincze, 2017), Ruminiya (Pavelescu va Petrić, 2018; Dewaele va Pavelescu, 2021), Vengriya (Piniel va Albert, 2018) va Kanada (Boudreau, MacIntyre va Dewaele, 2018) kabi g‘arbiy sharoitlarda ikkinchi til o‘rganish xususiyatlarini yoritib kelgan. Shunday qilib, ikkinchi til o‘rganish his-tuyg‘ular bilan qanday bog‘liqligini yoritish uchun boshqa tillar misolida va boshqa kontekstlarda ko‘proq tadqiqotlar o‘tkazish tanlangan mavzuning dolzarbligini tashkil etadi.

Global miqyosda aniqlangan bo‘shliqlar O‘zbekistonda o‘zbek tilini ikkinchi til sifatida o‘rganishga ham taaluqlidir, chunki ma’lumki, bunday tadqiqotlar hali olib borilmagan. Shunday qilib, nog‘arbiy kontekstda olib boriladigan tadqiqotlar hamda o‘zbek tilini ikkinchi til sifatida o‘rganayotgan O‘zbekiston fuqarolarining hissiy tajribalariga e’tibor qaratib aniqlash yuqorida qayd etilgan bo‘shliqlarni samarali to‘ldirishga yordam beradi. Tanlangan mavzuning yangiligi va vazifasi ham aynan shulardan iborat. Ushbu tadqiqotning asosiy maqsadlaridan biri o‘z-

bek tilini ikkinchi til sifatida o‘rganishning muvaffaqiyatli yoki muvaffaqiyatsiz bo‘lishi nimaga bog‘liqligini va ushbu jarayonda kechirilgan his-tuyg‘ular rolini aniqlash edi.

MATERIALLAR VA USULLAR

Ushbu maqolada O‘zbekiston fuqarolarining o‘zbek tilini ikkinchi til sifatida o‘rganishidagi hissiy tajribalarini yoritib beradigan kichik ko‘lamli sifat xarakteridagi tadqiqot natijalari taqdim etiladi. Bunday tadqiqotlar maqsadi hodisani o‘lchab umumiylashtirish emas, balki hodisaning noma’lum qirralarini ochishdir (Padgett, 2011). Shunday ekan, uning ishonchliligi statistik ishlov berish orqali emas, balki turli manbalar bilan triangulyatsiya qilish orqali ta’minlanadi (Hayashi, Abib va Hoppen, 2019). Tadqiqotning 25 ta 20-40 yoshli qatnashchisi o‘zbek tilini ikkinchi til sifatida o‘rganish tajribalari haqidagi ma’lumotlar individual suhbatlar orqali to‘plangan. Olingan ma’lumotlardan tadqiqot maqsadlarida foydalanish, ularning xavfsizligi, maxfiyligi va manbalarini taxalluslash BERA (2018) axloqiy me’yorlariga muvofiq ta’minlandi. Olingan ma’lumotlar narrativ tahlil usuli yordamida qayta ishlangan (Smith, 2016). Tadqiqot natijalariga asoslanib 4 ta narrativ-hikoya yozildi. Ular quyida taqdim etiladi.

NATIJALAR VA MUNOZARA

1) Tushkunlikka tushgan, lekin aybdor emas

Bu hikoya o‘zbek millatiga mansub bo‘lmagan Nina, Taisiya, Vladislav va Aynisa tomonidan o‘zbek tilini ikkinchi til sifatida o‘rganish tajribalarini qamrab oladi. Ular 1980- 1990-yillarda Toshkent shahri va viloyatidagi rus tilli muhitda ulg‘ayib, o‘zbekcha bilmasdan, o‘z yo‘lini topishga muvaffaq bo‘lishgan. Ularning o‘zbek tiliga oid tajribalariga: 1) oila; 2) kengroq muhit; va 3) maktab va universitet kabi omillarning ta’siri yuqorida keltirilgan tartibda ko‘rib chiqiladi.

Nina va Vladislavlarning ota-onalari o‘zbekcha so‘zlashmaydi, shuning uchun ular bu ko‘nikmani bolalarida rivojlantira olishmagan. Taisiyaning otasi va Aynisaning ota-onasi o‘zbekcha so‘zlashadi, lekin uyda bolalari bilan hech qachon o‘zbekcha gaplashishmagan. Aftidan, oila a’zolari tomonidan tildan foydalanishni talab qiladigan lingvistik ko‘mak va hayotiy vaziyatlarning yo‘qligi bolalarni shu tilda muloqot qilishga undamaydi (MacIntyre, Burns va Jessome, 2011).

To‘rtta qahramonimizning kengroq muhiti ham o‘zbek tilini o‘rganishga yordam bermadi. Ularning aytishicha, kengroq muhit o‘zbek tilini o‘rganayotgan boshqa millat vakillariga o‘zbek tilidan foydalanish kerakmi va kerak bo‘lsa, qanday foydalanish kerak degan savollarga aniq javob bermayapti, va shuning uchun ikkinchi til o‘rganishda o‘zining hal qiluvchi rolini bajarmayapti (Steffensen va Kramsch, 2017). Natijada, ularning tajribalari asosan muvaffaqiyatsiz, yoqimsiz va faqat vaqti-vaqti bilan qo‘llab-quvvatlanadi; bu ham til o‘rganish uchun motivatsiyani pasaytirish manbayi sifatida ko‘rsatilgan (Chulee va boshq., 2023). Ularning o‘zbekcha so‘zlashishga urinishlari ko‘pincha o‘zbekzabon odamlarning tabassumlariga, shubhalariga (Vladislav misolida) yoki qattiq javoblariga (Taisiya misolida) sababdir, va bu motivatsiyani pasaytiruvchi omillar bo‘lib xizmat qiladi. Bunday munosabat hech qanday yordam bermasligidan tashqari, ularning o‘zbekcha gapirishga urinishlarida ijobiy his qilishlariga olib kelmaydi. Bu esa ikkinchi tilni o‘rganishda motivatsiya uchun katta ahamiyatga ega (MacIntyre va Vincze, 2017).

Bu muammo ular o‘rgangan o‘zbek tili maktab va universitetda qanday o‘qitilganligi bilan tobora murakkablashadi. To‘rtalasi ham o‘zbek tilini o‘rganish bo‘yicha ijobiy emas, balki salbiy tajribaga ega ekanliklarini aytishdi. Motivatsiyasiz/motivatsiyasizlantiruvchi o‘qituvchilar, ularning zerikarli darslari, o‘z ishiga mas’uliyatsiz munosabati (darsga kechikishi yoki umuman kelmasligi), bema’ni topshiriqlar/uy vazifalari (masalan, “j harfi bilan boshlanadigan 20 ta so‘z yozish” – Taisiya), nutq ko‘nikmalarini rivojlantirishdan ko‘ra grammatik mashqlarni bajarishga urg‘u beruvchi amaldagi o‘quv dasturi va baholashda g‘alati yondashuvlar (masalan, “Savolga birinchi bo‘lib javob bergan kishi [javobning sifati qanday bo‘lishidan qat’i nazar] jasorat uchun besh baho oladi” - Taisiya) shular jumlasidandir. Ushbu demotivatsion omillar Ushioda (1994), Dörnyei (2001), Meshkat va Hassani (2012) va Vakilifard va boshq. (2020) tomonidan boshqa tillarni o‘rganish misollarida aniqlangan omillarga juda o‘xshaydi.

Yuqorida sanab o‘tilgan qiyinchiliklarga qaramay, Nina, Vladislav, Taisiya va Aynisalarning o‘zbek tilini o‘rganishlarida yaxshi tomonlar ham bor edi. Aynisa o‘zbek tili fanidan butun maktab kursini bitta o‘qituvchi bilan o‘tganligini, va u odam «qat’iyatli va talabchan» bo‘lganini afzallik deb biladi. Tasiya o‘zbek tili fanidan Sovet davrida nashr eilgan maktab darsliklarini “til o‘rganishda yetarlicha yordam bergan” deb iliq eslaydi. Vladislav o‘zining o‘rta maktabdagi o‘zbek tili o‘qituvchisi haqida “ko‘p yillik azoblardan so‘ng o‘zbek tilini yaxshiroq tushunishimga va o‘zimni muvaffaqiyatli his qilishimga yordam bergan” deb aytdi. Nina esa o‘zbek tiliga qiziqishini uyg‘otgan, o‘zbek madaniyatini sevib, o‘z yutuqlari bilan faxrlanishiga sababchi bo‘lgan birinchi o‘zbek tili ustozi-

ga minnatdorlik bildirgan. Afsuski, bu tajriba ushbu hikoya qahramonlarining o‘zbek tili ko‘nikmalarini to‘liq rivojlantirishi uchun yetarli emas yoki qisqa edi. Boshqacha qilib aytganda, ikkinchi tilni kengroq ishlatish uchun “Rubikon daryosini kesib o‘tish”(MacIntyre, Burns va Jessome, 2011:84), ya’ni orqaga yo‘l yo‘q degan qarorga kelish sodir bo‘lmadi.

Nina, Vladislav, Taisiya va Aynisalarning tajribalarini umumlashtirsak, ulardan hech biri maktabda va universitetda o‘zbek tilini o‘qitishdan foyda ko‘rmadi, ularning o‘zbek tilini o‘rganish tajribalari rag‘batlantiruvchi emas, ko‘proq tushkunlikka soluvchi va ruhsizlantiruvchi edi. Ularning o‘zbek millatiga mansub emasligi, oilasi va kengroq muhiti ham o‘zbek tili ko‘nikmalarni rivojlantirishga yordam bermadi. Afsuski, ularning hech biri o‘zbek tilini mukammal bilmaydi, lekin bu faqat ularning xatosi emas. Ehtimol, qulayroq sharoitlarda ular o‘zlarini aybdor his qilib, Teimouri (2019: iv) ga ko‘ra, “ikkinchi til o‘rganuvchilarining istalmagan xatti-harakatlarini tuzatish uchun rag‘batlantiruvchi choralarini ko‘rgan bo‘lar edi”, ya’ni til o‘rgangan bo‘lar edi.

Ko‘p muvaffaqiyatsizliklarga qaramay, faqat Vladislav va Taisiya o‘zbek tilini o‘rganishga harakat qilmoqdalar. Bundan farqli o‘laroq, Nina va Aynisa boshqa sabablar tufayli o‘zbek tilini yaxshilash istagini qaytarib bo‘lmaydigan darajada yo‘qotganga o‘xshaydi, shuning uchun ular o‘zbek tilidan ancha uzoqlashishdi. Shunday qilib, o‘zbek tilini ikkinchi til sifatida o‘rganish jarayonida to‘rtta qahramonimning hissiyoti rasmiy va norasmiy o‘rganish muhitiga, millatga va o‘zbek tilini bilish darajasiga bog‘liqligi ko‘rsatildi. Ushbu his-tuyg‘ular ularning qat’iyatliligiga va motivatsiyasiga ham ta’sir qiladi.

2) G‘ururli, lekin qiyinchiliksiz

Bu hikoyada millati o‘zbek bo‘lgan Setora, Shoira, Hojimat, Dinislom, O‘lmasoy va Bahodirlarning o‘zbek tilini ikkinchi til sifatida o‘rganish tajribalari bayon qilinadi. Ulardan faqat Bahodir o‘zbek tilini mukammal biladi. Boshqalar esa o‘zbekcha faqat yaxshi gapirishadi. Ularning ba’zilari dastlabki yillarini O‘zbekistonning turli joylarida va undan tashqarida o‘tkazgan bo‘lsa-da, barchasi 1990-2010-yillarda rus tilida ta’lim olishgan va hozirda O‘zbekistonning ruscha eng ko‘p so‘zlashiladigan hududi bo‘lib qolayotgan Toshkentda yashab, ishlamoqda. Ularning eng kuchli tili rus tilidir, va garchi u o‘zbek tilining sofligiga ta’sir ko‘rsatgan bo‘lsa-da, ular oilaviy davradagi muloqot uchun asosan o‘zbek tilidan foydalanib kelishmoqda. Bundan tashqari, xalqaro kompaniyalarda ishlaydigan Setora va Shoiradan boshqalar uchun o‘zbek tilining kasbiy faoliyatidagi ahamiyati tobora kuchayib bormoqda. Ularning o‘zbek tiliga nisbatan hissiyotlari qanday shakllanganligi haqida to‘liq tasavvurga ega bo‘lish uchun men ularning: 1) oila davrasidagi va 2) rasmiy ta’limdagi tajribalarini ko‘rib chiqaman.

Shunisi e’tiborga loyiqki, Shoira va Dinislomdan tashqari ularning barchasi “sof” o‘zbeklardir. Ularning ota-onalari har doim uyda o‘zbekcha gaplashishgan va ushbu tanlangan oila tili siyosati (Curdt-Christiansen va Huang, 2020) tufayli ular o‘zbekcha yaxshi tushunishadi va gapirishadi. Bundan tashqari, ajdodlar tiliga bo‘lgan munosabat aynan oila tomonidan shakllantirilayotganligi ma’lum (Schalley va Eisenchlas, 2020).

Shu bilan birga, Setora va Dinislomning o‘zbek tilini bilish darajasi ularga uyda faqat kundalik mavzularda gapirishga imkon berishini ta’kidladilar. Bundan tashqari Dinislom “ota-onalar va bolalar o‘rtasida qarama-qarshi jins bilan munosabatlar (ilgari Alimjanova tomonidan tasdiqlangan, 2001) kabi jiddiyroq so‘z boyligini talab qiladigan juda nozik mavzularda samimiy suhbatlashish o‘zbek an’anasida yo‘qroq”, deb aytdi. Bolalarning o‘z ona tilida bunday so‘z boyligi va bunday hayotiy tajribasi mavjud emas. Bunday vaziyatlarda o‘zbek mentaliteti ularni cheklab qo‘ygandek tuyuladi”, shuning uchun bu masalalar bo‘yicha bilimlar odatda ota-onalardan emas, balki norasmiy kanallardan (Buckley, Barrett va Asminkin, 2004), shu jumladan Internetdan (Gazeta.uz, 2020) olinadi. Biroq, o‘zbek tili kam resurs tili (Kuriyozov va boshq., 2019) ekanligini hisobga olsak, internetda o‘zbekcha ma’lumot unchalik ko‘p emas, shuning uchun ular rus tilidan foydalanishadi.

Qahramonlarimning o‘zbek tilini rasmiy o‘rganishlari haqida gapiradigan bo‘lsam, ularning hech biri maktab va universitetda qiyinchiliklarga duch kelmadi, chunki ular yaxshi bazaviy ko‘nikmalarga ega edilar. Ularning barchasi o‘zbek tili fanidan yaxshi baholar olgan bo‘lsa-da, o‘qitish uslubida bir qancha kamchiliklar borligini qayd etishdi. Masalan, Bahodirning aytishicha, agar u o‘zbek tilini o‘rganishda faqat maktabiga tayanib, o‘zi o‘zbek tilida ko‘p narsa o‘qimaganida hamda ko‘p narsalarni mustaqil ravishda o‘zbek tiliga tarjima qilmaganida, hech qachon o‘zbek tilini o‘rganmagan bo‘lardi. Xuddi Bahodir singari, O‘lmasoy va Dinislom ham o‘qishlari yetarlicha qiyin bo‘lmagan deb hisoblaydi (Falout va Maruyama, 2004), Shoira esa “darslarni faqat o‘zbek tilida olib borish tilni mashq qilish nuqtayi nazaridan juda foydali bo‘lardi” deb tan oldi. Shoira shuningdek, katta guruhlar (ilgari Noom-Ura, 2013 tomonidan tasdiqlangan) va yomon sinf boshqaruvi (ilgari Chang va Cho, 2003 tomonidan tasdiqlangan) kabi demotivatsiyalovchi omillarni eslatib o‘tdi.

Dinislom, shuningdek, “bir xil grammatik material yoki bir xil so‘zlarning imlosi turli o‘qituvchilari tomonidan turlicha o‘rgatilishi o‘zbek tilida aniq qoidalar yo‘q, va hamma narsani taxmin qilish yoki yodlab olish kerak” degan taassurot qoldirganini ta’kidladi.

Bundan tashqari, Hojimat va Setora o‘zbek tilini qiziqtirib o‘qitish kerakligini ta’kidladilar. Til o‘rganish uzluksizligini ta’minlash uchun unga qiziqish uyg‘otish juda muhim deb hisoblanadi (Fryer, 2019). O‘z navbatida Hojimatda shunday taasurot paydo bo‘ldiki, “sinfidagi o‘quvchilarning aksariyati o‘zbekzabon bo‘lganligi sababli, ularga tilni o‘rgatishning hojati yo‘q edi, shuning uchun o‘qituvchilar o‘z asosiy vazifasini bajarilgan deb bilishgan.”

Yuqorida sanab o‘tilgan qiyinchiliklarga qaramay, Shoira, Setora, Hojimat va Dinislomlarning o‘zbek tilini rasmiy o‘rganish tajribalarida ba’zi ijobiy jihatlar mavjud. Bu asosan ularning o‘zbek tili grammatikasini o‘rgana olganligi, o‘qituvchilarining vijdonli ishlaganligi va o‘quvchilarga nisbatan iliq munosabatda bo‘lganligi bilan bog‘liq. Shularning aksi motivatsiyani pasaytirayotganini hisobga olsak (Dörnyei, 2001), mazkur omillar ijobiy ta’sirga ega ekanliklarini payqash qiyin emas.

Setora, Shoira, O‘lmasoy, Hojimat, Dinislom va Bahodirlarning hikoyalariga yakun yasasam, ularning til rivojlanishiga rasmiy ta’lim tizimining hissasini turlicha talqin qilish mumkin. Ehtimol, ularning yaxshi bazaviy ko‘nikmalari, shuningdek, o‘zbek tili o‘qituvchilari bilan iliq munosabatlari, o‘zbek tilini o‘rganishda ko‘p muvaffaqiyatsizliklarni boshdan kechirgan oldingi hikoya qahramonlariga qaraganda o‘zbek tilini rasmiy o‘qitish tizimini kamroq tanqid qilishga imkon berdi. Bundan tashqari, Setora, Shoira, O‘lmasoy, Hojimat, Dinislom va Bahodirlarning oilaviy davralari avvalgi hikoya qahramonlaridan farqli o‘laroq, o‘zbek tilini bilish nuqtayi nazaridan ancha foydali bo‘lgan. Shunday qilib, ushbu hikoyaning barcha oltita qahramoni tomonidan o‘zbek tilini ikkinchi til sifatida o‘rganishga aloqador hissiyot rasmiy va norasmiy o‘rganish tizimlariga, millatga va o‘zbek tilini umumiy bilish darajasiga bog‘liqligi ko‘rsatilgan. Ushbu histuyg‘ular qahramonlarimning til o‘rganishda qat’iyatliligiga va motivatsiyasiga ta’sir qiladi.

3) Uyaltirilganlar

Bu hikoyada o‘zbek millatiga mansub, ammo o‘zbekcha erkin so‘zlashmaydigan Azamat, Bobomurod, Karima, Latofat, Lola, Parvina, Ruxshona, Salima, Sarvar, Sevda, Umayra va Valilarning o‘zbek tilini ikkinchi til sifatida o‘rganish tajribalari bayon qilinadi. Ularning ba’zilari dastlabki yillarini O‘zbekistonning turli joylarida va undan tashqarida o‘tkazgan bo‘lsada, ularning barchasi 1990-2000-yillarda Toshkentning ruslashgan muhitida o‘sgan va o‘zbek tilini oz darajada o‘rgangan. Ularning rus tilli muhitda tarbiyalanganligi o‘zbek tiliga nisbatan dastlab bepisand munosabatda bo‘lishiga sabab bo‘ldi. Shunga qaramay, hozir ularning ko‘plari ota-bobolarining tili bilan faxrlanishadi. Ularning o‘zbek tilini o‘rganish tajribalari 1) oila; 2) kengroq muhit va 3) maktab va universitet kabi holatlarda xuddi shu tartibda ko‘rib chiqiladi.

Shunisi e’tiborga loyiqki, Bobomuroddan tashqari bu odamlarning barchasi “sof” o‘zbeklar emas. Bundan tashqari, ular o‘z oilalaridagi rus tilida ta’lim olgan ikkinchi va ba’zi hollarda uchinchi avlod vakillaridir. Ularning ota-onalari, ayniqsa, bobo-momolari o‘zbekcha so‘zlashadi, lekin ular farzandlari va nabiralariga o‘zbekcha yaxshi o‘rgatishmagan. Ko‘p hollarda o‘zbek tilini minimal kundalik darajada saqlab qolish yoki hatto Toshkent shevasiga xos ruscha so‘zlarni qo‘shib gapirish bolalarda rag‘batlantirilar edi, chunki faqat ruscha gaplashadigan o‘zbeklar ko‘pincha milliy o‘zligini va ma’qul xatti-harakatlarni shakllantiruvchi an’anaviy qadriyatlarini yo‘qotadilar (Jalilov, 2022). Sevdaning otasi uni rus maktabidan o‘zbek litseyiga o‘tkazmoqchi bo‘lganida, bu uni o‘zbek milliy an’analariga so‘zsiz amal qiladigan “yaxshi qiz”ga aylantiradi, deb o‘ylagan. Biroq rus tilida ta’lim olish istiqbollari (Jehan va Khan, 2022) nafaqat Sevdaning ota-onasi, balki hikoyamizdagi boshqa qahramonlarning ota-onalari uchun ham o‘zbekcha yaxshi bilish istagidan ustun chiqqanga o‘xshaydi. Lola va Ruxshona ham dastlab o‘zbek bog‘chasiga borib, so‘ngra o‘qishni rus tilida davom ettirganlari shundan dalolat beradi.

Shuni ta’kidlash joizki, barcha 12 tasining kengroq muloqot doirasi o‘zbek tili bilimini yaxshilashga katta hissa qo‘shgan. Biroq bu ularning hayotida keyinroq, ya’ni O‘zbekistonda o‘zbek tili kuchayganida (Khairi, 2016) yuz berdi. Azamatning ruscha yaxshi bilmaydigan yigitlar bilan harbiy xizmat o‘tash tajribasi, Valining O‘zbekiston bo‘ylab mehnat safarlarida bo‘lishni o‘z ichiga olgan oldingi ishi yoki Sarvarning litseydagi o‘zbekzabon tengdoshlari bilan, Latofatning universitetdagi kursdoshlari va o‘qituvchilari bilan, Bobomurodning hamkasblari va bemorlari bilan tez-tez muloqot qilishlari bo‘ladimi, barchasi ularni til o‘rganishga undagan, chunki bu real muloqot uchun imkoniyatlar yaratgan (MacIntyre, Burns va Jessome, 2011).

Aksincha, ushbu 12 kishining o‘zbek tili maktabda yoki universitetda o‘qitilishi tilni egallashga eng kam hissa qo‘shgan. Hammasi maktab va universitetda o‘zbek tilini o‘rganishdan ijobiy emas, balki salbiy tajribaga ega ekanliklarini aytishdi. O‘zbek tili o‘qituvchilarining motivatsiyasizligi/motivatsiyasizlantirishi, ularning zerikarli o‘qitish usullari, nojo‘ya xulqi (kechikish, ishga kelmaslik – Ruxshona), bema’ni topshiriqlar/uy vazifalari (masalan, “ ma’nosini tushunmasdan uzun she’rlarni yodlash” – Parvina) va amaldagi o‘quv dasturlarida nutqni rivojlantirishga emas balki grammatik mashqlar bajarilishiga urg‘u berilishi” (Umayra) shular jumlasidandir. Ushbu demotivatsion omillar Ushioda (1994), Dörnyei (2001),

, Meshkat va Hassani (2012) va Vakilifard va boshq. (2020) tomonidan boshqa tillarni o‘rganish misollarida aniqlangan omillarga juda o‘xshaydi.

Rasmiy ta’lim muassasalarida ko‘p hollarda o‘zbek millatiga mansublarni butun sinf oldida o‘zbekcha so‘zlashmaganliklari uchun sharmanda qilishgan, go‘yo bu ularni til o‘rganishga undashi mumkin edi. Odamlar o‘zbek millatiga mansubligi tufayli o‘ziga xos bosim sezgan, shuning uchun ularning o‘zbekcha bilmasligidan uyat hislari boshqa millat vakillari bo‘lgan Nina, Taisiya, Aynisa va Vladimirlarnikidan (1-hikoyaga qarang) farq qiladi. Biroq oqibati bir xil edi: bu o‘zbek tiliga uzoq vaqt e’tiborsiz bo‘lish va/yoki o‘zbek tilini o‘rganish mumkinligiga ishonchni yo‘qotishdir. Faqat Lola va Karima sharmandaliklarini yengib o‘tishdi va endi o‘zlarini aybdor his qilishlarini aytishdi, ammo bu ularning maktabda o‘zbek tilini o‘rganish paytida sodir bo‘lgani yo‘q. Hozir ularning o‘zbek tiliga bo‘lgan munosabati butunlay o‘zgargan. Ushbu natijalar Teimourining (2019:iv) tadqiqoti natijalariga o‘xshash, ya’ni “uyatga moyillik (aybdorlikka moyillik emas) til o‘rganishni sekinlashtiruvchi omil sifatida aniqlandi.”

Yuqorida aytib o‘tilgan qiyinchiliklarga qaramay, o‘n ikkita qahramonimning o‘zbek tilini rasmiy o‘rganish tajribalarida ijobiy tomonlar ham bor edi. Ular ko‘pincha yaxshi o‘qitish bilan bog‘liq bo‘lib, qahramonlarimga asosan o‘qish, yozish, tushunish va grammatika ko‘nikmalarini rivojlantirishga imkon berdi. Afsuski, bu tajribalar o‘zbek tili ko‘nikmalarini barqaror rivojlantirish uchun yetarli emas yoki qisqa edi. Boshqacha qilib aytganda, ikkinchi tilni kengroq ishlatish uchun “Rubikon daryosini kesib o‘tish”, ya’ni orqaga yo‘l yo‘q degan qarorga kelish sodir bo‘lmadi (MacIntyre, Burns va Jessome, 2011:84).

Azamat, Bobomurod, Karima, Latofat, Lola, Parvina, Ruxshona, Salima, Sarvar, Sevda, Umayra va Valilarning hikoyalaridan xulosa chiqarsam, ularning hech biri uzoq muddatda rasmiy o‘qitish tizimida o‘zbek tilini o‘rgana olmadi, uning ta’siri ijobiy emas, ko‘proq motivatsiyasizlantirayotgan edi. Shu jihatdan ularning tajribasi birinchi hikoyamizda tasvirlangan qahramonlarnikiga o‘xshaydi. Ularning oilasi va ayniqsa kengroq muloqot doirasi ko‘p hollarda o‘zbek tili ko‘nikmalarini rivojlantirish nuqtayi nazaridan foydali bo‘ldi, biroq ikkinchi hikoyamdagi qahramonlarnikiday emas. Natijada, ularning barchasi o‘zbekcha gapirishdan ko‘ra yaxshiroq tushunishadi. Lekin o‘zbek tilini bilmasliklari uchun uyaltirish ularning til o‘rganishiga va shu tilga bo‘lgan munosabatiga salbiy ta’sir ko‘rsatdi. Birinchi hikoyamizdagi odamlar singari, ular ham o‘zlarini aybdor his qilmaydilar, lekin ulardan farqli o‘laroq, bu 12 ta qahramonimizda o‘zlarining o‘zbek millatiga mansubligi tufayli uyat tuyg‘usi ancha kuchliroq bo‘ladi. Teimouri (2019) o‘z tadqiqotida ko‘rsatgani kabi, sharmandalik hissi odamning shaxsiyatiga tahdid qiladi, va uni himoya qilish uchun odam sharmandalikni keltirib chiqaruvchi omildan qochmoqchi bo‘ladi. Shunday qilib, sharmandalikni keltirib chiqaruvchi o‘zbek tilini o‘rganishdan voz kechiladi. Aybdorlik hissi esa teskari ta’sir qilishi ma’lum (Teimouri, 2019), bu Lola va Karima tajribalaridan aniq bo‘ldi. Shunday qilib, o‘zbek tilini ikkinchi til sifatida o‘rganish natijasida 12 ta odamning kechinmalari rasmiy o‘rganish tizimlariga, millatga va o‘z-o‘zini yaxshi his qilishga bog‘liqligi ko‘rsatilgan. Ushbu kechinmalar ularning qat’iyatliligiga va motivatsiyasiga ham ta’sir qiladi.

4) Minnatdorlar

Bu hikoyada o‘zbek millatiga mansub bo‘lmagan Lora, Vikentiy va Elshodlarning o‘zbek tilini ikkinchi til sifatida o‘rganish tajribalari bayon qilinadi. Ular 1980-1990-yillarda O‘zbekiston viloyatlarining o‘zbekona muhitida tarbiyalangan va birinchi tili rus tili bo‘lishiga qaramay, o‘zbek tilini chuqur egallashga muvaffaq bo‘lishgan. O‘zbek tili ularning hayotida muhim rol o‘ynaydi. Men ularning: 1) oila; 2) kengroq muloqot doirasi; va 3) maktab va universitetdagi o‘zbek tilini o‘rganish tajribalarini xuddi shu tartibda ko‘rib chiqaman.

Shunisi e’tiborga loyiqki, Lora, Vikentiy va Elshodning ota-onalari o‘zbek tilida so‘zlashadilar. Lora hatto oila a’zolari bilan o‘zbekcha gaplashganini eslaydi. Shu bilan birga, uchalasining ota-onalari ularni hech qachon o‘zbek tilini o‘rganishga majburlamagan. Bu tilga ehtiyoj ularning bolaligidan paydo bo‘lgan. Ularning ota-onalari shu ma’noda har doim yaxshi o‘rnak bo‘lishgan.

Kengroq muhitda muloqot qilish tajribalariga kelsam, Lora, Elshod va Vikentiy har kuni o‘zbekcha gaplashadilar va ko‘plab maishiy va kasbiy vaziyatlarda bu foydali va har doim ma’qullanishini tan olishadi. Qahramonlarimning o‘zbek tilini muvafaqqiyatli o‘rganganini ularning oila a’zolari tomonidan yaxshi qo‘llab-quvvatlanganligi va ularni muloqot qilishga undash uchun tildan foydalanishni talab qiladigan turli xil hayotiy vaziyatlar borligi bilan izohlash mumkin (MacIntyre, Burns va Jessome, 2011). Ushbu harakatlar muntazam bo‘lib ko‘rinadi, chunki ular bevosita yoki bilvosita insonning yaxshi his qilishiga olib keladi, bu ikkinchi tilni o‘rganish uchun muhim hisoblanadi (Shao va boshq., 2020).

Lora, Vikentiy va Elshodning dastlabki ijobiy tajribasi o‘zbekona muhitda yashab, o‘zbekzabon tengdoshlari bilan muloqot qilishning tabiiy ehtiyojidan kelib chiqqan. Shunday qilib, ular tilga qiziqib, yashagan sharoitlari uchun minnatdorlik bildirishdi, bu esa tilni o‘rganish uchun muntazam sa’y-harakatlarga olib keladi (Fryer, 2019). Natijada, ular mustaqillik

va qat'iyatlilik kabi shaxsiy sifatlarni rivojlantirdilar, bu ularning o'zbek tilini rasmiy o'rganishlariga ijobiy ta'sir ko'rsatdi, o'zbek tili ko'nikmalarini chuqurlashtirdi va unga nisbatan ijobiy munosabatini kuchaytirdi (Shao va boshq., 2020). Uchalasi ham maktab va universitetda o'zbek tilini o'rganish bo'yicha ijobiy tajriba orttirdilar. Bu asosan o'zbek tili o'qituvchilari, ularning o'z faniga bo'lgan munosabati, o'quvchilariga bergan motivatsiyasi va imkoniyatlari, ularning harakatlarini rag'batlantirish bilan bog'liq. Shunisi e'tiborga loyiqki, ularning uchalasi ham o'zbek tili o'qituvchilari haqida iliq gapirib, ularni nomma-nom eslashdi. Bundan tashqari, ular o'z ustozlarining faoliyatlaridan o'zbek tiliga bo'lgan munosabatga salbiy ta'sir ko'rsatadigan biron bir narsani eslay olishmadi. Bularning barchasi o'qituvchining rolini ijobiy qabul qilish ikkinchi til o'rganishni yaxshilaydi degan fikrning (Awad, 2014) isbotidir .

Lora, Vikentiy va Elshod hikoyalarini umumlashtiradigan bo'lsam, ularning barchasi o'zbek tilini o'rganishning rasmiy tizimidan foyda ko'rishdi, uning ta'siri ijobiy edi. Shu bilan birga, Lora, Vikentiy va Elshodlarning tajribalari oldingi uchta hikoya qahramonlarinikidan juda farq qiladi. Ikkinchi hikoyada muhokama qilingani kabi, bu hikoya qahramonlarimizning oilalari va kengroq muloqot doiralari o'zbek tili ko'nikmalarini rivojlantirish jihatidan ham foydali bo'ldi. Ammo birinchi hikoyamizdagi qahramonlardan farqli o'laroq, ular hech qachon o'zbekcha gapirish va yozishda duch kelgan shubha va tabassumlar haqida gapirmagan. Ularning o'zbek tilini yaxshi bilishlari quvonarli holdir, ammo bu ularning "ikkinchi tilni o'zlashtirishga eng katta ta'sir ko'rsatadigan" (Feng va Papi, 2020:2) qunti va mustaqil ishlashi natijasida sodir bo'ldi. Umuman olganda, ular o'zlarining o'zbek tilini o'rganish tajribalarini yuqori baholab, til o'rganishlariga salbiy ta'sir ko'rsatadigan muammolarni aytishga qiynalganlar. Shunday qilib, uch qahramonimning o'zbek tilini ikkinchi til sifatida o'rganish jarayonidagi kechinmalar rasmiy o'rganish tizimiga, mustaqil harakatlarga, o'zbek tilini bilish darajasiga va o'zini yaxshi his qilishga bog'liqligi ko'rsatilgan. Ushbu kechinmalar ularning quntiga va motivatsiyasiga ham ta'sir qiladi.

XULOSA

Yuqorida keltirilgan hikoyalarga asoslanib, turli omillarning o'zbek tilini o'rganishdagi emotsional tajribalarga ta'siri va o'zbek kontekstida yuzaga keladigan adolatsizliklar ko'rsatildi. Masalan, o'zbek tilini ikkinchi til sifatida o'rganishdagi ijobiy tajribalar asosan muayyan bir sharoitda (tizim yoki muhitda) ko'zatilayotganligi ko'rsatilgan, ya'ni buning uchun qiziqarli darslar, foydali o'quv materiallari, rag'batlantiruvchi/samimiy/g'ayrat bag'ishlovchi o'qituvchilar, qo'llab-quvvatlovchi oilalar, tengdoshlar/do'stlar va keng ijtimoiy doiralarda o'zbekcha so'zlashish ko'nikmalarini rivojlantirishga qaratilgan ijobiy ta'sirlar kerak. Shuningdek, o'rganuvchilarning har qanday sharoitda o'zbekcha bilishga bardavom va mustaqil harakatlari muvaffaqiyat uchun naqadar muhimligini ta'kidlaydi.

Aksincha, o'zbek tili o'qituvchilarining zerikarli/talabaning ehtiyojlarini hisobga olmay o'qitish usullari/materiallari/baholash mezonlari, kasbiy etikaga zid holatlar (kechikish, ishga kelmaslik), bema'ni topshiriqlar/uy vazifalari, mavjud o'quv dasturida gapirishga emas, balki grammatik mashqlarni bajarishga ko'proq urg'u berilishi, kamsitish, shubha, masxara va tushkunlikka soluvchi til muhitining ta'siri o'zbek tilini o'rganishdan yuz o'girtiradi. Ular o'rganuvchining bardavom va mustaqil harakatlarini rivojlantirishga yordam bermaydi. Bular hal qilinishi kerak bo'lgan asosiy adolatsizliklardandir.

Tadqiqotimning natijalaridan ko'rinib turibdiki, tushkunlik, qiyinchiliklarning yetarli emasligi va sharmandalik hissi o'zbek tilini o'rganishga to'sqinlik qiladi, aybdorlik, g'urur va minnatdorlik hissi esa bunga aksincha yordam beradi. Shunday qilib, o'zbek tilini ikkinchi til sifatida muvaffaqiyatli o'rganish uchun ijobiy (g'urur va minnatdorlik) va salbiy (aybdorlik) emotsional tajribalarning yig'indisi bo'lishi muhimdir, bu Shao va boshqalar (2020) tomonidan ham ta'kidlanadi. Garchi aybdorlik o'zbek tilini o'rganish tajribasining natijasi bo'lmasa-da, uning ikkinchi til o'rganishdagi ijobiy roli Teimouri (2019) tomonidan ham ko'rsatilgan va u diskomfort pedagogikasi, ya'ni qulaylik zonasidan tashqarida o'qitish mohiyatiga juda mos keladi (Boler va Zembylas, 2003),

Shunisi qiziqki, tadqiqotimning ba'zi ishtirokchilari til o'rganish jarayonida yetarlicha qiyinchiliklarga duch kelmadilar (2-hikoyaga qarang), ya'ni qulaylik zonasidan tashqarida o'qitilmadi. Boshqalar esa shubha bilan qarovchi/ tushkunlikka soluvchi til muhiti, shu jumladan oilaviy tajribalari tufayli o'zbek tilini o'rganish muhimligini tushuna olmadilar (1-hikoyaga qarang). Shu bilan birga, tadqiqotimning ayrim qatnashchilari o'zbekcha ravon gapirmasliklari uchun uyaltirilgan (3-hikoya qarang). Agarda niyat noqulay hissiyot ulashib, ularni qulaylik zonasidan tashqariga chiqarish bo'lsa ham, tadqiqot ishtirokchilarimiz "xavfsiz noqulayliklar" (Porto va Zembylas, 2022: 329) kechirganligi haqida hech qanday dalil-isbot yo'q edi.

Umumiy xulosa qilib shuni aytish mumkinki, o'zbek tilini ikkinchi til sifatida o'rganish jarayonida ijobiy hissiyot ulashish borasida ham ta'lim tizimimiz, ham jamiyatimiz hali ko'p narsa qilishi kerak. Buning uchun ham moddiy, ham emotsional jihatlarga e'tibor qaratish lozim, zero Maya Anjelou aytganidek,

odamlar nima aytganingizni va qilganingizni unutishlari mumkin, lekin ularga qanday hissiyot ulashganingizni hech qachon unutishmaydi (Taylor, 2018).

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ADVANTAGES AND CHALLENGES OF TEACHING MICROECONOMICS COURSES IN HIGHER EDUCATION IN ENGLISH

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Abstract: this analysis provides a comprehensive examination of the advantages and challenges of teaching microeconomics courses in higher education in English. Education in English familiarizes students with international standards, enables direct use of scientific sources, prepares them for the global labor market, and expands opportunities for academic collaboration. At the same time, insufficient language proficiency among instructors and students, lack of resources, and differences in pedagogical approaches have been identified as the main challenges reducing the effectiveness of the process. To address these issues, it is recommended to enhance teacher qualifications, provide preparatory courses for students, introduce modern educational resources, employ innovative pedagogical methods, and implement a continuous monitoring system.

Keywords: higher education, microeconomics, English language, quality of education, international standards, scientific resources, pedagogical methods, student preparedness, teacher qualifications, innovative approach.



Introduction

In today's globalized environment, the issue of teaching subjects in English, particularly microeconomics courses, in higher education has become particularly relevant. According to data from the World Bank and UNESCO, nearly 80% of scientific articles worldwide are published in English, and more than 90% of reputable academic sources, textbooks, and databases in economics and business are in this language. Over 70% of universities included in the QS World University Rankings teach economics subjects in English. In Uzbekistan, in recent years, aligning higher education with international standards, increasing the share of foreign students, and ensuring the competitiveness of graduates in the global labor market have become priority tasks. According to statistical data, by 2024, the share of subjects taught in English in Uzbek higher education institutions reached 15–20%, with a significant portion corresponding to economic subjects. From this perspective, teaching microeconomics courses in English not only enriches the quality and content of education but also accelerates the integration of students into the international scientific environment.

The main objective of this study is to analyze the advantages and challenges of teaching microeconomics courses in higher education in English from both scientific-theoretical and practical perspectives. To achieve this objective, several tasks have been set: first, to highlight the pedagogical and economic foundations of teaching microeconomics in English; second, to assess the impact of this approach on students' knowledge quality, analytical thinking, and professional competencies; third, to identify problems faced by teachers and students related to language, methodology, and resources; fourth, to summarize effective teaching models and methods based on international experience; and fifth, to develop practical recommendations and suggestions for improving the teaching of microeconomics courses in English.

Literature review

The issue of teaching subjects in higher education in English (English Medium Instruction – EMI) has become a significant focus of international academic research over the past two decades. In particular, the teaching of economic subjects, including microeconomics courses in English, and its impact on the quality of education, student competencies, and academic outcomes, has been extensively studied. Below, the scientific studies of leading foreign and regional researchers conducted within this topic are analyzed. As a first significant researcher, the work of Jim McKinley and Heath Rosening, titled "Japan's English-Medium Instruction Initiatives and the Globalization of Higher Education", is noteworthy.[1] Based on empirical research conducted at 45 universities across 12 countries, the authors evaluated the effectiveness of EMI programs. The results of the study showed that students studying economics and business subjects in English acquired academic terminology 30–35% faster. At the same time, over 40% of the students noted that the language factor posed certain difficulties in understanding the course content. The authors justified the necessity of applying the integrated Content and Language Learning (CLIL) approach for theoretical subjects such as microeconomics.



The second study is related to the research conducted by M. Comas and D. Block, titled "CLIL-ised EMI in Practice: Issues Arising".[2] The researchers analyzed the teaching of microeconomics and macroeconomics in English at European higher education institutions, summarizing data from over 20,000 students. The results showed that students taught through EMI achieved 25% higher performance in analyzing economic models. However, 60% of the instructors reported that their methodology for explaining complex economic concepts in English was not sufficiently developed. The study emphasized the need to develop specialized methodological guides for teaching microeconomics.

As the third researcher, the work of Robert Phillipson, titled "Linguistic Imperialism in English-Medi-

[1] Rose H., McKinley J. Japan's English-medium instruction initiatives and the globalization of higher education //Higher Education. – 2018. – T. 75. – №. 1. – C. 111-129.

[2] Moncada-Comas B., Block D. CLIL-ised EMI in practice: Issues arising //The Language Learning Journal. – 2021. – T. 49. – №. 6. – C. 686-698.

um Higher Education," is analyzed.[3] Phillipson studied the positive and negative aspects of English becoming the dominant language in higher education from a critical perspective. According to the research results, students enrolled in EMI programs doubled their opportunities to use international academic resources. At the same time, the study highlights the risk of slowing the development of economic thinking in local languages. The author recommends applying a bilingual model for core subjects such as microeconomics.

The next study analyzed is the research conducted by Bonyadi A., Kashef S. H., and Tasouji Azari, titled "The Impact of Emerging AI Platforms on English Language Teaching and Learning: A Review of 2022–2025 Literature." This study provides a systematic analysis of the impact of artificial intelligence (AI) platforms on teaching and learning English during the period 2022–2025.[4] The authors reviewed over 50 scientific articles and empirical studies, demonstrating that AI-based tools—such as adaptive learning systems, automated assessment platforms, chatbots, and generative language models—significantly enhance students' language acquisition efficiency. According to the study, in AI-supported learning environments, students' vocabulary and grammar competence increased by an average of 20–30%, while their independent learning activity improved by up to 35%. At the same time, the authors highlighted the limitations of AI platforms, emphasizing that when teachers' digital competence is insufficient, the pedagogical effectiveness of the technology decreases. The study concludes that AI should not fully replace the human factor in teaching English, but rather be used as an auxiliary tool that strengthens the teacher's didactic role.

Methodology

In this study, a comprehensive methodological approach was applied to thoroughly examine the advantages and challenges of teaching microeconomics courses in English in higher education. In particular, systematic data analysis was selected as the main research method, which involved a consistent review of recently published scientific articles, international reports, statistical data from higher education institutions, and existing experiences of microeconomics courses taught in English. Additionally, a comparative analysis method was employed to contrast the outcomes of teaching microeconomics in the native language versus English, focusing on differences in students' academic performance, comprehension levels, and professional competencies.

Analysis and results. In the context of globalization, the growing demand for internationally standardized education and competitive professional qualifications has made teaching fundamental subjects such as microeconomics in English an important pedagogical issue in higher education. This approach serves to teach scientific knowledge in a more interactive and international context. It also enables students to adapt to the global economic environment. There are several key advantages and challenges associated with teaching microeconomics courses in English, which can be outlined as follows:

Firstly, one of the main advantages of teaching microeconomics courses in English in higher education is aligning with international standards. The most prestigious textbooks, scholarly articles, and research in microeconomics are primarily published in English, providing students with direct, unmediated access to scientific information. As a result, economic concepts and models are learned based on original sources, expanding scientific thinking and strengthening analytical approaches.The second significant advantage is the expansion of international academic and professional opportunities for both students and instructors. Students who receive education in English can participate in academic exchange programs with foreign universities, attend international conferences, and apply for grants and scholarship programs. At the same time, teaching microeconomics in English involves several serious challenges. One of the main issues is the insufficient language competence among instructors and students. Explaining complex microeconomic concepts, graphs, and mathematical models in English requires a high level of language and methodological proficiency from the instructor, which is not consistently available across all educational institutions. The second major challenge is the disparity in students' preparedness: some students, having a good command of the language, quickly grasp the material, while others struggle to understand the content, reducing the overall effectiveness of the lessons.

The third challenge is related to the lack of adequate teaching resources and methodological support: the scarcity of high-quality English textbooks, interactive platforms, and locally adapted instructional materials complicates the learning process. Below, the advantages and challenges of teaching microeconomics courses in English in higher education are presented in a comparative analysis based on a single table (Table 1).

[3] Phillipson R., Kabel A. Linguistic imperialism in English-medium higher education //The Routledge handbook of English-medium instruction in higher education. – Routledge, 2024. – C. 63-77.

[4] Bonyadi A., Kashef S. H., Tasouji Azari M. The Impact of Emerging AI Platforms on English Language Teaching and Learning: A Review of 2022–2025 Literature //Journal of new advances in English Language Teaching and Applied Linguistics. – 2025. – T. 7. – №. 2. – C. 26-43.

Table 1

Comparative analysis of the advantages and challenges of teaching microeconomics courses in english in higher education[5]

Analysis criteria	Advantages	Challenges
Quality and content of education	The study of internationally recognized microeconomic theories and models based on original sources increases the quality of education.	Complex economic concepts are difficult to convey in English, and misinterpretations can occur.
Use of scientific information and resources	Full access to English-language textbooks, scientific journals, and online platforms is created.	There is a lack of high-quality and locally relevant English language learning materials.
Student competence	Students will develop professional English, analytical thinking, and communication skills along with economic knowledge.	There is a sharp difference in the level of English language proficiency among students, creating inequality in the learning process.
Teacher capacity	Teachers will be encouraged to absorb international experience and develop professionally.	The number of qualified personnel who can teach in English may be limited.
International integration	Opportunities for academic exchange, joint programs, and participation in international grants will expand.	The full implementation of international methodological requirements requires a certain amount of time and financial resources.
Adaptation to the labor market	Graduates will be competitive in the international and local labor markets.	Excessive emphasis on language can sometimes lead to insufficiently deep mastery of the subject content.

Overall, teaching microeconomics courses in English in higher education offers significant strategic advantages in terms of elevating the quality of education to an international level, extensively utilizing scientific information, developing students' professional and language competencies, and preparing them for the global labor market. At the same time, as reflected in the table, the insufficient language and methodological competence of instructors, differences in students' preparedness, and the limited availability of modern English-language educational resources are the main factors reducing the effectiveness of this process. Therefore, in order to successfully implement the teaching of microeconomics in English, it is necessary to adopt a comprehensive and systematic approach aimed at gradually overcoming the existing challenges while preserving the advantages.

Based on the above analysis, the methodology for teaching microeconomics courses in English in higher education is implemented through the following stages:

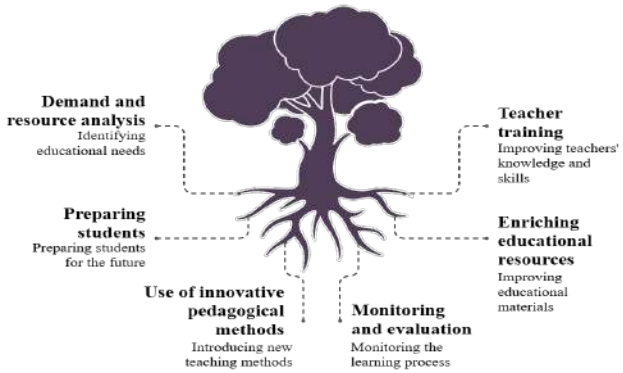


Figure 1. Proposed methodology for teaching microeconomics courses in english in higher education.[6]

To effectively organize microeconomics courses in English in higher education, the first stage begins with assessing the existing knowledge and competencies of students and instructors. Students' English proficiency and their ability to understand economic concepts are evaluated, while instructors' language and pedagogical competencies are assessed. Based on the results of this analysis, measures are developed to enhance instructors' qualifications. Through international methodological trainings, masterclasses, certification programs, and regular language development sessions, instructors are prepared not only to teach in English but also to apply modern pedagogical approaches. This process ensures the quality and consistency of education. In the second stage, student preparedness and the provision of educational resources are of primary importance. Through preparatory English courses and sessions on economic terminology, students are enabled to fully understand the subject matter, reducing knowledge gaps in the classroom. At the same time, enriching educational resources is crucial: modern English-language textbooks, e-books, video lectures, and interactive platforms enhance the learn-

[5] Prepared by the author.

[6] Prepared by the author.

ing process. Adapting local content into English also helps create materials that are comprehensible and practical for students. This stage develops students' abilities for independent work, analysis, and critical thinking. In the final stages, innovative pedagogical approaches and systematic monitoring enhance the effectiveness of education. Through blended learning, flipped classrooms, project-based teaching, and seminar sessions, students actively participate, strengthen practical skills, and gain opportunities for independent analysis. Simultaneously, the educational process is continuously monitored, evaluating students' success and the efficiency of resource usage. By promptly addressing identified challenges and resource shortages, the learning process is continuously improved, ensuring the high-quality teaching of microeconomics courses in English.

Conclusion. Teaching microeconomics courses in English in higher education not only enhances students' professional and language competencies but also helps them adapt to the global economic environment and provides opportunities for international academic collaboration and full utilization of scientific resources. At the same time, the main challenges that reduce the effectiveness of this process are the language proficiency of instructors and students, the shortage of resources, and inconsistencies in pedagogical approaches. Considering these advantages and challenges, a systematic strategy and innovative methodology are essential to improve the quality of education and organize an effective learning process.

Recommendations

- Organize international methodological trainings, masterclasses, and certification programs for instructors to enhance their pedagogical competence in English;
- Introduce preparatory English courses and specialized sessions focused on economic terminology for students;
- Widely incorporate modern English-language textbooks, e-books, video lectures, and interactive platforms into university libraries and the learning process;
- Encourage active student learning by applying innovative pedagogical methods such as blended learning, flipped classrooms, and project-based teaching;
- Regularly monitor the educational process, evaluate student performance and the efficiency of resource usage, and promptly address identified issues;

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3. Phillipson R., Kabel A. Linguistic imperialism in English-medium higher education //The Routledge handbook of English-medium instruction in higher education. – Routledge, 2024. – C. 63-77.

4. Bonyadi A., Kashef S. H., Tasouji Azari M. The Impact of Emerging AI Platforms on English Language Teaching and Learning: A Review of 2022–2025 Literature //Journal of new advances in English Language Teaching and Applied Linguistics. – 2025. – T. 7. – №. 2. – C. 26-43.



ELEKTROTEXNIKA SANOATIDA TA’MINOT ZANJIRI BARQARORLIGI: KOMPONENTLAR IMPORTIGA QARAMLIKNI KAMAYTIRISH STRATEGIYALARI

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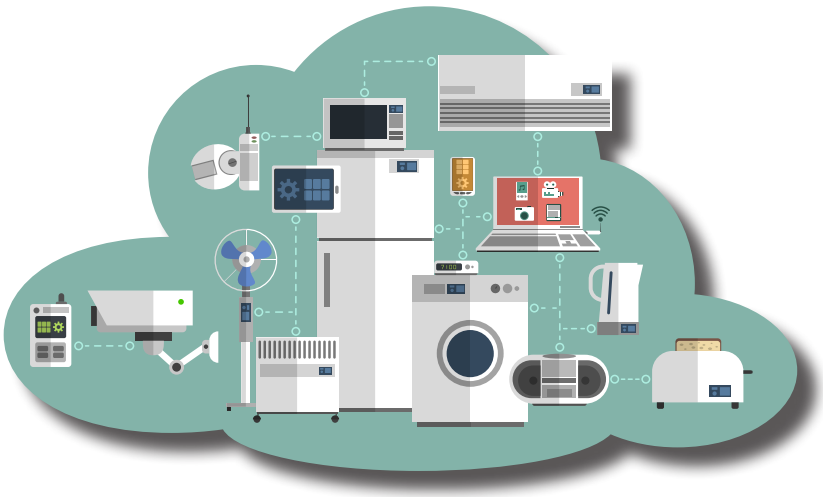


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Annotatsiya: Ushbu maqola IMRAD (Introduction - Methods - Results - Discussion) tuzilmasiga asoslanib yozilgan bo‘lib, O‘zbekiston elektrotexnika sanoatidagi korxonalarning ta’minot zanjiri barqarorligini ta’minlashda lokalizatsiya va dual sourcing strategiyalarining samaradorligini ilmiy jihatdan tahlil qilishga bag‘ishlanadi. Tadqiqot maqsadi - elektrotexnika korxonalari uchun eng samarali import qaramligini kamaytirish strategiyalarini aniqlash va ularni amaliyotga tatbiq etish uchun asos yaratishdir. Metodik bazasini adabiyotlar sharhi, O‘zbekistondagi 14 ta elektrotexnika korxonasida o‘tkazilgan intervyular, taqqoslama keyslar tahlili va Monte Carlo simulatsiyasi tashkil etadi. Tadqiqot natijalari shuni ko‘rsatadiki, gibrid strategiyani - mahalliy yetkazib beruvchi va xalqaro dual sourcing modelini - qo‘llash elektrotexnika korxonalarida ta’minot uzilishi xavfini 72% gacha kamaytiradi va investitsiya qaytimini (ROI) 460–500% oralig‘iga yetkazadi.

Kalit so‘zlar: Elektrotexnika sanoati, ta’minot zanjiri barqarorligi, lokalizatsiya, dual sourcing, komponentlar importi, Artel, O‘zbekiston.



I. KIRISH

1.1. Muammo Bayoni va Dolzarbligi

Elektrotexnika sanoati zamonaviy iqtisodiyotning asosiy tarmoqlaridan biri sifatida global ta'minot zanjirlariga eng ko'p bog'liq tarmoqlardan biri hisoblanadi. Maishiy texnika, sanoat elektr jihozlari, elektr taqsimot uskunalari va iste'mol elektronikasi ishlab chiqarish uchun zarur bo'lgan komponentlar — integral sxemalar, kondensatorlar, transformatorlar, elektr motorlar, sensor elementlar va boshqalar — dunyo bo'ylab tarqoq manbalardan ta'minlanadi. Bu holat elektrotexnika korxonalarini ta'minot zanjiridagi har qanday uzilishga juda sezgir qilib qo'yadi.

2020–2022-yillardagi yarim o'tkazgichlar (semiconductor) tanqisligi elektrotexnika sanoatiga umumiy sanoatga nisbatan ancha kuchli ta'sir ko'rsatdi. Semiconductor Industry Association (SIA) ma'lumotlariga ko'ra, bu tanqislik global elektrotexnika ishlab chiqaruvchilariga 500 milliard dollardan ziyod zarar keltirdi. LG Electronics, Samsung, Bosch va Siemens kabi ulkan kompaniyalar mahsulot yetkazib berishni oylab kechiktirdi. Kichik va o'rta elektrotexnika korxonalari esa yanada og'ir sharoitga tushdi, chunki ularda strategik zaxira yaratish imkoniyati cheklangan.

O'zbekiston elektrotexnika sanoati so'nggi o'n yilda tez rivojlanib, mamlakat sanoat eksportining muhim qismiga aylandi. Artel, Orion Electronics, UzElektroapparat-Elektr yog'och, Chirchiq transformator zavodi kabi korxonalar hajmini sezilarli oshirdi. Biroq bu korxonalar uchun asosiy strategik muammo — ishlab chiqarish uchun zarur bo'lgan elektron komponentlar, quvvat elementlari, transformator o'zaklari va boshqa muhim qismlarning 60–80% i importdan ta'minlanishidir. Bunday yuqori import qaramligi valyuta tebranishlari, xalqaro logistika uzilishlari va geosiyosiy omillarga nisbatan korxonalarni zaif holda qoldirmoqda.

1.2. Tadqiqot Maqsadi va Vazifalari

Ushbu tadqiqotning asosiy maqsadi - O'zbekiston elektrotexnika korxonalari uchun lokalizatsiya va dual sourcing strategiyalarining ta'minot zanjiri barqarorligiga ta'sirini ilmiy asosda o'rganish va ularni amaliyotga joriy etish bo'yicha aniq tavsiyalar ishlab chiqishdir.

Belgilangan maqsadga erishish uchun quyidagi vazifalar hal qilindi: birinchidan, elektrotexnika sanoatidagi ta'minot zanjiri xavflarini tizimlashtirish va ularning miqdoriy baholash metodologiyasini ishlab chiqish; ikkinchidan, lokalizatsiya va dual sourcing strategiyalarining elektrotexnika sanoatidagi samaradorligini adabiyotlar va amaliy keyslar orqali o'rganish; uchinchidan, O'zbekiston elektrotexnika korxonalarining hozirgi holati va ehtiyojlarini aniqlash; to'rtinchidan, integratsiyalashgan gibrid strategiyaning miqdoriy samaradorligini simulatsiya qilish; beshinchidan, elektrotexnika korxonalari uchun amaliy yo'l xaritasini ishlab chiqish.

1.3. Tadqiqotning Ilmiy Yangiligi

Ushbu tadqiqot bir necha jihatdan ilmiy yangilik sifatida qaraladi. Birinchidan, lokalizatsiya va dual sourcing strategiyalari O'zbekiston elektrotexnika sanoati kontekstida birinchi marta IMRAD metodologiyasi asosida integral tarzda o'rganilmoqda. Ikkinchidan, elektrotexnika komponentlari uchun maxsus xavf matritsasi va miqdoriy baholash tizimi ishlab chiqilgan. Uchinchidan, O'zbekistondagi elektrotexnika korxonalari uchun bosqichma-bosqich amaliy yo'l xaritasi taklif etiladi, bu esa tadqiqotning amaliy ahamiyatini oshiradi.

II. METODLAR

2.1. Tadqiqot Dizayni

Tadqiqot kombinatsiyalashgan metodologiyaga — sifat va miqdor usullarining integratsiyasiga — asoslanadi. Bunday yondashuv elektrotexnika sanoatining o'ziga xos murakkabligini, texnik va iqtisodiy omillarning o'zaro bog'liqligini chuqurroq tushunish imkonini beradi. Tadqiqot uchta asosiy komponentdan iborat: nazariy tahlil, empirik ma'lumot to'plash va miqdoriy modellashtirish.

Tizimli adabiyotlar sharhi (SLR) uchun Scopus, Web of Science, IEEE Xplore va Google Scholar ma'lumotlar bazalaridan foydalanildi. Qidiruv so'zlari: "supply chain resilience", "electronics manufacturing localization", "dual sourcing strategy", "semiconductor supply chain", "electronic components procurement". 2005–2023-yillar oralig'idagi 210 dan ortiq maqola ko'rib chiqilib, 52 tasi chuqur tahlil uchun tanlandi.

2.2. Empirik Ma'lumot To'plash: O'zbekiston Elektrotexnika Korxonalari

Empirik qism uchun O'zbekistondagi 14 ta elektrotexnika korxonasida yarim tuzilmali intervyular o'tkazildi (2023-yil aprel–avgust). Namuna maqsadli tanlov (purposive sampling) usuli bilan shakllantirildi: Toshkent, Chirchiq, Andijon va Navoiy shaharlaridagi turli hajm va ixtisoslashuv darajasidagi korxonalar kiritildi. Har bir korxonada xarid bo'limi rahbari, ishlab chiqarish direktori va moliya direktori bilan alohida suhbatlar olib borildi. Intervyular davomiyligi 60–90 daqiqa bo'lib, ular yozib olinib, so'ngra matnli tahlil qilindi. Intervyu uchun asosiy savollar bloki: joriy ta'minot zanjirining tuzilishi va import ulushi; so'nggi 3 yil ichida ta'minot uzilishlari va ularning moliyaviy ta'siri; mahal-

liy yetkazib beruvchilar bilan tajriba; dual sourcing va lokalizatsiya bo'yicha mavjud strategiyalar; asosiy to'siqlar va zarur qo'llab-quvvatlash shakllari.

2.3. Miqdoriy Tahlil Metodlari

Birinchi metod - Elektrotexnika Komponentlari Xavf Matritsasi. Har bir komponent kategoriyasi uchun ikkita asosiy parametr bo'yicha 1–5 ball tizimida baholash amalga oshirildi: texnik muhimlik (komponent mahsulot funksiyasi va sifatiga ta'siri) va ta'minot zaifligiga moyillik (yagona manba xavfi, geografik kontsentrasiya, yetkazib berish muddati uzunligi). Xavf indeksi = Muhimlik × Zaiflik (1–25 ball). 15 va undan yuqori ball kritik zona hisoblanadi.

Ikkinchi metod - Monte Carlo Simulatsiyasi. Python dasturlash tilida 15,000 iteratsiyali simulatsiya o'tkazildi. Har bir stsenariyda ta'minot uzilishi ehtimoli, davomiyligi va moliyaviy oqibatlari modellashtirildi. Ehtimollik taqsimotlari elektrotexnika sanoatidagi tarixiy ma'lumotlarga asoslandi (IPC, SMTA sanoat hisobotlari). To'rtta strategiya taqqoslandi: yagona manba, asosiy-zahira (80/20), teng taqsimlash (50/50) va gibrid (mahalliy + xalqaro manba).

Uchinchi metod - Xarajat-Foyda Tahlili (CBA). Har bir strategiya uchun to'liq xarajat modeli tuzildi: dastlabki investitsiya (mahalliy yetkazib beruvchini rivojlantirish, sertifikatsiya, kadrlar tayyorlash), yillik operatsion xarajatlar (ikki manba boshqaruvi, sifat nazorati) va kutilayotgan foyda (ta'minot uzilishi xarajatlarining kamayishi, valyuta xavfining yo'qolishi, logistika tejami). ROI va Payback Period ko'rsatkichlari hisoblab chiqildi.

1-jadval.
Tadqiqot metodologiyasi va ma'lumot manbalari

Metod	Maqsad	Ma'lumot manbai	Natija turi
Tizimli adabiyotlar sharhi	Nazariy asos	Scopus, WoS, IEEE Xplore (210+ maqola)	Sifat tahlili
Yarim tuzilmali intervyular	Empirik baza	14 O'zbekiston elektrotexnika korxonasi	Ekspert baholash
Xavf matritsasi tahlili	Komponent prioritetlashtirish	Korxona audit va texnik hujjatlar	Miqdoriy baho
Monte Carlo simulatsiyasi	Stsenariy modellashtirish	IPC/SMTA sanoat ma'lumotlari, 15,000 iteratsiya	Statistik natijalar
Xarajat-foyda tahlili	Iqtisodiy samaradorlik	Moliyaviy hisobotlar, sanoat benchmarklar	ROI, Payback Period
Keyslar taqqoslama tahlili	Xalqaro tajriba	Samsung, Bosch, Vestel keylari	Amaliy qonuniyatlar

III. NATIJALAR (Results)

3.1. O'zbekiston Elektrotexnika Sanoatining Joriy Holati

Intervyular natijalarini tahlil qilish O'zbekiston elektrotexnika korxonalarining ta'minot zanjiri holatini aniq tasvirladi. O'rganilgan 14 korxonaning o'rtacha import qaramligi 67,4% ni tashkil etdi - ya'ni har 100 so'mlik komponentdan 67,4 so'mligi import orqali ta'minlanmoqda. Asosiy importchilar: Xitoy (42%), Janubiy Koreya (18%), Germaniya (14%), Tayvan (12%) va boshqa mamlakatlar (14%).

So'nggi 3 yil ichida korxonalarning 86% i kamida bitta jiddiy ta'minot uzilishini boshdan kechirgan. Uzilishlarning o'rtacha davomiyligi 18 kun bo'lib, har bir hodisaning moliyaviy zarari o'rtacha 280,000–650,000 AQSh dollarini tashkil etgan. Asosiy uzilish sabablari: yetkazib beruvchi zavod to'xtashi (34%), transport va logistika muammolari (28%), boj-to'lov va ruxsat masalalari (22%), to'lov va valyuta muammolari (16%).

Mavjud dual sourcing strategiyasi bo'yicha: korxonalarning faqat 21% i kritik komponentlar uchun ikki va undan ortiq manbani qo'llaydi. Lokalizatsiya bo'yicha: korxonalarning 36% i qisman mahalliy ta'minotga o'tgan, biroq asosan past texnologiyali komponentlar (qadoqlash, metall korpus, kabellar) uchun. Yuqori texnologiyali elektron komponentlar uchun mahalliy alternativlar deyarli yo'q.

2-jadval.
O'zbekiston elektrotexnika korxonalaridagi asosiy komponentlarning xavf matritsasi

Komponent kategoriyasi	Texnik muhimligi (1–5)	Zaiflik (1–5)	Xavf indeksi	Import ulushi	Xavf zonasi
Mikrokontrollerlar va MCU	5	5	25	98%	Kritik
Quvvat yarimo'tkazgichlari (IGBT, MOSFET)	5	4	20	95%	Kritik
Transformator o'zaklari (ferrit)	5	4	20	88%	Kritik
Kondensatorlar (elektrolit, keramik)	4	4	16	82%	Kritik
Elektr motorlar va servo dvigatellari	4	3	12	71%	Yuqori
Chulg'am simlari (mis)	4	2	8	45%	O'rta
Plastik korpus va qadoqlash	2	2	4	22%	Past
Vintlar va metall biriktiruvchilar	2	1	2	15%	Minimal

3.2. Lokalizatsiya Strategiyasining Natijalari: Amaliy Misollar

Tadqiqot doirasida O‘zbekistondagi elektrotexnika sanoatida lokalizatsiya bo‘yicha muvaffaqiyatli tajriba namunalari ham aniqlandi. Artel kompaniyasi mis chulg‘am ishlab chiqarishni qisman mahalliylashtirish orqali bu komponent bo‘yicha import ulushini 85% dan 40% gacha kamaytirdi. Natijada yetkazib berish muddati 42 kundan 6 kunga tushdi, logistika xarajati esa umumiy tan narxning 14% dan 4% gacha kamaydi.

Chirchiq transformator zavodi ferrit o‘zaklarini mahalliy yetkazib beruvchidan olish tajribasini boshlab, dastlabki sifat muammolariga qaramasdan, 18 oylik intensiv texnik hamkorlik natijasida talab sifatini ta’minlashga erishdi. Bu misollar mahalliy yetkazib beruvchilarni rivojlantirishda vaqt va sabr zarurligini, lekin uzoq muddatli samaraning aniq ekanligini ko‘rsatadi.

Miqdoriy tahlil quyidagilarni ko‘rsatdi: mahalliy ta’minotga o‘tgan komponentlar bo‘yicha yetkazib berish muddati o‘rtacha 87% ga qisqardi; zaxira saqlash xarajatlari 65% ga tushdi; valyuta xavfi deyarli to‘liq bartaraf etildi; va yillik ta’minot uzilishi hodisalari soni 3,8 dan 0,9 taga kamaydi.

3-jadval.
Lokalizatsiyaning miqdoriy ta’siri: O‘zbekiston elektrotexnika sanoati ma’lumotlari

Ko‘rsatkich	Import ta’minoti (o‘rtacha)	Mahalliy ta’minot (o‘rtacha)	O‘zgarish
Yetkazib berish muddati (kun)	38–55 kun	4–8 kun	–87%
Zaxira saqlash xarajati (tan narxga %)	14–20%	4–7%	–65%
Valyuta kursi xavfi	Yuqori (so‘m 6–9% yillik devalvatsiya)	Minimal	–95%
Yillik ta’minot uzilishi (o‘rtacha son)	3,8 hodisa	0,9 hodisa	–76%
Logistika xarajati (tan narxga %)	11–17%	3–5%	–68%
Texnik muammo hal qilish (soat)	96–144 soat	8–20 soat	–85%
Minimal buyurtma miqdori (MOQ) cheklovi	Yuqori (konteyner)	Past (kichik partiya)	Moslashuvchanlik +90%

3.3. Dual Sourcing Strategiyasining Natijalari: Simulatsiya

Monte Carlo simulatsiyasi (15,000 iteratsiya) elektrotexnika sanoatiga xos uzilish ehtimollik profillari asosida o‘tkazildi. Yagona manba strategiyasida elektrotexnika korxonalari uchun ta’minot uzilishi ehtimoli yiliga 21,3% ni tashkil etadi — bu umumiy sanoat ko‘rsatkichidan (18,4%) yuqoriroq, chunki elektron komponentlar ta’minoti maxsuslashgan va geografik jihatdan kontsentrlashgan (asosan Xitoy, Tayvan, Janubiy Koreya). Asosiy-zahira dual sourcing modeli (80/20) uzilish ehtimolini 4,8% gacha kamaytiradi. Teng taqsimlash (50/50) 2,3% gacha tushiradi. Gibrid model — biri mahalliy, biri xalqaro manba — 1,9% uzilish ehtimolini ko‘rsatdi. Geografik diversifikatsiya (ikkala manba turli mamlakatda) 1,4% eng past ko‘rsatkichni berdi. Moliyaviy tahlil shuni ko‘rsatdiki, o‘rganilgan elektrotexnika korxonalarida ta’minot uzilishining o‘rtacha moliyaviy ta’siri yiliga 920,000 – 2,800,000 AQSh dollari oralig‘ida. Dual sourcing va gibrid model uchun qo‘shimcha operatsion xarajat yiliga 140,000 – 310,000 dollarni tashkil etadi. Gibrid model uchun ROI 460–500% oralig‘ida bo‘lib, bu barcha strategiyalar orasida eng yuqori ko‘rsatkich hisoblanadi.

4-jadval.
Dual Sourcing Modellari: Monte Carlo Simulatsiyasi Natijalari (n=15,000, elektrotexnika sanoati)

Strategiya	Uzilish ehtimoli (%/yil)	O‘rtacha moliyaviy yo‘qotish ($)	Qo‘sh. operatsion xarajat ($)	ROI (%)
Yagona manba (baza)	21,3%	1,640,000	—	Baza
Asosiy-zahira (80/20)	4,8%	374,000	165,000	365%
Teng taqsimlash (50/50)	2,3%	179,000	240,000	430%
Gibrid (mahalliy+xalqaro)	1,9%	148,000	210,000	480%
Geografik diversifikatsiya	1,4%	109,000	295,000	410%

3.4. Keyslar Tahlili: Xalqaro Elektrotexnika Korxonalari Tajribasi

Samsung Electronics (Janubiy Koreya) - elektrotexnika sanoatida lokalizatsiyaning eng muvaffaqiyatli namunasidir. Kompaniya 1990-yillarda mahalliy yetkazib beruvchilar ekotizimini maqsadli ravishda shakllantirdi. Bugungi kunda Samsung o‘z komponentlarining 58% ini Janubiy Koreya ichidan oladi. Buning natijasida ta’minot uzilishi hodisalari 78% ga kamaydi; kompaniya global raqobatchilardan 3–5 kun tezroq yangi mahsulot bozorga chiqara boshladi; mahalliy yetkazib beruvchilar o‘zaro raqobat natijasida innovatsion komponentlar ishlab chiqarishga o‘tdi.

Bosch (Germaniya) avtomatika va elektr jihozlari bo‘yicha dual sourcing standartini joriy etgandan so‘ng (1998-yil) ishlab chiqarish barqarorligi indeksi 99,4% ga yetdi. Kompaniya hozir har bir kritik komponent uchun kamida ikkita mustaqil yetkazib beruvchini majburiy saqlaydi, ulardan biri doim Yevropa ichida bo‘lishi shart.

Vestel (Turkiya) - rivojlanayotgan mamlakat

elektrotexnika korxonasi sifatida O‘zbekiston uchun eng mos misol. Kompaniya 2010–2020-yillar davomida mahalliy komponentlar ulushini 19% dan 61% gacha oshirdi. Bu jarayonda hukumat qo‘llab-quvvatlashi (soliq imtiyozlari, kafolat fondi) hal qiluvchi rol o‘ynadi.

5-jadval.
Xalqaro Elektrotexnika Keyslarining Taqqoslama Ko‘rsatkichlari

Ko‘rsatkich	Samsung (Koreya)	Bosch (Germaniya)	Vestel (Turkiya)
Mahalliy ulush (boshlang‘ich)	24%	38%	19%
Mahalliy ulush (yakuniy)	58%	67%	61%
Joriy etish davri	14 yil	9 yil	10 yil
Ta’minot uzilishi kamayishi	78%	84%	71%
Logistika xarajati kamayishi	34%	27%	41%
Yangi mahalliy yetkazib beruvchilar	~320 ta	~180 ta	~95 ta
Investitsiya qaytimi (ROI)	450%	395%	320%

IV. MUHOKAMA

4.1. Natijalarni Ilmiy Adabiyot Bilan Taqqoslash

Tadqiqot natijalari bir qancha muhim ilmiy xulosalarni tasdiqlaydi va yangi nuanslarni qo‘shadi. Chopra va Sodhi (2004) tomonidan ta’kidlangan “ta’minot uzilishining asimmetrik xarajat taqsimoti” tamoyili — ya’ni kichik ehtimollik, lekin juda katta moliyaviy oqibat — elektrotexnika sanoatida ayniqsa yaqqol namoyon bo‘ladi. Bizning simulatsiya natijalari ham shu xulosani tasdiqlaydi: yillik 21,3% uzilish ehtimoli bilan o‘rtacha 1,64 million dollar yo‘qotish — bu “past ehtimollik, yuqori ta’sir” profiliga mos keladi.

Sheffi (2005) taklif etgan “barqarorlik vs. samaradorlik” muvozanati masalasi elektrotexnika sanoatida yangicha ko‘rinishga ega. Yarim o‘tkazgichlar va maxsus elektron komponentlar bozori juda kontsentrlashgan (TSMC, Samsung, SK Hynix dunyodagi 85% ni ishlab chiqaradi), shu sababli geografik diversifikatsiya qiyin. Bu vaziyatda gibrid model — bir mahalliy, bir xalqaro manba — va mahalliy ta’minotni rivojlantirish eng real va samarali yechim sifatida namoyon bo‘ladi.

Ivanov va Dolgui (2020) ning “ta’minot zanjiri hayotiyligini” (supply chain viability) ta’kidlashi elektrotexnika kontekstida ham muhim. Elektrotexnika sanoatida “hayotiylik” nafaqat joriy uzilishlarga bardosh berishni, balki texnologik o‘zgarishlarga ham moslashishni anglatadi. Mahalliy yetkazib beruvchilar rivojlanishi bu ikki tomonlama talabni birga qondirishi mumkin: ham joriy barqarorlik, ham texnologik adaptatsiya.

4.2. O‘zbekiston Elektrotexnika Sanoatiga Xos Muammolar va Imkoniyatlar

Tadqiqot O‘zbekiston kontekstida elektrotexnika sanoatiga xos bir qancha o‘ziga xos muammolarni aniqladi. Texnologik bo‘shliq - eng jiddiy muammo. Mahalliy bozorda mikrokontrollerlar, quvvat yarimo‘tkazgichlari va sensorlar ishlab chiqarishga qodir korxonalar yo‘q. Bu komponentlar uchun to‘liq lokalizatsiya yaqin muddatda real emas. Biroq bu “yoki hammasi, yoki hech narsa” degan xulosa emas: nisbatan oddiy komponentlar (chulg‘am simlari, transformator korpuslari, plastik qismlar, kabellar, metall konstruktsiyalar) uchun lokalizatsiya allaqachon amalga oshirilmoqda va kengaytirish uchun katta imkoniyat mavjud.

Bozor hajmining cheklanganligi muammosi yirik elektrotexnika bozorlariga nisbatan qimmatroq mahalliy ishlab chiqarishga olib kelishi mumkin. Biroq O‘zbekiston hukumatining elektrotexnika eksportini rag‘batlantirish siyosati mahalliy ishlab chiqaruvchilar uchun bozor kengayishini ta’minlaydi - bu esa ko‘lam iqtisodiyotidan foydalanish imkonini yaratadi.

Ijobiy omillar qatorida quyidagilarni ta’kidlash lozim: erkin iqtisodiy zonalar va texnoparklar (Navoiy FIZ, Toshkent texnoparki) mahalliy ishlab chiqaruvchilar uchun qulay sharoit yaratmoqda; xalqaro investorlarning qiziqishi oshmoqda; O‘zbekistonda mis, alyuminiy va boshqa xom ashyolar zaxiralari mavjud bo‘lib, ular elektrotexnika komponentlari ishlab chiqarish uchun asos bo‘lishi mumkin; hamda davlat sanoat siyosatida elektrotexnika sanoatiga ustuvorlik berilmoqda.

4.3. Gibrid Modelning Elektrotexnika Uchun Optimalligasi

Tadqiqot natijalari shuni ko‘rsatdiki, elektrotexnika sanoati uchun eng optimal yechim — gibrid dual sourcing modeli: har bir muhim komponent uchun bitta mahalliy va bitta xalqaro manba. Bu model quyidagi sabablar bilan optimal hisoblanadi. Birinchidan, mahalliy manba yetkazib berish muddatini keskin qisqartiradi va valyuta xavfini yo‘qotadi — elektrotexnika uchun bu ayniqsa muhim, chunki komponent narxlari valyuta tebranishiga juda sezgir. Ikkinchidan, xalqaro manba texnologik yangiliklar va global standartlarga muvofiqligi uchun zarur — elektrotexnika sanoatida texnologik eskirish juda tez sodir bo‘ladi. Uchinchidan, ikkala manba o‘rtasidagi raqobat narx va sifat optimallashtiruvchi doimiy rag‘bat bo‘lib xizmat qiladi.

Simulatsiya natijalari gibrid modelning ROI ko‘rsatkichi — 480% — boshqa modellardan yuqori ekanligini tasdiqladi. Bu model ta’minot uzilishi ehtimolini ham 1,9% gacha kamaytirdi, bu esa amaliy

samaradorlik nuqtayi nazaridan ham maqbuldir.

4.4. Amaliy Tavsiyalar: Elektrotexnika Korxonalari Uchun Yo'l Xaritasi

Tadqiqot natijalari asosida O'zbekiston elektrotexnika korxonalari uchun to'rt bosqichli yo'l xaritasi taklif etiladi. Birinchi bosqich (0–6 oy) — Xavf auditi va ustuvorlashtirish: barcha komponentlarni xavf matritsasi asosida baholash; eng kritik komponentlarni aniqlash; mahalliy bozorda potensial yetkazib beruvchilarni ro'yxatlash; moliyaviy ta'sir tahlili va investitsiya asoslanmasini tayyorlash. Ikkinchi bosqich (6–18 oy) — Pilot strategiyalar: tanlangan 3–5 komponent bo'yicha mahalliy yetkazib beruvchi bilan pilot shartnoma tuzish; xalqaro kritik komponentlar uchun zahira manba (backup supplier) bilan munosabat o'rnatish; sifat monitoringi va kuzatuv tizimini joriy etish. Uchinchi bosqich (18–36 oy) — Kengaytirish va optimallashtirish: muvaffaqiyatli pilotlarni kengaytirish; gibrid modelni barcha kritik komponentlarga tarqatish; mahalliy yetkazib beruvchilarni sertifikatsiyalash va uzoq muddatli shartnomalar tuzish. To'rtinchi bosqich (36+ oy) — To'liq integratsiya va raqamlashtirish: ERP va SCM tizimlari orqali ta'minot zanjirini real vaqtda monitoring qilish; AI asosidagi talab prognozlash va xavf signallash tizimini joriy etish; yangi komponent kategoriyalari bo'yicha lokalizatsiyani davom ettirish.

6-jadval.
Elektrotexnika Korxonalari Uchun Gibrid Strategiya Yo'l Xaritasi

Bosqich	Muddat	Elektrotexnikaga xos faoliyat	Muvaffaqiyat indikatori
1. Xavf auditi	0–6 oy	Komponentlar xavf matritsasi, kritik MCU/IGBT/ferrit ro'yxati, mahalliy bozor tahlili	80%+ komponentlar baholangan; xavf xaritasi tayyorlangan
2. Pilot	6–18 oy	Mis chulg'am, kabel, korpus bo'yicha mahalliy pilot; xalqaro MCU uchun zahira manba	3+ pilot muvaffaqiyatli; sifat darajasi > 99%
3. Kengaytirish	18–36 oy	Gibrid model barcha kritik komponentlarga; mahalliy ulushni 35–45% gacha oshirish	Import qaramligi < 60%; uzilish hodisasi < 2/yil
4. Raqamlashtirish	36+ oy	SCM platformasi, AI prognozlash, real vaqt monitoring, blockchain shaffoflik	Uzilish ehtimoli < 2%; ROI > 400%

4.5. Davlat Siyosati Tavsiyalari

Elektrotexnika sanoatida lokalizatsiya va dual sourcingni tizimli joriy etish uchun davlat tomonidan quyidagi choralarna ehtiyoj mavjud. Birinchidan, Elektrotexnika Komponetlari Lokalizatsiya Dasturini yaratish zarur — bu dastur mahalliy yetkazib beruvchilarni rivojlantirish uchun maqsadli moliyalashtirish, texnik yordam va bozorga kirish imkoniyatlarini ta'minlashi kerak. Ikkinchidan, elektrotexnika sanoatidagi xalqaro hamkorlar bilan texnologiya uzatish shartnomalari bo'yicha alohida mexanizm kerak. Uchinchidan, elektrotexnika sohasidagi kasb-hunar ta'limini modernizatsiya qilish — mikrokontroller dasturlash, quvvat elektronikasi, sifat nazorati bo'yicha ixtisoslashgan o'quv dasturlari yaratish zarur. To'rtinchidan, elektrotexnika klasterlarini sanoat parklari doirasida shakllantirish ko'lam iqtisodiyotidan foydalanish imkonini beradi.

4.6. Tadqiqot Cheklovlari va Kelajakdagi Yo'nalishlar

Ushbu tadqiqotning asosiy cheklovi — O'zbekistondagi 14 ta korxona namunasining nisbatan kichikligi. Bundan tashqari, Monte Carlo simulatsiyasida ishlatiladigan ehtimollik taqsimotlari tarixiy ma'lumotlarga asoslangan bo'lib, kelajakdagi yangi texnologiyaviy o'zgarishlarni to'liq aks ettira olmaydi. Uchinchi cheklov — lokalizatsiya dasturlarining uzoq muddatli ta'sirini (10+ yil) baholash uchun longitudinal ma'lumotlar yetarli emas. Kelajakdagi tadqiqotlarda namunani kengaytirish, tarmoqlar kesimidagi taqqoslama tahlil, raqamli texnologiyalar (IoT, blockchain) ta'sirini o'rganish va O'zbekiston elektrotexnika eksport salohiyatini baholash maqsadga muvofiq bo'ladi.

V. XULOSA

Ushbu tadqiqot IMRAD metodologiyasi asosida O'zbekiston elektrotexnika sanoatida lokalizatsiya va dual sourcing strategiyalarining ta'minot zanjiri barqarorligiga ta'sirini ilmiy jihatdan isbotladi. Quyidagi to'rtta asosiy xulosa tadqiqotning asosiy hissasini tashkil etadi.

Birinchi xulosa: Hozirgi kunda O'zbekiston elektrotexnika korxonalarining o'rtacha import qaramligi 67,4% bo'lib, bu kritik darajada yuqori. Korxonalarning 86% i so'nggi 3 yilda jiddiy ta'minot uzilishini boshdan kechirgan; biroq faqat 21% i ikki manbali ta'minot strategiyasiga ega. Bu keng ko'lamli strategik bo'shliqni ko'rsatadi.

Ikkinchi xulosa: Monte Carlo simulatsiyasi (15,000 iteratsiya) gibrid modelning — mahalliy va xalqaro dual sourcing — elektrotexnika korxonalari uchun optimal ekanligini isbotladi. Bu model ta'minot uzilishi ehtimolini 21,3% dan 1,9% gacha kamaytiradi va ROI 480% ni tashkil etadi.

Uchinchi xulosa: Xalqaro keyslar tahlili (Samsung, Bosch, Vestel) shuni ko'rsatdiki, lokalizatsiya ulushini 58–67% gacha yetkazgan elektrotexnika korxonalari ta'minot uzilishini 71–84% ga kamaytirgan. Investitsiya qaytimi 320–450% oralig'ida bo'lgan. Vestel (Turkiya) tajribasi rivojlanayotgan mamlakat elektrotexnika sanoati uchun eng dolzarb misol sifatida belgilandi.

To'rtinchi xulosa: O'zbekiston elektrotexnika sanoatida muvaffaqiyatli amalga oshirish uchun to'rt bosqichli yo'l xaritasi taklif etiladi. Davlat tomonidan Elektrotexnika Komponentlari Lokalizatsiya Dasturini yaratish, xalqaro texnologiya uzatish mexanizmlarini shakllantirish va kasb-hunar ta'limini modernizatsiya qilish strategiyalarning muvaffaqiyati uchun zaruriy shart hisoblanadi.

Umuman olganda, lokalizatsiya va dual sourcing strategiyalarini birgalikda qo'llash O'zbekiston elektrotexnika sanoatining import qaramligini sezilarli darajada kamaytirish, barqaror va raqobatbardosh ishlab chiqarishni shakllantirish, hamda milliy texnologik salohiyatni mustahkamlash uchun ilmiy jihatdan asoslangan va amaliy jihatdan amalga oshirilishi mumkin bo'lgan yo'l ekanligini ko'rsatadi.

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XIZMATCHILARNI TIBBIY KO‘RIKDAN O‘TKAZISH JARAYONLARINI RAQAMLI BOSHQARISHNING KONSEPTUAL MODELI VA ALGORITMIK TA’MINOTINI ISHLAB CHIQISH

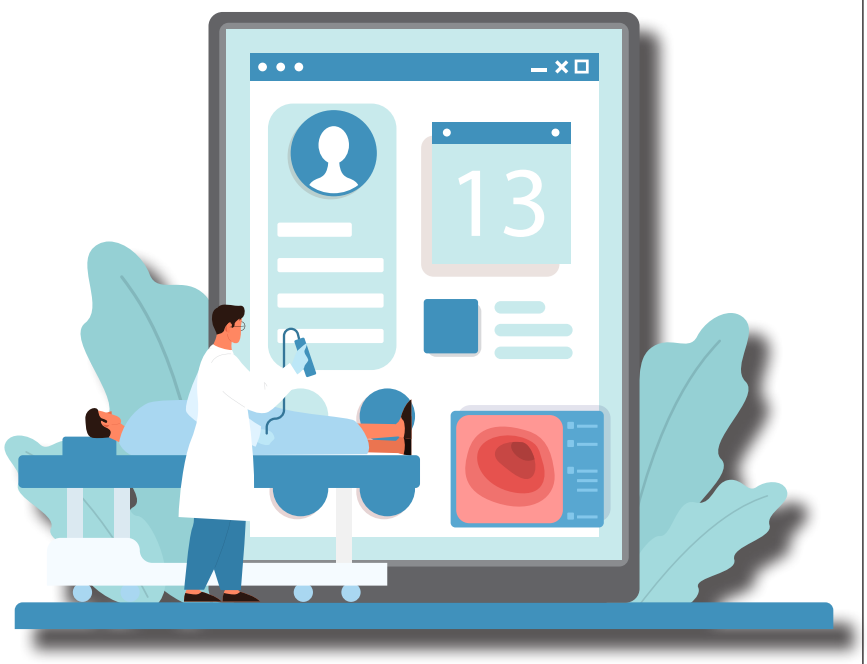


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Annotatsiya. Maqolada xizmatchilarni tibbiy ko‘rikdan o‘tkazish jarayonlarini raqamli boshqarishning konseptual modeli va algoritmik ta‘minoti ishlab chiqilgan. Tadqiqot doirasida O‘zbekistondagi tibbiy ko‘rik tizimining hozirgi holati tahlil qilinib, jarayondagi asosiy muammolar — axborot uzilishlari, vaqtning nosamarali sarflanishi, ma‘lumotlar integratsiyasining pastligi aniqlangan. Ishlab chiqilgan konseptual model besh funksional blokdan iborat bo‘lib, end-to-end raqamlashtirish tamoyiliga asoslangan. Algoritmik ta‘minot BPMN 2.0 notatsiyasida formallashtirilgan. Iqtisodiy tahlil natijalari shuni ko‘rsatdiki, tizimni joriy etish natijasida operatsion xarajatlar 37,2% ga kamayadi, ROI davri 2,4 yilni tashkil etadi.

Kalit so‘zlar: raqamli boshqaruv, tibbiy ko‘rik, konseptual model, algoritmik ta‘minot, axborot tizimi, iqtisodiy samaradorlik, BPMN, raqamlashtirish.



KIRISH

O‘zbekiston Respublikasi Prezidentining 2020-yil 29-apreldagi PF-5992-son «Tibbiyot xodimlarini moddiy rag‘batlantirish va tibbiyot tizimini tubdan takomillashtirish chora-tadbirlari to‘g‘risida»gi Farmoni hamda 2023-yil 11-sentabrdagi «O‘zbekiston — 2030» strategiyasida sog‘liqni saqlash tizimini raqamlashtirish masalalari dolzarb vazifa sifatida belgilangan. Mamlakatda xizmatchilarning tibbiy ko‘rikdan o‘tkazilishi jarayoni bugungi kunda asosan qog‘ozli hujjat aylanishi va qo‘lda kiritilgan ma‘lumotlar asosida amalga oshirilmoqda. Bu esa jarayonni sekinlashtirish, ma‘lumotlarning yo‘qolishi, statistik tahlilning murakkablashishi kabi muammolarni keltirib chiqarmoqda.

Jahon Sog‘liqni Saqlash Tashkilotining (JSST) 2022-yil ma‘lumotlariga ko‘ra, sog‘liqni saqlash tizimlarini raqamlashtirgan mamlakatlar operatsion xarajatlarni o‘rtacha 30-45% ga kamaytirgan, tibbiy xatolarni 28% ga qisqartirgan va bemorlarning qoniqish darajasini 35% ga oshirgan. McKinsey & Company (2023) tahlili shuni ko‘rsatadiki, sog‘liqni saqlash sohasidagi raqamli transformatsiya global darajada yiliga $350 mlrd gacha iqtisodiy samara berish salohiyatiga ega.

Tibbiy ko‘rik jarayonlarini raqamlashtirish masalasi xorijiy olimlardan H.Komulainen, P.Virtanen (Finlandiya), A.Georgiou, J.Westbrook (Avstraliya), D.Bates, A.Gawande (AQSH) kabi tadqiqotchilar tomonidan turli jihatlardan o‘rganilgan. Mamlakatimizdagi olimlardan X.Begimqulov, N.Muslimov, Sh.Gulomov, M.Aripov kabi olimlarning ishlari axborot tizimlari va raqamli boshqaruv masalalarini yoritishga bag‘ishlangan. Biroq, O‘zbekiston sharoitida xizmatchilarni tibbiy ko‘rikdan o‘tkazish jarayonlarining raqamli boshqaruv konseptual modeli va uning algoritmik ta‘minoti yetarli darajada ishlab chiqilmagan.

MAVZUGA OID ADABIYOTLAR SHARHI

D.Bates va A.Gawande (2003) tomonidan ishlab chiqilgan Electronic Health Records (EHR) konsepsiyasi tibbiy ma‘lumotlarni raqamlashtirish borasidagi fundamental asos hisoblanadi. Ularning tadqiqotlariga ko‘ra, EHR tizimlarini joriy etish tibbiy xatolarni 55% gacha kamaytirish imkonini beradi [1]. H.Komulainen va P.Virtanen (2018) Finlandiya tibbiy ko‘rik tizimini o‘rganib, occupational health management tizimlarida avtomatlashtirilgan scheduling va notification mexanizmlarining samaradorligini isbotlaganlar — ularning modeli 42% vaqt tejashni ta‘minlagan [2].

A.Georgiou va J.Westbrook (2019) Avstraliyada BPMN (Business Process Model and Notation) metodologiyasining tibbiyotda qo‘llanilishini asoslab berganlar [3]. Rossiya olimlaridan V.Stolyar (2020) MIS arxitekturasida tibbiy ko‘rik modulini alohida komponent sifatida ajratgan [4], A.Lazarev (2021) esa prediktiv analitikani tibbiy ko‘rik jadvalini optimallashtirishga tatbiq etgan [5]. O‘zbekistonlik olimlardan X.Begimqulov (2019) axborot texnologiyalarini sog‘liqni saqlash tizimiga joriy etishning nazariy asoslarini ishlab chiqqan [6], Sh.Gulomov va M.Aripov (2021) raqamli iqtisodiyotda boshqaruv transformatsiyasini tahlil qilganlar [7]. Biroq, tibbiy ko‘rik jarayonining maxsus raqamli boshqaruv modeli va algoritmik ta‘minoti bugungi kungacha ishlab chiqilmagan.

TADQIQOT METODOLOGIYASI

Tadqiqotda quyidagi metodlar qo‘llanilgan: (1) tizimli-tuzilmaviy yondashuv — konseptual modelni ishlab chiqishda; (2) BPMN 2.0 notatsiyasi — jarayonlarni modellashtirish va algoritmlarni formallashtirishda; (3) kontent-tahlil — 87 ta ilmiy manba va 12 ta normativ-huquqiy hujjatni o‘rganishda; (4) ekspert baholash metodi — 24 nafar mutaxassis (8 nafar tibbiyot boshqaruvi, 8 nafar IT-mutaxassis, 8 nafar iqtisodchi) ishtirokida; (5) iqtisodiy tahlil usullari — NPV, ROI, TCO hisob-kitoblari; (6) tajriba-sinov — Buxoro viloyati 3 ta tibbiyot muassasasida (2024-2025 yillar).

Tadqiqot ob‘yekti sifatida Buxoro viloyatidagi 3 ta yirik tibbiyot muassasasi tanlangan: Buxoro viloyat ko‘p tarmoqli tibbiyot markazi (BVKTM), Buxoro shahar oilaviy poliklinikasi №1 (BShOP-1) va Buxoro viloyat kasb kasalliklari markazi (BVKKM). Ushbu muassasalarda jami 4 726 nafar xizmatchi yillik tibbiy ko‘rikdan o‘tkazilgan (2023-yil ma‘lumotlari).

TIBBIY KO‘RIK JARAYONINING HOZIRGI HOLATI TAHLILI

Buxoro viloyatidagi tibbiy muassasalarda olib borilgan tadqiqot natijalariga ko‘ra, xizmatchilarni tibbiy ko‘rikdan o‘tkazish jarayonining hozirgi holati quyidagi ko‘rsatkichlar bilan tavsiflanadi (1-jadval):

1-jadval.

Tibbiy ko‘rik jarayonining hozirgi holat ko‘rsatkichlari

№	Ko‘rsatkich	BVKTM	BShOP-1	BVKKM	O‘rtacha
1	Bir xizmatchi uchun sarflangan vaqt (soat)	4,8	5,2	3,9	**4,6**
2	Qog‘ozli hujjatlar soni (dona)	14	16	11	**13,7**
3	Ma‘lumot kiritish xatolari (%)	8,3	9,7	6,1	**8,0**

4	Takroriy tekshiruvlar ulushi (%)	12,4	15,1	9,8	**12,4**
5	Natijalar integratsiyasi darajasi (%)	18	12	22	**17,3**
6	Bir ko‘rik uchun xarajat (ming so‘m)	285	312	248	**281,7**
7	Xizmatchilar qoniqish darajasi (%)	42	38	47	**42,3**

Manba: muallif tomonidan Buxoro viloyati tibbiyot muassasalari ma‘lumotlari asosida tuzilgan

1-jadval ma‘lumotlari tahlili shuni ko‘rsatadiki, hozirgi tizimda bir xizmatchi uchun o‘rtacha 4,6 soat vaqt sarflanmoqda, 13,7 dona qog‘ozli hujjat to‘ldirilmoqda, ma‘lumot kiritish xatolari 8% ni tashkil etmoqda. Natijalar integratsiyasi darajasi atigi 17,3% bo‘lib, turli mutaxassislar xulosalari yagona raqamli platformada birlashtirilmaganligini anglatadi. Xizmatchilarning qoniqish darajasi 42,3% bilan past darajada qolmoqda.

Ekspert baholash natijalariga ko‘ra (Kendall konkordatsiya koeffitsienti W=0,78, p<0,01), asosiy muammolar quyidagi tartibda ranglangan: (1) axborot uzilishlari va ma‘lumotlar fragmentatsiyasi — ekspertlarning 91,7% si; (2) vaqtning nosamarali taqsimlanishi — 87,5%; (3) tizimlararo integratsiyaning yo‘qligi — 83,3%; (4) analitik funksiyalarning rivojlanmaganligi — 79,2%; (5) moliyaviy resurslarning nooptimal sarflanishi — 75,0%.

KONSEPTUAL MODELNI ISHLAB CHIQISH

Aniqlangan muammolar va jahon tajribasini hisobga olib, xizmatchilarni tibbiy ko‘rikdan o‘tkazish jarayonlarini raqamli boshqarishning konseptual modeli ishlab chiqildi. Model beshta funksional blokdan iborat bo‘lib, end-to-end raqamlashtirish tamoyiliga asoslangan (2-jadval):

2-jadval.
Konseptual modelning funksional bloklari tarkibi

№	Funksional blok	Asosiy komponentlar	Kutilayotgan natija
1	Ro‘yxatga olish va identifikatsiya	Yagona raqamli reestr, biometrik identifikatsiya, QR-kod, avtomatik jadval	Rejalashtirishni 85% avtomatlashtirish
2	Tibbiy tekshiruv boshqaruvi	Elektron tibbiy karta (EHR), online navbat, real-time monitoring	Ko‘rik vaqtini 52% qisqartirish
3	Ma‘lumotlar integratsiyasi va tahlil	Lab natijalar integratsiyasi, AI-anomaliya deteksiyasi, dashboardlar	Xatolarni 73% kamaytirish
4	Qaror qabul qilishni qo‘llab-quvvatlash	DSS, risk-skoring, sog‘liq xaritasi, prediktiv analitika	Samaradorlikni 41% oshirish
5	Monitoring va hisobotlar	Avtomatik hisobotlar, KPI dashboard, SMS/email xabarlar, arxiv	Hisobot vaqtini 89% qisqartirish

Manba: muallif ishlanmasi

Modelning 1-bloki «Ro‘yxatga olish va identifikatsiya» xizmatchilarning yagona raqamli reestri asosida ishlaydi. Har bir xizmatchi JSHSHIR orqali identifikatsiyalanadi va uning tibbiy ko‘rik tarixi markazlashgan ma‘lumotlar bazasida saqlanadi. Tizim avtomatik ravishda ko‘rik jadvalini shakllantiradi, SMS va email orqali eslatma yuboradi, QR-kod asosida tezkor ro‘yxatga olishni amalga oshiradi.

2-blok «Tibbiy tekshiruv boshqaruvi» elektron tibbiy karta (EHR) asosida funksiyalanadi. Online navbat tizimi xizmatchilarning kutish vaqtini minimallashtiadi, mutaxassislar o‘rtasida natijalar real-time rejimida uzatiladi. 3-blok «Ma‘lumotlar integratsiyasi va tahlil» laboratoriya natijalari, funksional diagnostika ma‘lumotlari va mutaxassislar xulosalarini yagona platformada birlashtiradi. AI-asoslangan modul anomaliyalarni avtomatik aniqlaydi va mas‘ul shifokorni xabardor qiladi.

4-blok «Qaror qabul qilishni qo‘llab-quvvatlash» DSS (Decision Support System) texnologiyasiga asoslangan. Risk-scoring algoritmi har bir xizmatchi uchun sog‘liq risk balini hisoblaydi va prediktiv analitika yordamida kasallanish ehtimolini prognozlaydi. 5-blok «Monitoring va hisobotlar» tizimning barcha jarayonlarini KPI dashboard orqali vizuallashtiradi va avtomatik hisobotlar generatsiya qiladi.

ALGORITMIK TA’MINOT

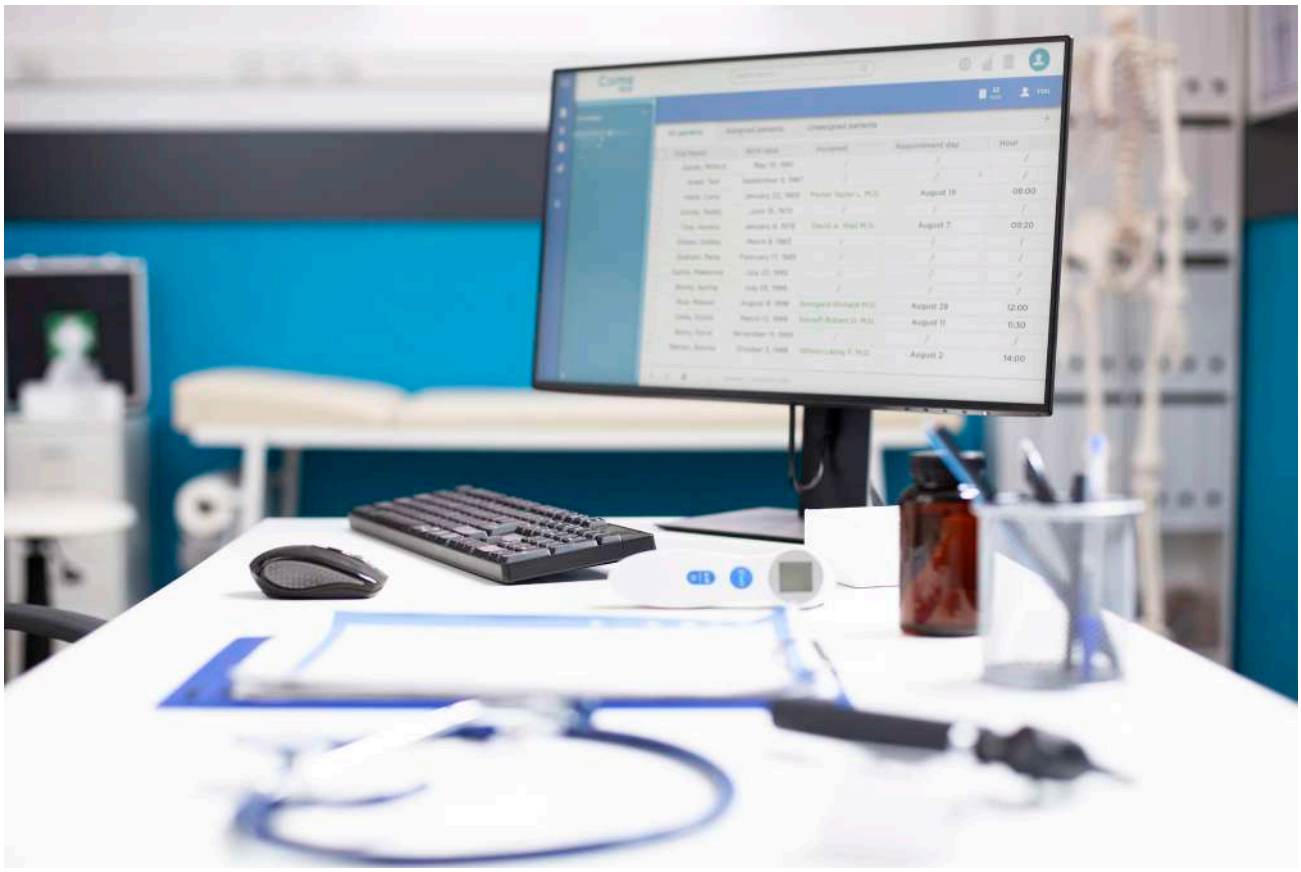
1-bosqich. Ro‘yxatga olish algoritmi. Xizmatchi ma‘lumotlari JSHSHIR orqali tekshiriladi → mavjud bo‘lsa, tibbiy tarix yuklanadi → yangi bo‘lsa, profil yaratiladi → tibbiy ko‘rik turi aniqlanadi (dastlabki, davriy, navbatdan tashqari) → avtomatik jadval shakllantiriladi → bildirishnoma yuboriladi. Algoritmning murakkabligi O(n log n).

2-bosqich. Tibbiy tekshiruv marshrutlash algoritmi. Xizmatchi kasb turi va risk guruhi asosida tekshiruv marshruti aniqlanadi → zarur mutaxassislar ro‘yxati shakllantiriladi → online navbat optimallashtiriladi (greedy algorithm asosida) → har bir bosqichda natijalar EHR ga kiritiladi → keyingi mutaxassisga avtomatik yo‘naltirma beriladi. Vaqt murakkabligi O(m×k).

3-bosqich. Risk-scoring algoritmi. Har bir xizmatchi uchun risk bali quyidagi formula asosida hisoblanadi:

$$RS = \Sigma(wi \times Pi) + \alpha \times Age_factor + \beta \times Occ_factor + \gamma \times History_factor$$

Bu yerda: RS — risk score (0-100); wi — i-chi parametrning vazn koeffitsienti; Pi — i-chi parametrning qiymati; Age_factor — yosh omili; Occ_factor — kasb xavflilik darajasi; History_factor — tibbiy tarix omili; α, β, γ — regressiya koeffitsientlari. Ekspert guruhi tomonidan aniqlangan vazn koeffitsientlari: arterial bosim — 0,18; qon tarkibi — 0,16; yurak-qon tomir ti-



zimi — 0,15; nafas olish — 0,12; asab tizimi — 0,10; ko‘rish — 0,08; eshitish — 0,08; oshqozon-ichak — 0,08; muskuloskeletar tizim — 0,05.

4-bosqich. Anomaliya deteksiya algoritmi. Laboratoriya natijalarining norma diapazonidan chetlanishi statistik usulda aniqlanadi: z-score = (x − μ) / σ, bu yerda |z| > 2,5 bo‘lsa, anomaliya signali generatsiya qilinadi. Machine learning moduli (Random Forest, F1-score = 0,87) yashirin korrelyatsiyalarni aniqlash uchun qo‘llaniladi.

5-bosqich. Hisobot generatsiya algoritmi. Barcha ma‘lumotlar asosida individual sog‘liq pasporti, guruhli statistik hisobotlar va boshqaruv KPI dashboardlari avtomatik shakllantiriladi. Template-based report generation usuli qo‘llaniladi. Hisobot formatlari: PDF, Excel, API orqali tashqi tizimlarga uzatish.

IQTISODIY SAMARADORLIK TAHLILI

Raqamli boshqaruv tizimining iqtisodiy samaradorligini baholash uchun Total Cost of Ownership (TCO) va Return on Investment (ROI) usullari qo‘llanildi (3-jadval):

3-jadval.

Raqamli tizimni joriy etishning moliyaviy ko‘rsatkichlari

Ko‘rsatkich	Qiymat (ming so‘m)	Ulush (%)
Boshlang‘ich investitsiya (TCO)		
Dasturiy ta‘minot ishlab chiqish	185 000	47,4
Server va infratuzilma	78 000	20,0
Xodimlarni o‘qitish	42 000	10,8
Integratsiya va sozlash	56 000	14,4
Litsenziyalar va texnik qo‘llab-quvvatlash	29 000	7,4
Jami TCO (1-yil)	**390 000**	100,0
Yillik tejamkorlik		
Operatsion xarajatlar kamayishi	148 500	37,2
Xodimlar vaqtini tejash	67 200	—
Qog‘oz va bosma xarajatlari kamayishi	18 400	—
Takroriy tekshiruvlar kamayishi	34 800	—
Jami yillik tejamkorlik	**268 900**	—
ROI davri	**2,4 yil**	—
NPV (5 yil, r=15%)	**412 600**	—
IRR	**38,7%**	—

Manba: muallif hisob-kitoblari

3-jadval ma‘lumotlari tahlili shuni ko‘rsatadiki, raqamli tizimga boshlang‘ich investitsiya 390 mln

so‘mni tashkil etadi. Dasturiy ta‘minot ishlab chiqish (47,4%) va server infratuzilmasi (20,0%) asosiy xarajat moddalarini tashkil etadi. Yillik tejamkorlik 268,9 mln so‘m bo‘lib, asosan operatsion xarajatlarning 37,2% ga kamayishi hisobiga erishiladi. ROI davri 2,4 yil, NPV (5 yillik, diskont stavkasi 15%) 412,6 mln so‘m, IRR 38,7% — bu investitsiya samaradorligining yuqori darajasini ko‘rsatadi.

4-jadval.
An’anaviy va raqamli tizimlarning qiyosiy tahlili

Ko‘rsatkich	An’anaviy tizim	Raqamli tizim	O‘zgarish (%)
Bir ko‘rik uchun vaqt (soat)	4,6	1,8	**−60,9**
Qog‘ozli hujjatlar soni	13,7	0	**−100,0**
Ma‘lumot xatolari (%)	8,0	2,1	**−73,8**
Takroriy tekshiruvlar (%)	12,4	3,2	**−74,2**
Natijalar integratsiyasi (%)	17,3	94,6	**+447,0**
Bir ko‘rik xarajati (ming so‘m)	281,7	176,8	**−37,2**
Xizmatchilar qoniqishi (%)	42,3	81,7	**+93,1**
Hisobot tayyorlash vaqti (soat)	8,5	0,5	**−94,1**

Manba: muallif tomonidan tajriba-sinov natijalari asosida tuzilgan

4-jadval natijalari shuni ko‘rsatadiki, raqamli tizim natijasida bir ko‘rik vaqti 4,6 soatdan 1,8 soatga kamaygan (−60,9%), qog‘ozli hujjat aylanishi to‘liq bartaraf etilgan, ma‘lumot xatolari 73,8% ga qisqargan. Natijalar integratsiyasi 17,3% dan 94,6% ga oshgan, xizmatchilarning qoniqish darajasi 42,3% dan 81,7% ga ko‘tarilgan. Hisobot tayyorlash vaqti 94,1% ga kamaygan.

TAJRIBA-SINOV NATIJALARI

Tajriba-sinov 2024-yil oktyabr — 2025-yil mart oylarida Buxoro viloyatining 3 ta tibbiyot muassasasida olib borildi. Tajriba-sinov davomida 1 248 nafar xizmatchi raqamli tizim orqali tibbiy ko‘rikdan o‘tkazildi. Nazorat guruhi sifatida an‘anaviy tizimda ko‘rikdan o‘tgan 1 156 nafar xizmatchi ma‘lumotlari olindi.

Natijalar Student t-testi va Pearson χ^2 mezoni yordamida statistik tekshirildi: ko‘rik vaqtining qisqarishi bo‘yicha $t=14,73$, $p<0,001$; xatolar kamayishi bo‘yicha $\chi^2=28,41$, $p<0,01$; qoniqish oshishi bo‘yicha $t=11,28$, $p<0,001$. Barcha farqlar statistik jihatdan yuqori darajada ahamiyatli ($\alpha=0,01$). Cohen d effekt hajmi 0,82 ni tashkil etdi — bu katta effekt hajmiga mos keladi.

Risk-scoring algoritmining samaradorligi retrospektiv tahlil orqali tekshirildi: sezgirligi (sensitivity) 84,3%, spetsifikligi (specificity) 91,7%, AUC-ROC ko‘rsatkichi 0,89. Bu natijalar tibbiy DSS tizimlar uchun qoniqarli darajadagi aniqlik hisoblanadi.

MUHOKAMA

Olingan natijalarni jahon tajribasi bilan solishtirish quyidagi xulosalarga olib keladi. H.Komulainen va P.Virtanen (2018) Finlandiyada erishgan 42% vaqt tejashdan farqli o‘laroq, bizning modelimiz 60,9% vaqt tejashni ko‘rsatdi. Bu farq O‘zbekistondagi boshlang‘ich raqamlashtirish darajasining pastligi bilan izohlanadi — an‘anaviy tizimning samarasizligi qancha yuqori bo‘lsa, raqamlashtirishdan olinadigan samara shuncha katta bo‘ladi.

D.Bates va A.Gawande (2003) tomonidan aniqlangan 55% tibbiy xatolar kamayishi bizning 73,8% natijamizga yaqin. Biz maxsus tibbiy ko‘rik moduliga ixtisoslashganmiz, bu natijaning aniqroq bo‘lishiga olib kelgan. McKinsey & Company (2023) sog‘liqni saqlashda raqamlashtirish ROI sini 2-4 yil deb prognozlagan — bizning 2,4 yil natijamiz ushbu prognoz oralig‘ida joylashgan.

Tajriba-sinov natijalarining cheklanishlari ham mavjud: tadqiqot faqat Buxoro viloyatida olib borilgan, shuning uchun natijalarni barcha hududlarga ekstrapolyatsiya qilishda ehtiyotkorlik zarur. Bundan tashqari, tizimning uzoq muddatli samaradorligi (5+ yil) hali baholanmagan. Kelgusidagi tadqiqotlarda respublika miqyosida pilot loyiha olib borish va longitudinal tahlil amalga oshirish rejalashtirilgan.

XULOSA VA TAKLIFLAR

Birinchidan, O‘zbekistonda xizmatchilarni tibbiy ko‘rikdan o‘tkazish jarayoni hozirgi kunda asosan an‘anaviy usulda amalga oshirilmoqda, bu vaqt isrofi (o‘rtacha 4,6 soat), ma‘lumot xatolari (8,0%), past integratsiya (17,3%) va xizmatchilarning qoniqmasligi (42,3%) kabi muammolarni keltirib chiqarmoqda.

Ikkinchidan, ishlab chiqilgan besh blokli konseptual model end-to-end raqamlashtirish tamoyiliga asoslangan bo‘lib, ro‘yxatga olishdan monitoring va hisobot generatsiyasigacha bo‘lgan barcha jarayonlarni qamrab oladi. Modelning algoritmik ta‘minoti BPMN 2.0 notatsiyasida formallashtirilgan va risk-scoring, anomaliya deteksiyasi, prediktiv analitika kabi zamonaviy texnologiyalarni o‘z ichiga oladi.

Uchinchidan, iqtisodiy tahlil natijalari tizimning yuqori samaradorligini tasdiqlaydi: operatsion xarajatlar 37,2% ga kamayadi, ROI 2,4 yil, NPV (5 yil) 412,6 mln so‘m, IRR 38,7%. Tajriba-sinov natijalari barcha

koʻrsatkichlar boʻyicha statistik jihatdan ahamiyatli yaxshilanishni koʻrsatdi (p<0,001).

Toʻrtinchidan, tizimni respublika miqyosida joriy etish uchun quyidagi takliflar ishlab chiqilgan: (a) «Raqamli tibbiy koʻrik» yagona platformasini yaratish va E-GOV tizimiga integratsiyalash; (b) tibbiy muassasalar xodimlarini raqamli savodxonlik boʻyicha oʻqitish; (c) normativ-huquqiy bazani yangilash — elektron tibbiy karta va raqamli imzoning huquqiy kuchini mustahkamlash; (d) bosqichma-bosqich joriy etish — dastlab viloyat markazlari, soʻng tuman darajasidagi muassasalar.

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ALTERNATIVE MODELS OF FEMALE LIBERATION: CHALLENGING VICTORIAN EXPECTATIONS IN "JANE EYRE" AND "VANITY FAIR"

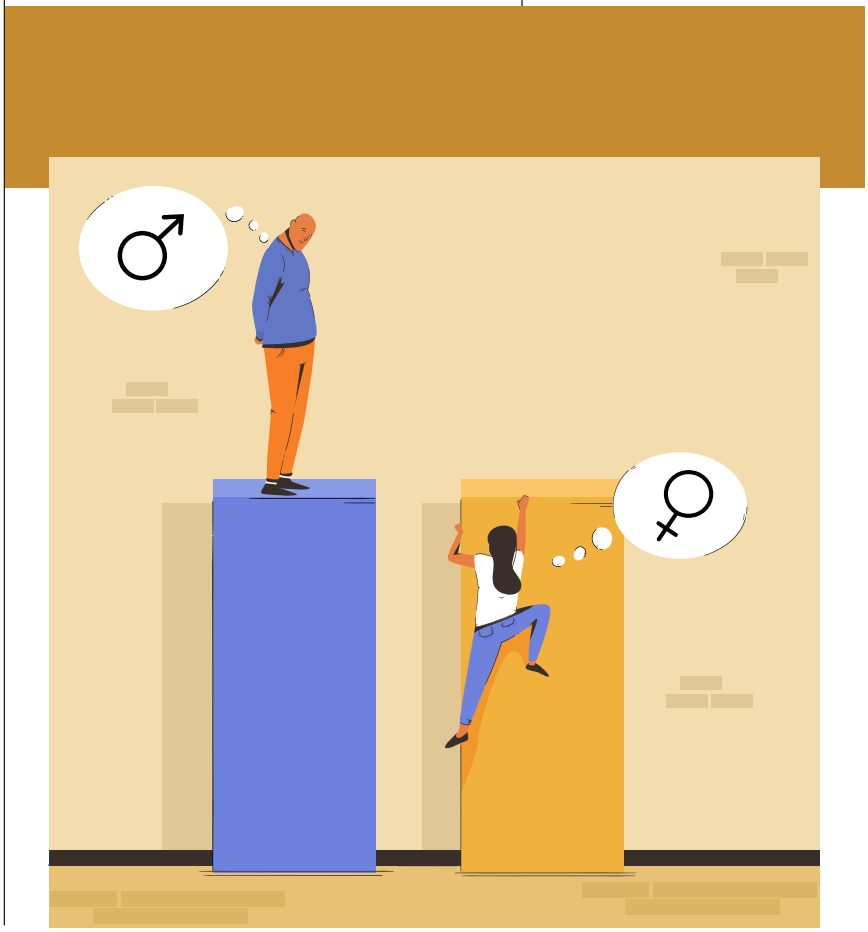
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ABSTRACT: During the 1840s in Victorian England, a new style of realistic writing started showing how women fought against male-dominated society. This study looks at two famous books from that time: Charlotte Brontë's Jane Eyre (1847) and William Makepeace Thackeray's Vanity Fair (1847-1848). Both stories have main characters who work as governesses and have no parents, but they deal with their difficult situations in completely different ways. The results of studying characters by looking at their backgrounds, education, friendships, and love relationships show two opposite ways of thinking: Jane Eyre follows her moral beliefs and stays true to herself, while Becky Sharp uses clever tricks and her attractiveness to climb up the social ladder. Jane refuses to let men control her and wants a marriage based on equal respect. Becky, however, uses people to get into higher social classes, but never becomes truly happy or authentic. These different paths show us the problems in Victorian society: Brontë's character represents independent thinking and early feminist ideas, while Thackeray's character reveals how corrupt and empty upper-class society really was. This research helps us understand how stories can show different ideas about women's power and choices, and how Victorian culture couldn't solve the problem of women wanting freedom while society kept them down.



INTRODUCTION

The Victorian period witnessed profound changes in literary representations of women's agency, particularly during the 1840s when realist fiction emerged to examine social contradictions and gender inequalities. Two seminal novels appeared almost simultaneously: Charlotte Brontë's *Jane Eyre* (1847) and William Makepeace Thackeray's *Vanity Fair* (1847-1848). Both works achieved immediate critical and popular success in London's literary marketplace, and both featured female protagonists whose behaviors transgressed normative expectations for women's conduct and ambition.

Victorian gender ideology prescribed rigid limitations on women's roles through the doctrine of "separate spheres" and the cult of "the Angel in the House" which idealized feminine self-sacrifice, moral purity, and domestic devotion[1]. Legal structures reinforced women's subordination: married women possessed no independent property rights, higher education remained largely inaccessible, and professional opportunities were severely restricted, with governess work representing one of few "respectable" options for educated women[2].

Against this backdrop of systematic gender oppression, "Jane Eyre" and "Vanity Fair" present female protagonists - Jane Eyre and Becky Sharp - who share remarkably similar structural positions yet pursue radically divergent strategies for navigating patriarchal constraints. Both characters are orphans of ambiguous class status, both work as governesses in upper-class households, and both lack the economic resources, family connections, and social capital that typically facilitated Victorian women's social mobility through advantageous marriages. Yet despite these parallel circumstances, Jane and Becky embody fundamentally opposed approaches to female agency and self-actualization.

Literature Review and Research Gap

Feminist critics have extensively analyzed *Jane Eyre* through frameworks emphasizing female subjectivity. Gilbert and Gubar[3] interpret Jane as exemplifying female Romantic individualism who achieves authentic selfhood by resisting male tyranny and maintaining moral autonomy. Rich[4] reads Jane's trajectory as a quest for maternal authority that counters patriarchal erasure. These interpretations celebrate Jane as a proto-feminist figure whose insistence on spiritual equality represents early articulation of women's self-determination.

Scholarship on *Vanity Fair* presents conflicting assessments. Langland[5] interprets Becky as critiquing class rigidity by exposing how social position depends on performance rather than inherent qualities. Conversely, Marxist critics view Becky as embodying moral corruption endemic to capitalist social relations, where individuals instrumentalize others for material gain[6].

Despite substantial scholarship on each novel individually, comparative analysis examining how these contemporaneous texts construct opposing models of female agency remains limited. Meyer[7] briefly contrasts Jane and Becky but does not develop sustained theoretical analysis. Most significantly, existing scholarship has not systematically examined how these characterizations reveal contradictions within Victorian gender ideology—specifically, the tension between moral imperatives requiring women's virtue and structural conditions making virtue economically disadvantageous.

Research Questions and Hypothesis

This study addresses three questions:

1. How do Jane Eyre and Becky Sharp's formative experiences shape their strategies for negotiating male dominance and class restrictions?

2. How do their educational experiences produce different ethical frameworks and conceptions of female selfhood?

3. How do their romantic relationships embody contrasting paradigms of female agency, and what do these reveal about Victorian culture's contradictory demands on women?

Central Hypothesis: Jane Eyre and Becky Sharp represent two opposite models of women breaking the rules. Even though both characters came from similar poor backgrounds and did the same job, they represent completely different ways of dealing with

[1] E. Langland, *Nobody's Angels: Middle-Class Women and Domestic Ideology in Victorian Culture*. Ithaca, NY: Cornell University Press, 1992, p. 18.

[2] M. Poovey, *Uneven Developments: The Ideological Work of Gender in Mid-Victorian England*. Chicago, IL: University of Chicago Press, 1988.

[3] S. M. Gilbert and S. Gubar, *The Madwoman in the Attic: The Woman Writer and the Nineteenth-Century Literary Imagination*, 2nd ed. New Haven, CT: Yale University Press, 2000, pp. 336-371.

[4] A. Rich, "Jane Eyre: The temptations of a motherless woman," in *Critical Essays on Charlotte Brontë*, B. Timm Gates, Ed. Boston, MA: G. K. Hall & Co., 1979, pp. 142-155.

[5] E. Langland, *Society in the Novel*. Chapel Hill, NC: University of North Carolina Press, 1984, pp. 72-89.

[6] B. S. Liu, Ed., *A Short History of English Literature*. Shanghai: Shanghai Foreign Language Education Press, 1993, p. 306.

[7] S. Meyer, *Imperialism at Home: Race and Victorian Women's Fiction*. Ithaca, NY: Cornell University Press, 1996.

society's restrictions. Jane's strategy emphasizes ethical principle and psychological authenticity, achieving genuine self-actualization through principled resistance. Becky's approach prioritizes strategic calculation and social performance, achieving social mobility without authentic selfhood. These opposing characterizations reveal Victorian gender ideology's internal contradictions between requiring women's moral superiority and structural realities making moral principles strategically disadvantageous.

This comparative analysis illuminates enduring tensions within feminist theory between liberal emphasis on individual agency and structural feminism's focus on systemic transformation. By historicizing these competing paradigms, this study contributes to understanding how literary representations both reflect and shape cultural understandings of gender, power, and possibility.

METHODS

This study employs qualitative comparative character analysis as its primary methodological approach, systematically examining textual evidence from Charlotte Brontë's *Jane Eyre*[8] and William Makepeace Thackeray's *Vanity Fair*[9]. The analytical framework integrates three complementary theoretical perspectives: feminist narratology, sociological theories of agency, and bildungsroman literary criticism.

Feminist Narratology: Following Lanser's methodology[10], this study examines how novels construct female subjectivity through narrative voice, focalization, and characterization. This approach analyzes not merely what protagonists do but how their actions are narratively framed and what ideological work this accomplishes.

Sociological Theory of Agency: The study operationalizes "female agency" through Weber's distinction[11] between value-rational action (pursuing objectives based on ethical principles regardless of consequences) and instrumentally-rational action (calculating efficient means to achieve material outcomes). Applied to gender analysis, this illuminates different strategies: moral autonomy (maintaining principles despite social pressures) versus instrumental rationality (manipulating gender norms for material advantage).

Bildungsroman Framework: Drawing on Berg's analysis[12], the study examines how protagonists develop through formative experiences that shape their identities and worldviews, providing analytical categories for parallel developmental stages with divergent outcomes.

Data Collection and Analytical Categories

The analysis draws on primary textual evidence including direct dialogue, narrative description of thoughts and emotions, character actions, others' perceptions, and narrative commentary. Four developmental domains were identified for systematic comparison:

1. Family Background and Early Socialization: Formative experiences including parental loss, class positioning, treatment by guardians, and initial responses to injustice.

2. Educational Experiences and Institutional Formation: Formal and informal education, relationships with mentors, and how educational experiences influence understanding of knowledge, virtue, and social mobility.

3. Social Relationships and Class Positioning: Friendships, positioning as governesses, strategies for managing social marginality, and use of social capital.

4. Romantic Relationships and Marriage: Courtship experiences, attitudes toward love and marriage, power negotiations, and relationship between romantic choices and broader life strategies.

Analytical Procedure

Stage 1: Evidence Collection. Both novels were systematically reviewed to identify passages relevant to the four categories. Passages were coded with attention to moral dilemmas, norm violations, and exercises of agency revealing relationships to gender expectations and class structures.

Stage 2: Within-Category Comparison. For each category, point-by-point comparison identified patterns revealing each protagonist's characteristic approach. For example, both experience romantic attraction to socially superior men, but Jane's insistence on spiritual equality versus Becky's strategic exploitation illuminates fundamentally different conceptions of agency.

Stage 3: Cross-Category Synthesis. Analysis examined patterns across categories to identify overarching themes distinguishing Jane's value-rational approach from Becky's instrumentally-rational approach, producing the conceptual framework contrasting moral autonomy with strategic calculation.

To understand how Jane and Becky deal with their difficulties in different ways, we looked for spe-

[8] C. Brontë, *Jane Eyre*. Ware, UK: Wordsworth Editions Ltd., 2019. (Original work published 1847)
[9] W. M. Thackeray, *Vanity Fair: A Novel Without a Hero*. London: Penguin Classics, 2012. (Original work published 1847-1848)
[10] S. S. Lanser, *Fictions of Authority: Women Writers and Narrative Voice*. Ithaca, NY: Cornell University Press, 1992, pp. 6-18
[11] M. Weber, *Economy and Society: An Outline of Interpretive Sociology*. Berkeley, CA: University of California Press, 1978, pp. 24-26.
[12] M. Berg, *Jane Eyre: Portrait of a Life*. Boston, MA: Twayne Publishers, 1987, pp. 113-128.

cific behaviors and attitudes in the novels. We identified two main patterns:

Jane's Approach: Moral Autonomy

We recognized Jane's approach when she showed these characteristics: She refuses to give up her moral beliefs even when it would make her life easier or richer. She believes she has value and dignity as a person, regardless of whether she is rich or poor. She acts according to her true feelings and beliefs rather than pretending to be someone she's not. She rejects jobs or roles that treat her as less than human, even though she needs money and of course, she looks for relationships where both people respect each other as equals

Becky's Approach: Instrumental Rationality

We recognized Becky's approach when she showed these characteristics: She carefully plans her actions based on what results she wants to achieve. She uses society's rules about women to her advantage, even if it means being dishonest. She acts feminine and charming in ways designed to get specific reactions from people. She cares more about climbing the social ladder than being emotionally honest. She takes advantage of other people's feelings and weaknesses to get what she wants.

By tracking these different behaviors throughout both novels, we could clearly see how the two characters represent opposite strategies for surviving in Victorian society.

Contextual Interpretation

Following Langland's method[13], all character actions were interpreted within historical and social context, examining how Victorian legal structures, class hierarchies, marriage markets, and gendered labor divisions constrained options. This historical contextualization prevents anachronistic interpretation while illuminating how these literary works both reflected and critiqued their contemporary conditions.

Limitations

This study acknowledges several methodological limitations inherent in comparative literary analysis. One of them is authorial difference. Comparing works by different authors with distinct narrative styles and ideological orientations introduces complexity. Brontë's first-person narration creates different possibilities for character development than Thackeray's omniscient third-person satire. However, these stylistic differences themselves constitute meaningful data, revealing how different narrative strategies construct female subjectivity.

The other is sample limitations. Restricting analysis to two novels from a single decade limits generalizability. Both protagonists are white, educated, and of ambiguous middle-class status, excluding analysis of working-class or colonial female characters whose experiences would differ substantially.

Finally, interpretive positioning. Literary analysis involves interpretive judgment shaped by the analyst's theoretical commitments and social location. This study's feminist theoretical framework privileges certain textual elements and interpretations while potentially marginalizing others.

Despite these limitations, the study's focused comparative approach enables deep analysis of how two contemporaneous texts engaged with similar social contradictions through radically different characterizations, illuminating the range of possibilities for representing female agency within Victorian literary culture.

RESULTS

Comparing the four developmental areas revealed consistent patterns showing the difference between Jane Eyre's moral independence and Becky Sharp's strategic calculation. Results are organized by analytical area with supporting evidence from the texts.

Family Background and Poverty

Both main characters lost their parents, experienced poverty, and faced social rejection during childhood. Jane Eyre's parents died shortly after she was born, and she was sent to Lowood charity school. Her cruel aunt, Mrs. Reed, treated her badly and told everyone Jane was a liar, which hurt her reputation[14]. This emotional abuse and social isolation taught Jane early on that society can be unjust. However, instead of becoming bitter, Jane developed strong moral principles and a sense of her own worth despite having no social status.

Becky Sharp also grew up as an orphan, but in different circumstances. Her mother was a French opera dancer, and her father was an artist who drank too much and died broke[15]. Unlike Jane, who suffered in a wealthy but cold household, Becky experienced bohemian poverty and saw first-hand how important money is. These early experiences taught Becky that social position depends entirely on wealth and that moral principles won't help you survive.

The difference in their childhoods created opposite worldviews. Jane learned that keeping her moral

[13] E. Langland, *Society in the Novel*. Chapel Hill, NC: University of North Carolina Press, 1984, pp. 72-89.
[14] C. Brontë, *Jane Eyre* (1847). Ware, UK: Wordsworth Editions Ltd., 2019, p. 45.
[15] W. M. Thackeray, *Vanity Fair: A Novel Without a Hero* (1847-1848). London: Penguin Classics, 2012, p. 18.

integrity matters even when facing injustice. Becky learned that society's moral rules are fake and that the only way to succeed is through clever planning. These basic attitudes shaped everything they did later in life.

Education and How Institutions Shaped Them

Both characters' school experiences reinforced these different viewpoints. Jane spent eight years at Lowood Institution-six as a student and two as a teacher. The school was harsh and underfunded, with terrible food and freezing buildings that caused disease[16]. However, Jane found mentors there, especially Miss Temple and Helen Burns, who taught her intellectual discipline and spiritual strength. The education Jane received emphasized moral development along with academic learning, teaching her that self-respect comes from within, not from social status.

Becky Sharp attended Miss Pinkerton's Academy, which was very different from Lowood. This fashionable school served wealthy families and focused on superficial accomplishments - French, music, and drawing—rather than deep learning[17]. Becky viewed education instrumentally, as a set of skills to use for social climbing rather than for personal growth. She learned to perform respectability and charm without internalizing moral principles. Where Jane learned ethical integrity, Becky learned social performance.

The contrast shows how institutions reproduce social ideology. Lowood, despite its poverty, transmitted moral and intellectual values that empowered Jane psychologically even without giving her material resources. Miss Pinkerton's Academy, despite its elegance. taught surface accomplishments that prepared students only for marriage market competition without developing authentic selfhood.

Social Relationships and Positioning

How Jane and Becky navigated social relationships revealed their fundamentally different approaches to power. Jane consistently prioritized moral authenticity over social advantage. When working as a governess at Thornfield Hall, she maintained her dignity despite her low position, asserting equality with Mr. Rochester based on spiritual rather than social grounds: "Do you think, because I am poor, obscure, plain, and little, I am soulless and heartless?"[18]. This famous declaration shows Jane's belief in human equality regardless of social hierarchy.

Becky Sharp approached relationships as strategic opportunities. She cultivated friendships with wealthy people who could help her advance socially while manipulating those she considered beneath her. Her treatment of Amelia Sedley demonstrates this pattern—Becky maintained their friendship only when Amelia had social connections, abandoning her when she became poor[19]. Becky recognized that Victorian society operated through networks of patronage and influence, and she worked those networks without emotional attachment or moral constraint.

These contrasting relationship patterns reveal different theories of social power. Jane believed that asserting one's inherent human dignity could gradually transform oppressive relationships, representing a liberal humanist faith in moral persuasion. Becky recognized that power relationships depend on material resources and strategic positioning, adopting a more cynically realistic understanding of how society actually functions.

Romantic Relationships and Agency

The characters' romantic relationships most clearly demonstrated their opposing approaches to female agency. Jane's relationship with Mr. Rochester developed through intellectual companionship and mutual respect. When she discovered Rochester had a living wife, Jane refused to become his mistress despite her love, declaring she must "keep the law given by God"[20]. This moral absolutism led her to leave Thornfield, sacrificing romantic fulfilment to maintain her ethical integrity.

Jane only returned to Rochester after becoming financially independent through an inheritance and after Rochester's wife died, freeing him to marry legally. Their final union represented companionate marriage based on equality-Rochester had been humbled by losing his sight and his property, while Jane gained economic independence. Brontë constructs this as authentic love between equals, with Jane explicitly rejecting the master-servant dynamic: "I am independent, sir, as well as rich: I am my own mistress"[21].

Becky Sharp's romantic and sexual relationships served entirely different purposes. She married Rawdon Crawley not for love but for social position, believing he would inherit his aunt's fortune[22]. When that plan failed, she systematically cultivated relationships with wealthy men, using flirtation and sexuality as social capital. Her affair with Lord Steyne represented the logical endpoint of this strategy-trading sexual favours for money and social access without emotional involvement.

Unlike Jane, who insisted on legal marriage and

[16] C. Brontë, *Jane Eyre* (1847). Ware, UK: Wordsworth Editions Ltd., 2019, p. 78.
[17] W. M. Thackeray, *Vanity Fair: A Novel Without a Hero* (1847-1848). London: Penguin Classics, 2012, p. 12.
[18] C. Brontë, *Jane Eyre* (1847). Ware, UK: Wordsworth Editions Ltd., 2019, p. 45p. 284.
[19] W. M. Thackeray, *Vanity Fair: A Novel Without a Hero* (1847-1848). London: Penguin Classics, 2012, p. 246.
[20] C. Brontë, *Jane Eyre* (1847). Ware, UK: Wordsworth Editions Ltd., 2019, p. 344.
[21] C. Brontë, *Jane Eyre* (1847). Ware, UK: Wordsworth Editions Ltd., 2019, p. 498.
[22] W. M. Thackeray, *Vanity Fair: A Novel Without a Hero* (1847-1848). London: Penguin Classics, 2012, p. 178.

moral legitimacy, Becky operated outside conventional morality, recognizing that Victorian society's official values bore little relationship to actual behavior among the upper classes. Her sexual agency was fundamentally instrumental-using her body and attractiveness as resources in a competitive social marketplace.

DISCUSSION

Moral Autonomy Versus Strategic Rationality

The fundamental difference between these characters lies in their relationship to moral principles. Jane Eyre developed what we might call deontological ethics - belief that certain actions are inherently right or wrong regardless of consequences. This moral absolutism gave Jane psychological autonomy but also limited her strategic options. She could not compromise her principles even when doing so might advance her interests, as shown by her refusal to become Rochester's mistress.

Becky Sharp embodied consequentialist ethics - evaluating actions solely by their outcomes rather than their inherent morality. This instrumental rationality maximized her strategic flexibility but prevented authentic selfhood. Becky constantly performed different identities depending on her audience, never revealing a stable core identity. Where Jane's moral consistency created psychological integrity, Becky's strategic flexibility created existential emptiness.

This distinction reveals a fundamental tension in Victorian gender ideology. The dominant culture prescribed moral purity as women's essential virtue while simultaneously creating material conditions that made moral behavior economically irrational. Jane's trajectory suggests that women can achieve fulfilment through moral integrity despite structural inequality - an optimistic but perhaps unrealistic proposition. Becky's trajectory suggests that structural inequality inevitably corrupts individual morality, making opportunism the only rational response - a pessimistic but perhaps more realistic assessment.

Class Position and Narrative Perspective

The contrasting characterizations also reflect their authors' different class positions and ideological commitments. Charlotte Brontë came from a middle-class family and experienced poverty through her father's modest clerical income and her own work as a governess[23]. Her personal experiences with class injustice shaped *Jane Eyre*'s critique of aristocratic privilege and its validation of middle-class moral values. Jane's ultimate reward - inheriting money that enables her to marry as an equal - suggests that virtue and independence can overcome social inequality.

Thackeray's upper-middle-class background and satirical approach produced opposite ideological effects. *Vanity Fair*'s subtitle – "A Novel Without a Hero" - signals rejection of individual moral agency as a social solution[24]. Becky's ultimate "success" through calculated manipulation shows that Victorian society rewarded vice rather than virtue, exposing the hypocrisy beneath middle-class moral pretensions. As Charlotte Brontë herself recognized in dedicating *Jane Eyre*'s second edition to Thackeray, both authors sought to expose social injustice, but used completely incompatible strategies - hopeful moral idealism versus pessimistic satirical determinism.

Historical Context: The "Woman Question" in 1840s England

These contrasting representations appeared during intensifying debate about women's social roles - the "Woman Question" that dominated Victorian public discussion[25]. The 1840s saw growing middle-class concern about "redundant women"- unmarried women without economic support - and early feminist organizing around property rights and education access. Both novels entered these debates but offered incompatible diagnoses and solutions.

Jane Eyre implicitly argued that expanding women's education and career opportunities while maintaining moral standards would enable female self-actualization within reformed social structures. Becky Sharp's story suggested opposite conclusions: that structural inequality inevitably corrupts individual morality, making virtue impossible under existing social arrangements. This fundamental disagreement about whether moral reform or structural transformation offers the path to gender equality continues in contemporary feminist theory[26].

Limitations and Future Directions

Limiting this study to two novels from a single historical period prevents generalization about Victorian literature's full range of female representations. Future research should expand the comparison to include works by other women authors beyond Brontë - such as Elizabeth Gaskell and George Eliot - whose class backgrounds and ideological positions differ significantly. Additionally, intersectional analysis examining how race, religion, and nationality intersect with gender and class would reveal additional dimensions of Victorian female agency. Finally, reception studies investigating how contemporary readers interpreted

[23] S. M. Gilbert and S. Gubar, *The Madwoman in the Attic: The Woman Writer and the Nineteenth-Century Literary Imagination*, 2nd ed. New Haven, CT: Yale University Press, 2000, p. 338.

[24] E. Langland, *Nobody's Angels: Middle-Class Women and Domestic Ideology in Victorian Culture*. Ithaca, NY: Cornell University Press, 1992, p. 73.

[25] E. Langland, *Nobody's Angels: Middle-Class Women and Domestic Ideology in Victorian Culture*. Ithaca, NY: Cornell University Press, 1992, p. 23.

[26] N. Armstrong, *How Novels Think: The Limits of Individualism from 1719-1900*. New York: Columbia University Press, 2005, p.156.

these contrasting representations would clarify these novels' actual historical impact on Victorian gender ideology.

CONCLUSION

This comparative study has shown that Charlotte Brontë's *Jane Eyre* and William Makepeace Thackeray's *Vanity Fair* construct fundamentally opposed models of female agency despite featuring main characters with similar socioeconomic origins and jobs. Jane Eyre represents moral independence and principled resistance to male authority, achieving authentic selfhood through adherence to ethical principles and assertion of spiritual equality. Becky Sharp represents strategic calculation and tactical adaptation to structural inequality, using manipulation and sexual capital to penetrate class barriers while achieving only hollow social integration without genuine self-actualization.

These contrasting characterizations reveal Victorian culture's inability to reconcile competing demands within gender ideology: the requirement for female moral virtue versus the reality of structural inequality that makes virtue strategically disadvantageous. Brontë's optimistic individualism suggests that personal courage and moral conviction can overcome social injustice, while Thackeray's satirical determinism exposes how capitalist social relations corrupt individual morality, making opportunism rational rather than exceptional.

The theoretical significance of these findings extends beyond Victorian literary studies to contemporary feminist theory. The divide between moral autonomy and instrumental rationality represents an enduring tension within feminist thought between liberal feminism's emphasis on individual agency and structural feminism's focus on systemic transformation. Victorian literature's encoding of this tension demonstrates that debates about female empowerment strategies - whether through cultivating moral character or dismantling oppressive structures - have deep historical roots predating modern feminist movements.

Practically, this research contributes to feminist literary criticism by demonstrating how comparative character analysis can reveal ideological contradictions embedded within narrative structures. The methodology used here—systematic examination across biographical, educational, social, and romantic dimensions—offers a repeatable framework for analysing gender representations across literary texts, enabling scholars to trace historical changes in conceptions of female agency.

The study's limitations—restricting it to two novels from a single decade and focusing on white, middle-class main characters - suggest productive directions for future research. Expanding the comparison to include works by additional Victorian women authors, examining working-class and colonial female characters, and investigating reader reception would provide more comprehensive understanding of Victorian gender discourse's full complexity and contradictions.

Ultimately, this research confirms that Victorian literature's representations of female agency remain relevant to contemporary gender debates. The tension between Jane Eyre's moral individualism and Becky Sharp's strategic opportunism continues in current discussions about empowerment, choice feminism, and structural inequality. By historicising these competing paradigms, this study contributes to ongoing scholarly efforts to understand how literary texts both reflect and shape cultural understandings of gender, power, and possibility.

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TURIZM VA XIZMATLAR SOHASI: O‘ZBEKISTONDAGI TURISTIK FIRMALARNING BARQAROR RIVOJLANISH OMILLARI

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Annotatsiya: ushbu maqolada O‘zbekiston turizm va xizmatlar sohasida faoliyat yurituvchi turistik firmalarning barqaror rivojlanishiga ta’sir etuvchi omillar tadqiq qilinadi. Tadqiqot doirasida turistik firmalarga so‘rovnoma o‘tkazilib, ularning moliyaviy barqarorligi, xizmat sifatini oshirish, raqamli texnologiyalarni joriy etish, marketing strategiyalari va xodimlar malakasini oshirish kabi asosiy omillar aniqlangan. Natijalar shuni ko‘rsatadiki, barqaror rivojlanish firmalarning iqtisodiy samaradorligi, mijozlar ishonchi va raqobatbardoshligini mustahkamlash bilan bog‘liq. Tadqiqot O‘zbekistonda turizm sohasidagi firmalar uchun strategik rejalashtirish va innovatsion yechimlarni qo‘llashda muhim tavsiyalar beradi.

Kalit so‘zlar: turizm va xizmatlar sohasi, turistik firmalar, barqaror rivojlanish, moliyaviy barqarorlik, raqamli texnologiyalar, marketing strategiyalari



Kirish

O‘zbekiston turizm sohasi so‘nggi yillarda mamlakat iqtisodiyotining muhim tarmoqlaridan biri sifatida jadal rivojlanmoqda. Turizm nafaqat xorijiy valyuta tushumlarini oshirish, balki mintaqaviy rivojlanish, ish o‘rinlari yaratish va xizmatlar sifatini yaxshilash imkonini beradi. Ayniqsa, turistik firmalarning barqaror rivojlanishi mamlakatning uzoq muddatli iqtisodiy strategiyasiga, jumladan “O‘zbekiston-2030” milliy rivojlanish dasturiga mos keladi. Ushbu dastur doirasida turizm infratuzilmasini modernizatsiya qilish, xizmatlar sifatini oshirish va raqobatbardosh turistik mahsulotlarni rivojlantirish kabi maqsadlar belgilangan bo‘lib, ular turistik firmalar faoliyatida barqarorlikni ta’minlashni muhim vazifa sifatida belgilaydi.

Barqaror rivojlanishni ta’minlash omillarini aniqlash maqsadida, tadqiqot doirasida O‘zbekistonning turizm sohasidagi yetakchi turistik firma rahbarlari va soha ekspertlaridan so‘rovnoma o‘tkazildi. So‘rovnoma orqali firmalarning moliyaviy barqarorligi, marketing strategiyalari, xizmat sifati, xodimlar malakasi va raqamli texnologiyalarni joriy etish kabi jihatlari o‘rganildi. Shu bilan birga, turistik firmalarning ichki va tashqi muhitdagi muammolarini aniqlash va ularni hal etish yo‘llari ham tahlil qilindi. Olingan ma’lumotlar barqaror rivojlanishga ta’sir etuvchi asosiy omillarni tizimli tarzda aniqlashga imkon berdi, bu esa amaliy tavsiyalar ishlab chiqishda asos bo‘lib xizmat qiladi.

Tadqiqot natijalari O‘zbekiston turizm sohasida strategik rejalashtirish va innovatsion yechimlarni tatbiq etishning ahamiyatini ko‘rsatadi. Barqaror rivojlanish nafaqat turistik firmalarning iqtisodiy samaradorligini oshiradi, balki mijozlar ishonchini mustahkamlash, sifatli xizmatlarni taklif qilish va raqobatbardosh turistik mahsulotlarni yaratish imkonini beradi. Shu nuqtai nazardan, ushbu tadqiqot turistik firmalar faoliyatini yanada samarali tashkil etish, “O‘zbekiston-2030” strategiyasida belgilangan maqsadlarga erishish va mamlakat turizm salohiyatini to‘liqroq ro‘yobga chiqarishda muhim ilmiy va amaliy ahamiyatga ega.

Ushbu mavzuning maqsadi O‘zbekistonda turizm va xizmatlar sohasida faoliyat yuritayotgan turistik firmalarning barqaror rivojlanishiga ta’sir etuvchi asosiy omillarni aniqlash hamda ularning samaradorligi va raqobatbardoshligini oshirish yo‘llarini ilmiy asosda o‘rganishdan iborat bo‘lib, vazifalari sifatida o‘tkazilgan so‘rovnoma natijalariga tayangan holda turizm sohasida kadrlar tayyorlash tizimidagi asosiy muammolarni o‘rganish, O‘zbekistondagi turistik firmalarning hozirgi faoliyatini har tomonlama tahlil qilish, sayohatlar uchun xizmat ko‘rsatishda eng samarali va ishonchli hamkorlarni aniqlash hamda O‘zbekistonda turistik firmalarning raqobatbardoshligini oshirishga qaratilgan zamonaviy strategiyalarni belgilash nazarda tutiladi.

Adabiyotlar tahlili

1.How the formation of clusters can enhance tourism development in Uzbekistan.[1]

Ushbu maqolada Shakhnoza Karimova O‘zbekistonda turizm klasterlari orqali barqaror rivojlanishni rag‘batlantirish modeli taklif qiladi. Muallifa Samarqand, Buxoro va boshqa merosli shaharlar misolida jamoat-xususiy sheriklik va klaster yondoshuvi orqali infratuzilma va mahalliy ish o‘rinlarini kengaytirish, shuningdek, madaniy merosni saqlash va iqtisodiy o‘sishni uyg‘unlashtirish mumkinligini ko‘rsatadi. Bu tadqiqot, turistik firmalar uchun strategik rejalashtirishda klasterlar asosida ishlash samaradorligi conceptini ilmiy jihatdan asoslaydi.

2.O‘zbekistonda barqaror turizmni rivojlantirish istiqbollari.[2]

U.Omonov o‘z maqolasida O‘zbekiston turizm sanoatida ekologik ong, smart turizm va ichki siyosiy sharoitlar kabi barqarorlik omillarini chuqur tahlil qiladi. U mamlakatdagi ekoturizm, raqamli turistik xaritalar va barqaror sayohat paketlari bilan bog‘liq muammolar va imkoniyatlarni ko‘rib chiqadi. Maqola turistik firmalarning o‘z faoliyatida barqaror strategiyalarni joriy etish zaruratini ta’kidlaydi va davlat siyosatiga ilmiy tavsiyalar beradi.

3. O‘zbekistonda madaniy turizm istiqbollari.[3]

Umarov o‘z maqolasida tarixiy merosga boy O‘zbekiston shaharlarida (masalan, Samarqand, Buxoro, Xiva) madaniy turizmni rivojlantirish imkoniyatlarini tahlil qiladi. U infratuzilmani yaxshilash, elektron viza tizimini joriy etish va xizmat sifatini oshirish orqali madaniy turizmni barqaror yo‘nalishda kengaytirish yo‘llarini ko‘rib chiqadi. Maqola, shuningdek, turistik firmalar va xizmat ko‘rsatuvchilarning barqarorlik strategiyasini shakllantirishda madaniy omillarning rolini ochib beradi.

4.The impact of tourism on employment and economic growth in Uzbekistan.[4]

Ushbu tadqiqot O‘zbekistonda turizmning iqtisodiy ta’sirini o‘rganadi: YAIM (yalpi ichki mahsulot), bandlik va infratuzilma rivojiga qo‘shgan hissasi tah-

[1] Karimova S. A. How the formation of clusters can enhance tourism development in Uzbekistan //International scientific journal Management, Marketing and Finance. – 2025. – T. 1. – №. 1. – C. 90-94.

[2] Omonjon U. O‘zbekistonda barqaror turizmni rivojlantirish istiqbollari //University Research Base. – 2024. – C. 544-548.

[3] Umarov O. O‘zbekistonda madaniy turizm istiqbollari //Qo‘qon universiteti xabarnomasi. – 2024. – T. 13. – C. 123-125.

[4] Qalandarovna Abdurakhmanova G. et al. The impact of tourism on employment and economic growth in Uzbekistan: An ARDL bounds testing approach //Proceedings of the 5th International Conference on Future Networks and Distributed Systems. – 2021. – C. 431-439.

lil qilinadi. Muallif statistik ma’lumotlar va hukumat hisobotlarini tahlil qilgan holda, turistik firmalarning faoliyati va barqaror o‘sishining milliy iqtisodiyotdagi strategik ahamiyatini ko‘rsatadilar. Shuningdek, ular turizm siyosati va xizmatlar sifatini yaxshilash orqali firmalarning barqaror rivojlanishini rag‘batlantirish bo‘yicha takliflar beradi.

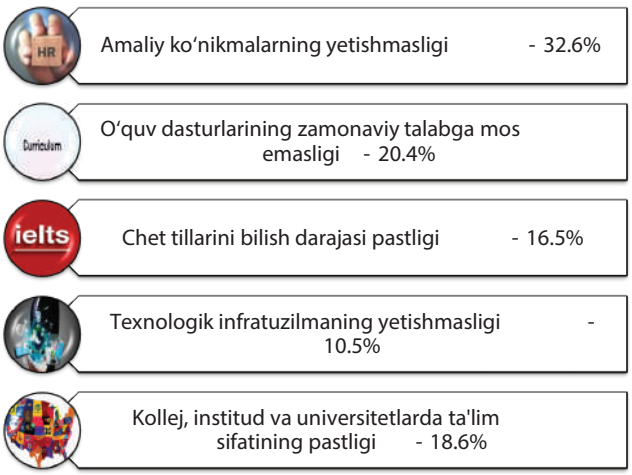
Metodologiya

Mazkur tadqiqotda O‘zbekistondagi turistik firmalarning barqaror rivojlanish omillarini aniqlash va baholash maqsadida kompleks ilmiy yondashuv qo‘llanildi. Tadqiqotning asosiy metodologik bazasini nazariy tahlil va empirik tadqiqot usullari tashkil etadi. Xususan, sohada mavjud ilmiy adabiyotlar, milliy va xorijiy tadqiqotlar, rasmiy statistik ma’lumotlar hamda normativ-huquqiy hujjatlar chuqur o‘rganildi. Nazariy tahlil orqali turizm va xizmatlar sohasi rivojlanishining asosiy tendensiyalari, barqarorlikka ta’sir etuvchi ichki va tashqi omillar, shuningdek, zamonaviy boshqaruv va marketing yondashuvlari tizimli ravishda tahlil qilindi. Ushbu usul turistik firmalar faoliyatining konseptual asoslarini shakllantirish, muammolarni ilmiy asosda baholash va tadqiqotning metodik yo‘nalishini belgilash imkonini berdi.

Tadqiqotning empirik qismi ekspertlar o‘rtasida o‘tkazilgan so‘rovnoma natijalariga asoslandi. So‘rovnomada turizm sohasi mutaxassislari, turistik firmalar rahbarlari, marketing menejerlari hamda xizmat ko‘rsatish bo‘yicha ekspertlar ishtirok etdi va unda jami 285 nafar respondent qatnashdi. So‘rovnoma savollari turistik firmalarning barqaror rivojlanishiga ta’sir etuvchi omillar, xizmatlar sifati, raqamlashtirish darajasi, kadrlar salohiyati, mijozlar bilan ishlash tizimi hamda davlat tomonidan yaratilayotgan sharoitlar kabi muhim jihatlarni qamrab oldi. Olingan ma’lumotlar statistik va mantiqiy tahlil usullari yordamida qayta ishlanib, asosiy tendensiyalar va muammolar aniqlab olindi. Natijalar nazariy tahlil bilan uyg‘unlashtirilib, ilmiy xulosalar chiqarish hamda amaliy tavsiyalar ishlab chiqishda asos sifatida foydalanildi.

Tahlil va natijalar

Ushbu bo‘limda so‘rovnoma natijalari asosida O‘zbekiston turizm sohasidagi turistik firmalarning barqaror rivojlanish omillari tahlil qilindi. So‘rovnomada firma rahbarlari va soha ekspertlarining fikrlari yig‘ilib, moliyaviy barqarorlik, xizmat sifati, marketing strategiyalari, xodimlar malakasi va raqamli texnologiyalarni joriy etish kabi asosiy jihatlar baholandi.



1-rasm. Turizm sohasida kadrlar tayyorlash tizimida asosiy muommolar.[5]

So‘rovnoma natijalariga ko‘ra, turizm sohasida kadrlar tayyorlash tizimida asosiy muammolar quyidagilardan iborat: amaliy ko‘nikmalarning yetishmasligi (32.6%), o‘quv dasturlarining zamonaviy talablarga mos kelmasligi (20.4%), chet tillarini bilish darajasining pastligi (16.5%), kollej, institut va universitetlarda talab ta’minoti pastligi (18.6%) hamda texnologik infratuzilmaning yetishmasligi (10.5%). Ushbu statistik ko‘rsatkichlar tizimning samaradorligini pasaytirayotgan asosiy to‘siqlarni ko‘rsatib, ta‘lim jarayonini amaliyotga yo‘naltirish, xorijiy tillar va texnologiyalarni integratsiyalash orqali muammolarni bartaraf etish zarurligini ta’kidlaydi, bu esa umumiy rivojlanishni tezlashtirishi mumkin.

O‘zbekiston turizm sohasida kadrlar tayyorlash va turistik firmalarning faoliyatini rivojlantirish bo‘yicha o‘tkazilgan so‘rovnoma natijalari sektorning hozirgi holati, muammolari va imkoniyatlarini aniq aks ettiradi. Respondentlar orasida turizm firmalari rahbarlari, xodimlari va mutaxassislarning fikrlari jamlangan ushbu jadval sohada eng dolzarb masalalarni ochib beradi: kadrlar sifati, texnologik jihozlanish, moliyaviy qo‘llab-quvvatlash va davlat-xususiy hamkorlik darajasi.

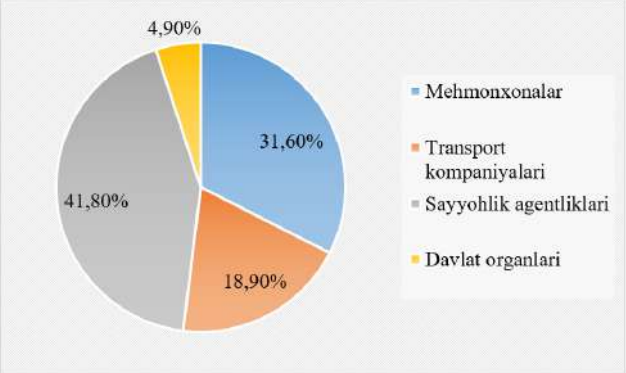


[5] O’tkazilgan so’rovnoma natijalariga ko’ra muallif tomonida shakllantirildi.

1-jadval
O‘zbekistondagi turistik firmalarning faoliyati tahlili (so’rovnoma natijalari)[6]

Firmangizda xizmat sifatini oshirish bo‘yicha qanday ishlar olib borilmoqda?	**Xodimlarni o‘qitish**	**Yangi xizmatlar joriy etish**	**Mijozlar fikrini tahlil qilish**	**An’anaviy usullarga tayanish**
	21,80%	31,90%	34,70%	10,50%
Firmangiz qanday tezlikda texnologik yangiliklarni joriy etmoqda?	**Juda tez**	**O‘rtacha**	**Past darajada**	**Umuman joriy etilmayabdi**
	16,80%	56,10%	18,20%	8,10%
Siz turistik xizmatlarni olib borishda qanday texnologiyalardan foydalanasiz?	**Onlayn bron qilish tizimlari (booking)**	**Virtual turlar (VR)**	**CRM va mijozlar bilan ishlash dasturlari**	**Mobil ilovalar**
	48,80%	11,20%	25,30%	12,60%
Sizningcha, O‘zbekistondagi turistik firmalarda texnologiyalarni joriy etishda qanday muammolar mavjud?	**Moliyaviy mablag‘ yetishmasligi**	**Mutaxassislarning yetishmasligi**	**Texnologik infratuzilmaning sustligi**	**Yangi texnologiyalarga qiziqish yo‘qligi**
	44,60%	22,10%	18,90%	11,60%

O‘zbekistondagi turistik firmalarning faoliyati bo‘yicha o‘tkazilgan so‘rovnoma natijalari mamlakat turizm sohasida modernizatsiya jarayonlarining qaysi yo‘nalishlarda faol, qaysilarida sust kechayotganini yaqqol ko‘rsatadi. Respondentlarning 31,9 foizi kompaniyalarda xizmat sifatini oshirish bo‘yicha yangi xizmatlar joriy etilayotganini qayd etgan bo‘lsa, 34,7 foizi mijozlar fikrini tahlil qilishga e’tibor qaratilishini ta’kidlagan; bu esa bozor ehtiyojlariga moslashuvchanlikning muhimligini anglatadi. Shunga qaramay, 10,5 foiz korxonalar hali ham an’anaviy usullarga tayanmoqda, bu raqobat kuchayib borayotgan bir sharoitda zamonaviy boshqaruv va marketing mexanizmlarining yetarli darajada qo‘llanilmayotganidan dalolat beradi. Texnologik yangiliklarni joriy etish tezligi borasida firmalarning 56,1 foizi jarayon o‘rtacha darajada ketayotganini bildirgan, bu esa sohada innovatsion transformatsiya borayotgan bo‘lsa-da, uning sur’ati yetarlicha yuqori emasligini anglatadi; 16,8 foiz firmalar texnologik yangiliklarni juda tez joriy etayotganini, 18,2 foiz esa past darajada ekanini bildirgan. Turistik xizmatlarni ko‘rsatishda texnologiyalardan foydalanish borasida firmalarning deyarli yarmi — 48,8 foizi online bron tizimlaridan faol foydalanishi, 25,3 foizi CRM dasturlarini qo‘llashi raqamlashtirish bo‘yicha muhim yutuqlar mavjudligini ko‘rsatadi. Biroq virtual turlar (11,2%) va mobil ilovalardan foydalanish (12,6%) yetarlicha keng emas, bu esa xalqaro bozordagi ilg‘or tendensiyalardan ortda qolish holatini yuzaga keltiradi. Eng muhim to‘siq sifatida firmalar moliyaviy mablag‘ yetishmasligini (44,6%) ta’kidlaydi; bu texnologik modernizatsiya jarayonining asosiy cheklovlaridan biri ekanini ko‘rsatadi. Mutaxassislar yetishmasligi (22,1%) esa kadrlar salohiyati, malaka oshirish tizimlari va turizmda IT savodxonlik darajasining to‘liq shakllanmaganini bildiradi. Texnologik infratuzilmaning sustligi (18,9%) esa raqamli platformalar, tezkor internet, axborot tizimlari integratsiyasi kabi elementlarning hali ham izchil rivojlanmaganini tasdiqlaydi. Yangi texnologiyalarga qiziqishning pastligi (11,6%) esa bir qator firmalarda innovatsion madaniyat zaifligini anglatadi. Umuman, so‘rovnoma natijalari O‘zbekistonda turistik firmalar faoliyati bosqichma-bosqich modernizatsiya qilinayotganini, lekin jarayonni tizimli qo‘llab-quvvatlash — moliyalashtirish, raqamli infratuzilmani rivojlantirish, kadrlar tayyorlash va innovatsion yondashuvni kuchaytirish kabi omillarga bog‘liq ekanini ko‘rsatadi; mavjud natijalar esa soha raqobatbardoshligini oshirish uchun izchil islohotlar zarurligini yana bir bor tasdiqlaydi.

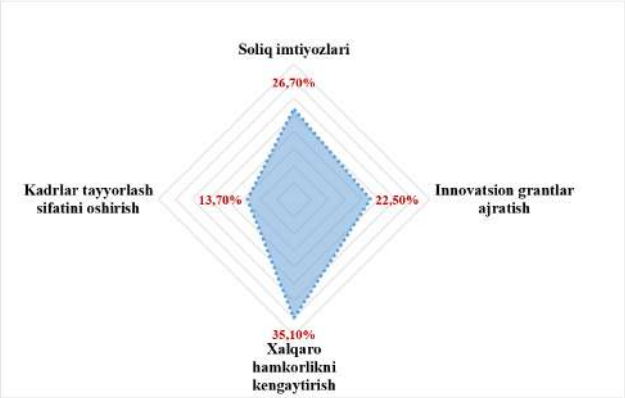


2-rasm. Sayohatlar uchun xizmat ko‘rsatishda eng samarali hamkorlar.[7]

2-rasmda keltirilgan so‘rovnoma natijalari sayohatlar uchun xizmat ko‘rsatishda eng samarali hamkorlik yo‘nalishlarini aniqlashga yordam beradi va bu borada turistik xizmatlar zanjirida qaysi subyektlar yetakchi o‘rin tutishini ko‘rsatadi. Natijalarga ko‘ra, eng samarali hamkor sifatida sayyohlik agentliklari 41,8% bilan birinchi o‘rinda turadi; bu esa turpaketlar shakllantirish, mijozlar bilan ishlash, marketing faoliyatini olib borish va ko‘p tarmoqli xizmatlarni birlashtirishda agentliklarning markaziy o‘ringa egaligidan dalolat beradi. Ikkinchi o‘rinda 31,6% bilan mehmonxonalar qayd etilgan bo‘lib, bu ularning sayohat jarayonidagi asosiy infratuzilma bo‘g‘ini ekanini va xizmat sifati, qulaylik darajasi, bron qilish tizimlari orqali umumiy sayohat tajribasiga bevosita ta’sir ko‘rsatishini anglatadi. Transport kompaniyalari 18,9% bilan uchinchi o‘rinda turib, ularning samarali hamkorlikdagi roli transport logistikasi, yo‘lovchi tashish qulay-

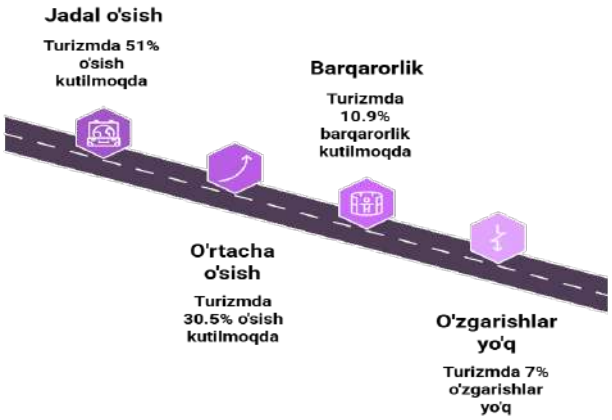
[6] O’tkazilgan so’rovnoma natijalariga ko’ra muallif tomonida shakllantirildi.
[7] O’tkazilgan so’rovnoma natijalariga ko’ra muallif tomonida shakllantirildi.

ligi va sayohat davomiyligining xavfsiz ta’minlanishida muhimligini ko‘rsatadi. Davlat organlari esa 4,9% bilan eng past ko‘rsatkichga ega bo‘lgan bo‘lsa-da, bu ular kam ahamiyatga ega degani emas; aksincha, ularning roli to‘g‘ridan-to‘g‘ri xizmat ko‘rsatishdan ko‘ra tartibga solish, ruxsatnomalar berish, xavfsizlikni ta’minlash, turizmni rivojlantirish strategiyalarini ishlab chiqish kabi tizimli funksiyalar bilan bog‘liq. Umuman, natijalar samarali hamkorlikning asosan xususiy sektor subyektlari — sayyohlik agentliklari, mehmonxonalar va transport xizmatlari o‘rtasida shakllanishini ko‘rsatadi. Bu esa bozor mexanizmlarining faol ishlashini, turistik xizmatlar sifatini oshirishda o‘zaro kelishuvlar va integratsiyaning muhimligini va turizm infratuzilmasining ko‘p tarmoqli hamkorlikka asoslangan holda rivojlanishini tasdiqlaydi.



3-rasm. O‘zbekistonda turistik firmalarning raqobatbardoshligini oshirish strategiyalari.[8]

3-rasmda keltirilgan grafik ma’lumotlar O‘zbekistonda turistik firmalarning raqobatbardoshligini oshirish uchun qaysi chora-tadbirlar eng muhim hisoblanishini aniq ko‘rsatib beradi. Respondentlarning 35,1 foizi xalqaro hamkorlikni kengaytirishni asosiy ustuvor yo‘nalish sifatida belgilagan bo‘lib, bu turizm industriyasida global tarmoq, xorijiy bozorlarga chiqish, qo‘shma loyihalar yaratish va tajriba almashuvning raqobat ustunligini shakllantirishdagi hal qiluvchi o‘rnini tasdiqlaydi. Soliq imtiyozlarining 26,7 foiz ulushga ega bo‘lishi esa turistik firmalar uchun iqtisodiy rag‘batlantirish, investitsiyalar oqimini ko‘paytirish va xizmatlar narxini maqbullashtirish orqali bozordagi pozitsiyani mustahkamlashga xizmat qilishi mumkinligini ko‘rsatadi. Soha innovatsiyalarini qo‘llab-quvvatlashga doir grantlar ajratish 22,5 foiz bilan uchinchi o‘rinda qayd etilgan bo‘lib, bu turizmda raqamli texnologiyalar, VR-turlar, smart-xizmatlar, avtomatlashtirilgan boshqaruv tizimlari kabi innovatsion yechimlarni joriy etish zarurligidan dalolat beradi. Eng past ko‘rsatkich — 13,7 foiz — kadrlar tayyorlash sifatini oshirishga to‘g‘ri kelgan bo‘lsa-da, bu yo‘nalishning ahamiyati past emas; balki respondentlar qisqa muddatda ko‘proq iqtisodiy va tashqi hamkorlik choralari ustuvorligini bildirgan bo‘lishi mumkin. Aslida esa malakali gidlar, menejerlar, marketing mutaxassislari, IT va xizmat ko‘rsatish xodimlarining professional darajasi raqobatbardoshlikning asosiy poydevoridir. Umuman, ushbu tahlil turizm sohasida kompleks yondashuv zarurligini ko‘rsatadi: xalqaro integratsiya, iqtisodiy rag‘bat, innovatsion qo‘llab-quvvatlash va sifatli kadrlar tayyorlash jarayonlari uyg‘un holda olib borilgandagina O‘zbekiston turizm bozori jadal rivojlanishi mumkin.



4-rasm. Respondentlarning yaqin 5 yil ichida O‘zbekistonda turizm sohasidagi fikrlari.[9]

So‘rovnoma natijalariga ko‘ra, qatnashchilarning aksariyati, ya’ni 51 foizi, yaqin besh yil ichida O‘zbekistonda turizm sohasida jadal o‘sish kuzatilishini prognoz qilmoqda. Shuningdek, 30,5 foiz respondentlar sohada o‘rtacha o‘sish bo‘lishini, 10,9 foizi esa barqarorlik saqlanib qolishini taxmin qilmoqda. Faqatgina 7 foiz ishtirokchilar sezilarli o‘zgarishlar bo‘lmasligini ta’kidlashgan. Bu ma’lumotlar O‘zbekiston turizm sektori istiqboliga bo‘lgan ishonchning yuqori ekanligini ko‘rsatadi.

Xulosa va takliflar

O‘zbekistondagi turistik firmalar faoliyatiga oid so‘rovnomalar va tahlillar shuni ko‘rsatadiki, soha barqaror rivojlanishi ko‘p omillar yig‘indisiga tayanadi: xizmat sifati, texnologiyalardan foydalanish, malakali kadrlar, xalqaro hamkorlik va innovatsion yondashuv. Firmalarning aksariyati raqamli platformalar, CRM tizimlari va onlayn xizmatlardan foydalanishni kengaytirayotgan bo‘lsa-da, kadrlar salohiyati, o‘quv dasturlarining zamonaviy talablarga mosligi va ama-

[8] O’tkazilgan so’rovnoma natijalariga ko’ra muallif tomonida shakllantirildi.
[9] O’tkazilgan so’rovnoma natijalariga ko’ra muallif tomonida shakllantirildi.

liy ko‘nikmalarning yetishmasligi sohaga sezilarli to‘sqinlik qilmoqda. Xalqaro hamkorlikning kengayishi, soliq imtiyozlari, innovatsion grantlar va zamonaviy infratuzilmaning shakllanishi esa raqobatbardoshlikni oshirishda hal qiluvchi omil bo‘lib qolmoqda. Umuman, turizm sektorida kompleks modernizatsiya, amaliyotga yo‘naltirilgan kadrlar tayyorlash va texnologik transformatsiya O‘zbekistonning global turizm bozoridagi pozitsiyasini mustahkamlashga xizmat qiladi.

Takliflar:

- Turistik firmalar uchun amaliy ko‘nikmalarni shakllantiruvchi dual ta’lim tizimini (firma–o‘quv muassasasi hamkorligi) keng joriy etish.
- Zamonaviy talablar asosida o‘quv dasturlarini yangilash va xalqaro standartlarga mos qo‘llanmalarni yaratish.
- Turizmda raqamlashtirishni tezlashtirish maqsadida onlayn bron tizimlari, CRM dasturlari, VR-turlar kabi raqamli texnologiyalarni qo‘llab-quvvatlovchi grant va subsidiyalar ajratish.
- Xalqaro hamkorlikni kengaytirish orqali marketing kampaniyalari, qo‘shma loyihalar va xorijiy mutaxassislar jalbini kuchaytirish.

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OLIY TA’LIMDA SIFAT KAFOLATINING TRANSFORMATSIYASI: EVOLYUTSION BOSQICHLAR, GLOBAL TENDENSIYALAR VA TIZIMLI MUAMMOLAR



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Annotatsiya: Ushbu maqolada oliy ta’limda sifat kafolati tizimlarining tarixiy rivojlanishi, zamonaviy tendensiyalari va asosiy muammolari kompleks o‘rganilgan. Zamonaviy tendensiyalar sifatida raqamli transformatsiya, ta’lim oluvchilarga markazlashgan yondashuv, natijalarga yo‘naltirilgan ta’lim, shaffoflik va ma’lumotlarga asoslangan boshqaruv tizimlari tahlil qilingan hamda har bir muammo uchun moslashtirilgan yechimlar taklif etilgan.

Kalit so‘zlar: oliy ta’lim, sifat kafolati, Bolonya jarayoni, ESG (Evropa standartlari va yo‘riqnomalari) standartlari, akkreditatsiya, sifat menejmenti, ta’lim islohotlari.



KIRISH

XXI asrda oliy ta’lim tizimlari globallashuv, texnologik rivojlanish va ijtimoiy-iqtisodiy transformatsiyalar ta’sirida tubdan o‘zgardi. Bu jarayonlarda sifat kafolati tizimlari muhim rol o‘ynab, ta’lim xizmatlarining standartlari, shaffofligi va samaradorligini ta’minlashga qaratildi.

Sifat kafolati (Quality Assurance, QA)-bu oliy ta’lim muassasalarida ta’lim jarayonlarining belgilangan standartlarga muvofiqligini ta’minlash, baholash va doimiy takomillashtirish uchun amalga oshiriladigan tizimli chora-tadbirlar majmuidir. Bu tizimlar ichki va tashqi (milliy va xalqaro) mexanizmlarni o‘z ichiga oladi [3].

XIX asrning oxirgi yillariga kelib, sifat kafolati mexanizmlari sezilarli evolyusiyani boshidan kechirdi. 1980-yillarda sifat masalasi faqat akademik muhokamalar doirasida bo‘lsa, hozirgi kunda u milliy va xalqaro ta’lim siyosatining markaziy elementiga aylandi. Bu o‘zgarishlar Bolonya jarayoni (1999), Yevropa standartlari va yo‘riqnomalari (ESG 2005, 2015), xalqaro akkreditatsiya tizimlari va milliy sifat agentliklarining tashkil etilishi bilan bog‘liq holda takomillashib bordi [4].

Biroq, sifat kafolati tizimlarining joriy etilishi va amaliyotga tatbiq etilishi jarayonida ko‘plab muammolar yuzaga keldi. Ayniqsa, rivojlanayotgan mamlakatlarda moliyaviy resurslar yetishmasligi, ichki imkoniyatning pastligi, o‘quv materialini hayotiy vaziyatlar, kasbiy faoliyat, amaliyot bilan bog‘lab o‘qitish borasida muammolar sifat kafolati mexanizmlarining samaradorligini cheklab qo‘ydi.

Oliy ta’limda sifat kafolati evolyusiyasining asosiy bosqichlarini, zamonaviy tendensiyalarini va mavjud muammolarini kompleks tahlil qilish orqali sifat kafolatining tarixiy rivojlanish bosqichlari va asosiy tendensiyalarini tavsiflash, sifat kafolati amaliyotidagi muammolarni tizimlashtirish hamda ularni bartaraf etish uchun vaziyatga moslashtirilgan ilmiy-amaliy yechimlarni taklif etish mazkur tadqiqotning asosiy maqsadi hisoblanadi.

Tadqiqot davomida xorijiy mamlakatlarning Philip B. Crosby, Michael Fullan, John Hattie, Donald Schön, Linda Darling-Hammond, Charlotte Danielson kabi olimlari tadqiqotlarida sifat menejmenti, sifat kafolati, ta’limda o‘zgarishlarni boshqarish, ta’lim sifatini baholash va o‘qitish samaradorligini oshirish, ta’lim sifatini yaxshilash uchun statistik tahlil va uzluksiz takomillashtirish, pedagoglarning refleksiv amaliyoti va kasbiy rivojlanishi, pedagoglarning kasbiy kompetentligini baholash va rivojlantirish nazariyasi va amaliy yo‘nalishlariga alohida e’tibor qaratilgan. Bundan tashqari shu yo‘nalishdagi ilmiy manbalar hamda SciSpace, Google Scholar, ArXiv kabi ilmiy ma’lumotlar bazalaridagi maqolalar o‘rganildi. O‘rganish jarayonida Yevropa, Osiyo, Afrika, MDH mamlakatlarining sifat kafolati tizimlarini qiyoslash natijasida sifat kafolatining vaqt bo‘yicha rivojlanishi va transformatsiyasi kuzatildi [1].

METODOLOGIYA

Birinchi bosqich: Dastlabki shakllanish (1980-1990 yillar).

1980-yillarda oliy ta’limda sifat masalasi birinchi marta siyosiy va jamoatchilik muhokamalariga kirdi. Bu davrda Yevropa mamlakatlarida oliy ta’limning ommaviylashuvi, davlat moliyalashtirishining cheklanishi va ta’lim xizmatlari sifatiga nisbatan jamoatchilik talablarining oshishi kuzatildi [7]. Natijada sifat konsepsiyasining akademik muhokamalarga kirishi, milliy darajada tizimli mexanizmlarning yo‘qligi, sifatni baholashning birlashtirilgan mezonlarining mavjud emasligi, ichki boshqaruv va akademik erkinlik ustuvorligi kabi asosiy xususiyatlar namoyon bo‘ldi.

Ikkinchi bosqich: Barqarorlik va Bolonya jarayoni (1990-2000 yillar).

1990-yillar sifat kafolatining barqarorlashuv davri bo‘ldi. 1999 yilda 29 ta Yevropa mamlakati tomonidan imzolangan Bolonya deklaratsiyasi oliy ta’limda sifat kafolatini markazlashtirdi va butun qit’ada birlashtirilgan yondashuvlarni shakllantirish jarayonini boshladi [8].

Bolonya jarayonining boshlanishi, Yevropa universitetlar Assotsiatsiyasi va boshqa xalqaro tashkilotlar faoliyatining kuchayishi, ichki va tashqi sifat kafolati mexanizmlarining shakllanishi hamda sifat madaniyati konsepsiyasining rivojlanishi Yevropa oliy ta’limi makonida sifat kafolatining milliy asoslarini mustahkamladi. Shu bilan birga umumevropa standartlarining yaratilishi, milliy sifat agentliklarining tashkil etilishi, mas’uliyat va talabalar ishtirokining kengayishi kabi muhim yutuqlarga erishildi. Ijobiy natijalarga erishishda monitoring va hisobotga ortiqcha e’tibor qaratilishi, rivojlanish va nazorat o‘rtasidagi muvozanatni ta’minlash murakkabligi hamda sharoitning xilma-xilligi sifat kafolatini ta’minlashda yagona yondashuv joriy etishni taqozo etdi.

Uchinchi bosqich: Global standartlar va ESG qabul qilinishi (2000-2010 yillar).

2000-yillarda sifat kafolatining globallashuvi ESG-2005 ning qabul qilinishi orqali oliy ta’limda xalqaro miqyosda yagona yondashuvlarni shakllantirib, milliy akkreditatsiya ramkalarini qayta ko‘rib chiqish, ta’lim dasturlari sifatiga qo‘yiladigan talablarni kuchaytirish hamda xalqaro mobillik va diplomlarni tan olish mexanizmlarini rivojlantirishga xizmat qildi. Yevro-

pa davlatlari tajribasi misolida ko‘ringanidek, sifat talablarining qat’iylashuvi dasturlar sonining sezilarli qisqarishiga va ichki sifat tizimlarining ortiqcha rasmiyatchilikka hamda ma’muriy yuklama sifatida baholanishi sababli ta’lim jarayoniga ijobiy ta’sirning cheklanganligi kabi muammolarni ham yuzaga chiqardi [9].

To‘rtinchi bosqich: Tartibga solish va raqamlashuv (2010-2020).

2010-2020 yillarda ESG-2015 ning qabul qilinishi sifat kafolati tizimlarining raqamlashuvi va ichki imkoniyatlarni mustahkamlanishiga olib keldi. Shu orqali sifat nazoratini amalga oshirishda talabalar ishtiroki va ichki boshqaruvni kuchaytirib, malaka ramkalari hamda ECTS tizimining integratsiyasi, ma’lumotlarga asoslangan boshqaruv (Data-Driven Governance) prinsiplarining joriy etilishi kabi muhim yutuqlarga erishildi.

Shu bilan birga xorijiy davlatlarda milliy qonunchiliklarni xalqaro standartlarga moslashtirishdagi qiyinchiliklar, chet el sifat agentliklari natijalarini tan olishdagi beqarorlik hamda ichki sifat tizimlarida samarasiz amaliyotlarning davom etishi yechimini kutayotgan muammolar sifatida namoyon bo‘lishni boshladi [9].

Beshinchi bosqich: Pandemiyadan keyingi transformatsiya (2020-2025).

COVID-19 pandemiyasi sharoitida oliy ta’lim tizimlarining raqamli transformatsiyasi sifat kafolati mexanizmlarini qayta asoslashni talab qildi. Natijada, onlayn va gibrid ta’lim shakllari uchun masofaviy baholash hamda raqamli kompetensiyalarni aniqlash mezonlari, avtomatlashtirilgan monitoring tizimlarini joriy etish kabi yangi imkoniyatlar yaratildi. Yaratilgan imkoniyatlar bilan birga raqamli tengsizlik (digital divide), texnologik infratuzilma cheklanganligi, onlayn ta’lim natijalarini ob’ektiv baholash murakkabligi va akademik halollikni ta’minlash bilan bog‘liq muammolar sifat kafolatining barqaror va adolatli amalga oshirilishiga to‘sqinlik qildi [10].

Zamonaviy tendensiyalar tahlili shuni ko‘rsatadiki, Bologna Process va European Higher Education Area doirasida qabul qilingan ESG standartlari asosida sifat kafolati tizimlari ichki mas’uliyat, markazlashgan yondashuv, ma’lumotlarga asoslangan boshqaruv va natijalarga yo‘naltirilgan ta’lim tamoyillari bilan boyitildi. Bu esa xalqaro akkreditatsiya, reytinglar hamda davlat-xususiy sektor hamkorligi orqali global moslashuv va raqobatbardoshlikni kuchaytirishga xizmat qilmoqda, biroq ularni amalga oshirish jarayonida milliy uyg‘unlikdagi farqlar, resurslar cheklanganligi, rasmiyatchilik xavfi va sifatni real takomillashtirish bilan hisobot ko‘rsatkichlari o‘rtasidagi nomutanosiblik kabi tizimli muammolar saqlanib qolmoqda.

NATIJALAR

Oliy ta’lim tizimida birlamchi muammo sifatida moliyaviy cheklovlar va resurslarning yetishmasligi akademik sifat va boshqaruv samaradorligiga tizimli ta’sir ko‘rsatuvchi omil sifatida namoyon bo‘lmoqda. Buni yechimi sifatida moliyaviy manbalarni to‘g‘ri taqsimlash, sifat kafolati faoliyatini ustuvor yo‘nalishi sifatida moliyalashtirish hamda moliyaviy shaffoflik va tezkor akkreditatsiya-audit mexanizmlarini joriy etish ta’lim sifati barqarorligini ta’minlashning strategik sharti sifatida qaralishi lozim.

Sifatni baholash mexanizmlariga ortiqcha rasmiy tus berilishi va hujjatbozlikka asoslangan yondashuvi oliy ta’lim muassasalarida akademik nazoratning ustuvor bo‘lishiga olib kelmoqda. Xalqaro tajriba shuni ko‘rsatadiki, ichki sifat kafolati jarayonlariga me’yordan ortiq rasmiy mezon sifatida qaralishi, pedagog xodimlarda ortiqcha yuklama paydo bo‘lishiga olib keladi. Shu bois baholash standartlarini natijaga yo‘naltirilgan va soddalashtirilgan tarzda qayta ko‘rib chiqish, ichki sifat madaniyatini rivojlantirish hamda milliy ta’lim sifati kafolati mexanizmlari bilan tashqi baholash mexanizmlari o‘rtasida tizimli muvofiqlashtirishni ta’minlash sifat kafolatining samaradorligini oshirishga xizmat qiladi.

Pedagog xodimlarning ichki sifat kafolati mexanizmlariga nisbatan xayrixox emasligi, uning samarali joriy etilishida asosiy to‘siq sifatida namoyon bo‘ladi. Pedagoglar tarkibi bu jarayonni hisobotga asoslangan va manfaatsiz deb qabul qilishlari sifatni takomillashtirish jarayoniga salbiy ta’sir ko‘rsatadi. Ilmiy-amaliy jihatdan muhim yondashuv sifatida sifat kafolati jarayonlariga pedagoglar tarkibini jalb qilish, ularning ijobiy fikrlarini integratsiya qilish, pedagogik



qo‘llab-quvvatlash va kasbiy rivojlanish dasturlarini joriy etish hamda xalqaro standartlarni milliy ta’lim tizimimizga bosqichma-bosqich moslashtirish zarur hisoblanadi.

Sifat kafolati tizimlarining ko‘pchiligi Yevropa ta’lim tizimida, xususan European Higher Education Area doirasida shakllangan me’yoriy tamoyillarga asoslangani bois, ularni to‘g‘ridan-to‘g‘ri ko‘chirish samaradorlikni ta’minlamaydi. Shu nuqtai nazardan, xalqaro standartlarni milliy ta’lim tizimiga moslashtirish, mamlakatlar o‘rtasida hududiy hamkorlikni kuchaytirish hamda global talablar va milliy xususiyatlarni uyg‘unlashtiruvchi gibrid modellarni ishlab chiqish sifat kafolati komponentlarini barqaror va natijador rivojlanishini ta’minlaydi [10].

Sifat kafolatini raqamlashtirishni samarali joriy etish uchun zarur bo‘lgan texnologik infratuzilmaning yetarli darajada rivojlanmagani, oliy ta’lim muassasalari o‘rtasida sifat monitoringi va ma’lumotlar shaffofligini ta’minlashda nomutanosiblikni keltirib chiqarmoqda. Muammoni yechimi sifatida raqamlashtirish strategiyasini bosqichma-bosqich ishlab chiqish, ochiq manba dasturiy ta’minotlardan foydalanish hamda xalqaro tashkilotlar bilan hamkorlikni yo‘lga qo‘yish sifat kafolatini raqamlashtirishni tizimli rivojlanishiga xizmat qiladi [7].

MUHOKAMALAR

Hozirda rivojlangan xorijiy davlatlar tajribasida ta’lim sifati raqamli resurslardan foydalangan holda talabaning kasbiy rivojlanishini baholash va monitoring qilishga asoslanadi. Bu esa ta’lim sifatini boshqarish sharoitida kasbiy kompetentli pedagog kadrlarni tayyorlashni nazarda tutadi. Shu asosda ta’lim sifatini boshqarish orqali pedagog kadrlarning kasbiy kompetentligini rivojlantirish mexanizmlarini metodologik va ilmiy-uslubiy asoslarini takomillashtirishga bag‘ishlangan ilmiy izlanishlar dunyoning yetakchi ilmiy markazlari va oliy ta’lim muassasalari, jumladan, National Center for Education Statistics (AQSh), Office for Standards in Education, Children’s Services and Skills (Angliya), Institut für Qualitätssicherung im Bildungswesen (Germaniya), Mintaqaviy ta’limni rivojlantirish instituti (Rossiya), Direction de l’Évaluation, de la Prospective et de la Performance (Fransiya), Council of Ministers of Education, Canada (Kanada), National Institute for Education Sciences (Xitoy), Finnish Education Evaluation Centre (Finlyandiya), Skolverket, Universitetskanslersämbetet (Shvesiya) da olib borilmoqda [6].

Jahonda ta’lim sifatini boshqarish orqali pedagog kadrlarning kasbiy kompetentligini rivojlantirish mexanizmlarini takomillashtirish bo‘yicha qator ilmiy-amaliy natijalar olingan, jumladan, pedagog kadrlar kasbiy kompetensiyalarini rivojlantirishning maxsus tayyorgarlik metodikalari orqali bilim, intelektual salohiyat va umumiy kompetensiyalar tizimi takomillashtirilgan (National Center for Education Statistics), ta’lim sifati nazorati, innovasion texnologiyalar va ilmiy-tadqiqotlarga asoslangan pedagoglarning kasbiy kompetentligini rivojlantirish mexanizmlari takomillashtirilgan (Office for Standards in Education, Children’s Services and Skills), pedagog kadrlarni kasbiy kompetentligini rivojlantirishga yo‘naltirilgan sun’iy intellekt va simulyatsiya dasturlari asosida ta’lim sifatini boshqarishning konseptual asoslari mazmunan takomillashtirilgan (Institut für Qualitätssicherung im Bildungswesen), kasbiy kompetentlik darajasini baholashga oid pedagoglar attestasiya tizimi, malaka oshirish dasturlari, kasbiy rivojlanish onlayn platformalar orqali raqamli texnologiyalarni joriy etish rivojlantirilgan (Mintaqaviy ta’limni rivojlantirish instituti), ta’lim sifatini ta’minlash asosida elektron darsliklar, virtual laboratoriyalar, dasturlash va grafik dizayn elementlarini joriy etish orqali bo‘lajak pedagog kadrlarning ijodiy-tanqidiy fikrlash kompetensiyalarini rivojlantirish mexanizmi takomillashtirilgan (Direction de l’Évaluation, de la Prospective et de la Performance), pedagog kadrlarning kasbiy kompetentligini faoliyat samaradorligi asosida baholashning aniq strategiya va mexanizmlari takomillashtirilgan (Council of Ministers of Education, Canada), ta’lim sifatini oshirish va pedagog kadrlarning kasbiy kompetentligini rivojlantirishda innovasiyaga yo‘naltirilgan VR (virtual reallik), onlayn ta’lim platformalari asosida ta’lim standartlari takomillashtirilgan (National Institute for Education Sciences), pedagoglarning kasbiy malaka darajalarini baholash tizimiga asoslangan milliy o‘quv rejasi umumiy konsepsiyasi takomillashtirilgan (Finnish Education Evaluation Centre), pedagoglarning kasbiy kompetentligini muttasil kasbiy rivojlanish (Continuous Professional Development), ish joyida tajriba almashish (mentoring & coaching) tizimlari takomillashtirilgan (Skolverket, Universitetskanslersämbetet) [5].

Jahonda ta’lim sifatini boshqarish orqali pedagog kadrlarning kasbiy kompetentligini rivojlantirish mexanizmlarini takomillashtirish ehtiyojlaridan kelib chiqqan holda ta’lim sifatini milliy standartlar va monitoring qilish asosida boshqarish, sun’iy intellekt, simulyatsion dasturlar, masofaviy va onlayn platformalar orqali teng ta’lim olish imkoniyatlarini takomillashtirish, bo‘lajak pedagog kadrlarning ijodiy va tanqidiy fikrlash kompetentligini rivojlantirish, ta’lim sifati va pedagoglarning uzluksiz kasbiy rivojlanish dasturlarini tizimli yondashuv asosida loyihalash, pedagoglarni tayyorlash va faoliyat yuritish uchun litsenziyalash talablarini takomillashtirish, pedagog kadrlar faoliyat samaradorligini baholash (KPI) mezonlarini takomillashtirish kabi ustuvor yo‘nalishlarda tadqiqotlar olib borilmoqda [2].

XULOSA

Olib borilgan kompleks tahlil shuni ko‘rsatadiki, oliy ta’limda sifat kafolati tizimi izchil evolyutsion rivojlanishni bosib o‘tgan bo‘lib, u nazoratga asoslangan mahalliy amaliyotdan xalqaro amaliyotga muvofiqlashtirilgan, natijaga yo‘naltirilgan va raqamlashgan boshqaruv mexanizmigacha transformatsiyalangan. Xususan, Bologna Process va ESG standartlari sifat kafolatini ichki va uning xalqaro muvofiqligini ta’minlashda hal qiluvchi omil bo‘lgani aniqlandi. Biroq mazkur standartlarni turli ijtimoiy-iqtisodiy va madaniy sharoitlarda tatbiq etish jarayoni bir xil natija bermasligi, uning samaradorligi ichki imkoniyatlar va milliy ta’lim tizimi bilan bevosita bog‘liq ekani isbotlandi.

Tadqiqot natijalari zamonaviy bosqichda sifat kafolati tizimlari talabaga yo‘naltirilganlik, ta’lim natijalariga asoslangan boshqaruv, shaffoflik va uzluksiz takomillashtirish bilan xarakterlanishini ko‘rsatadi. Shu bilan birga, rivojlanayotgan mamlakatlarda moliyaviy cheklovlar, ma’muriy yuklama, akademik qarshilik va texnologik infratuzilma yetishmasligi kabi omillar sifat kafolatining ichki samaradorligini cheklamoqda.

Tadqiqot natijalariga ko‘ra, sifat kafolati tizimlarini samarali joriy etish ichki imkoniyatlar, resurslar va boshqaruv tizimi bilan uyg‘un holda amalga oshirilishi lozim. Shu nuqtai nazardan, sifat kafolatini tatbiq etishda bosqichma-bosqich yondashuvni qo‘llash, ya’ni ichki imkoniyat va resurslar darajasini hisobga olgan holda islohotlarni joriy etish barqaror natijalarga erishish imkonini beradi.

Nazorat va rivojlanish o‘rtasida muvozanatni ta’minlash, ya’ni sifat kafolatini faqat raqamlardan iborat natijalar sifatida emas, balki ichki takomillashtirish vositasi sifatida qo‘llash uning strategik ahamiyatini oshiradi. Raqamli vositalarni joriy etishda texnologik infratuzilma imkoniyatlari va raqamli savodxonlik darajasini inobatga olish, bosqichma-bosqich raqamlashtirish strategiyasini ishlab chiqish va ochiq manba texnologiyalaridan foydalanish resurs tejamkorligi va shaffoflikni ta’minlaydi.

Shu nuqtai nazardan, sifat kafolatini bir martalik tekshiruv emas, balki uzluksiz takomillashtirish jarayoni sifatida qarash, PDCA (Plan-Do-Check-Act:Rejalash-bajarish-tekshirish-harakat qilish) ketma-ketligiga asoslangan ichki monitoring tizimlarini rivojlantirish va ichki sifat indikatorlarini takomillashtirish oliy ta’lim tizimining barqaror rivojlanishiga xizmat qiladi.

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MAKTABGACHA VA MAKTAB TA'LIMI TIZIMI UZVIYLIGINI TA'MINLASHDA IJODIY YONDASHUVNING STRATEGIK AHAMIYATI



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Annotatsiya: mazkur maqolada maktabgacha va maktab ta'limi tizimi o'rtasidagi didaktik izchillikni ta'minlashda ijodiy yondashuvning strategik konseptual modellari tahlil qilinadi. Ta'lim uzviyligi nafaqat me'yoriy-huquqiy mutanosiblik, balki shaxsga nisbatan yo'naltirilgan ijodiy paradigma sifatida ko'rib chiqiladi. Shu bilan birga, ta'lim uzviyligini ta'minlashda xalqaro tajriba va zamonaviy ta'lim metodlari (STEAM) asosida fanlararo integratsiyaning mazmuni va tuzilmaviy komponentlari asoslanadi.

Kalit so'zlar: uzviylik, konseptual, integratsiya, maktabgacha ta'lim, ijodiy yondashuv, pedagogik innovatsiya, STEAM, kompetensiya.



KIRISH

Maktabgacha va maktab ta’limi tizimining uzviyligi – bu shaxsning aqliy va ruhiy rivojlanishida davomiylikni ta’minlovchi konseptual asosdir. O‘zbekiston Respublikasi Vazirlar Mahkamasining “Maktabgacha va maktab ta’limi xodimlarining uzluksiz kasbiy rivojlantirish tizimini takomillashtirish to‘g‘risida”gi 867-son [2] Qaroriga asosan pedagoglarning uzluksiz kasbiy rivojlanishi uchun yetarli sharoitlar yaratish va ta’lim tizimining o‘zaro bog‘liqligi ustuvor vazifa sifatida belgilangan. Ammo, maktabgacha ta’lim tashkilotlari va maktab o‘rtasida metodik tafovutlar bor. Maktabgacha ta’lim tashkilotlarida faoliyat turi asosan o‘yin bo‘lsa, maktabda bu jarayon o‘qishga almashadi.

Bu o‘tish davridagi “didaktik uzilish” muammosi nafaqat metodik, balki pedagogik-psixologiik ziddiyatlarni yuzaga keltirmoqda. Ushbu ziddiyatlar bolalarda “psixologik shok”ni keltirib chiqarmasligi uchun barcha mahoratli pedagoglardan yuksak darajadagi ijodiy yondashuv talab etiladi. Bolalarning aqliy salohiyatini yuksaltirishda hamda bu ziddiyatlarni bartaraf etishda STEAM ta’lim texnologiyasi muhim drayver hisoblanadi. Ijodiy yondashuv bu jarayonda ta’lim mazmunini shunchaki ma’lumotlar to‘plami emas, balki ijodiy kompetensiyalar majmuasi sifatida birlashtiruvchi asosiy vositadir.

Hozirgi kunda maktabgacha ta’limning asosiy maqsadlaridan biri, bolalarni maktab dasturlariga mexanik holatda tayyorlash emas, balki ularda fundamental ijodiy qobiliyatlarini va o’quv jarayoniga nisbatan ijobiy motivasiyani shakllantirishdir. Ijodiy yondashuv bu o’rinda ta’lim mazmuni va sifatining dastlabki bosqichi sifatida birlashtiruvchi asosiy vosita bo’lib xizmat qiladi. Ushbu maqola yangi ta’lim paradigmalarida bolaning ijodkorlik qobiliyatlarini shakllantirishga xizmat qiladi.

Tadqiqot metodologiyasi qismi

Zamonaviy ta’lim paradigmasida uzviylik printsipi shaxs kamolotining fundamental asosi hisoblanadi.

Ushbu tadqiqotning metodologiyasi shuni ko’rsatadiki, maktabgacha va maktab ta’lim tizimlari o‘rasidagi uzviylikni ta’minlashda STEAM (fan, texnologiya, muhandislik, san’at, matematika) ta’lim texnologiyasi hamda ijodiy yondashuv kompetensiyalarini integratsiyalashtirishga asoslangan.

Tadqiqotning metodologik asosi sifatida quyidagi ilmiy yondashuvlar belgilab olindi:

1. Sinergetik va Tizimli-strukturaviy yondashuv

Ta’lim bosqichlari o‘rtasidagi uzviylik chiziqli jarayon emas, balki murakkab sinergetik tizim sifatida qaraldi. Bunda STEAM ta’limining integrativ tabiati maktabgacha ta’limdagi “borliqni anglash” jarayonini maktabdagi “ilmiy tadqiqot” faoliyati bilan bog‘lovchi kognitiv zanjir sifatida tahlil qilindi. Metodologik jihatdan ta’lim mazmunining taksonomik izchilligi (Bloom taksonomiyasi asosida) o‘rganildi.

2. Kognitiv-psixologik modellashtirish

Ijodiy yondashuvning strategik ahamiyati J.Gilfordning divergent tafakkur nazariyasi va E.P.Torrensning kreativlik o‘lchovlari asosida modellashtirildi. Tadqiqotda bolaning maktabgacha yoshdagi sintezlash qobiliyatidan maktab davridagi analitik tahlilga o‘tishi davrida STEAM loyihalarining “yumshoq ko‘prik” funksiyasi ilmiy asoslandi.

3. Empirotik va Praksiologik metodlar

STEAM texnologiyasini amaliyotga joriy etishning strategik mexanizmlarini baholashda quyidagi metodlar qo‘llanildi:

Kontent – tahlil: Maktabgacha ta’limning “Ilm yo‘li” nomli variativ dasturi hamda maktab ta’limning Milliy o‘quv dasturi o‘rasidagi fanlararo integrasiyasi tahlil qilindi.

Evristik modellashtirish: Maktabgacha yoshdagi bolalarda konstruktiv tafakkur, muhandislik mushohadasi, ijodiy fikrlash qobiliyati, rivojlantirish orqali maktabdagi o’quv fanlarni o’zlashtirishdagi moslashuv jarayoni ko’rib chiqildi

Sotsiometrik kuzatuv: Pedagoglarning ijodiy kompetentligi va STEAM texnologiyalarini qo‘llashga bo‘lgan innovatsion tayyorgarligi diagnostika qilindi.

4. Strategik mexanizmlarni asoslash metodikasi

Tadqiqot doirasida ijodiy yondashuvning uch darajali strategik mexanizmi ishlab chiqildi:

1. Konseptual daraja: Uzviylikni “shaxsning kognitiv va kreativ yaxlitligi” deb e’tirof etuvchi yangi pedagogik paradigma.

2. Texnologik daraja: STEAM yo‘nalishidagi fanlararo modullarni (masalan, “Lego-matematika”, “Tabiat va san’at” kabi) o‘quv rejasiga integratsiya qilish usullari.

3. Metodik daraja: Loyihaga asoslangan ta’lim (Project-based learning - PBL) va muammoli vaziyatlarni hal qilish (Problem solving) uslublarini ta’lim bosqichlari kesimida unifikatsiya qilish.

4. Eksperimental-pedagogik tahlil

Tadqiqotning metodologik xulosalari shuni tasdiqladiki, ta’lim oluvchilarning o’zlashtirish ko’rsatkichlari nafaqat akademik bilimlar doirasi bilan, balki ularning kreativ salohiyati, analitik mushohada (Kritik fikrlash), interaktiv muloqot (Kommunikatsiya) hamda kooperativ faoliyat (Kollaboratsiya) mutanosibligi asosida verifikasiyalandi. Bu esa uzviylikni ta’minlashda shunchaki ma’lumotlar almashinuvi emas, balki “kompetensiyalar almashinuvi” mexanizmini birinchi o‘ringa olib chiqdi.



Mavzuga oid adabiyotlarning tahlili.

Ta'lim tizimidagi uzviylik masalasi uzoq yillar davomida pedagogic tadqiqotlar markazida bo'lib kelmoqda. Xususan, xalqaro miqyosda M.U. Bers va M.S. Horn kabi olimlar erta yoshdagi STEAM ta'limining ahamiyatini ta'kidlab, uni "21-asr savodxonligi" sifatida baholaydilar [5]. Shuningdek, xorijiy tadqiqotlarda ta'lim bosqichlari o'rtasidagi uzviylikning muvaffaqiyati nafaqat dasturiy muvofiqlikka, balki bolaning psixologik tayyorgarligiga ham bog'liqligi isbotlangan [3].

Mahalliy olimlardan O.A.Qo'ysinov kompetentli yondashuv asosida bo'lajak o'qituvchilarda kasbiy ijodkorlik qobiliyatini rivojlantirishning kognetiv, affektiv va psixomotorik asoslarini takomillashtirgan (National Institute Of Technical Teachers Training And Research) [6]

M.A.Ganiyeva maktabgacha ta'limda STEAM texnologiyalarini qo'llashning metodik asoslarini ishlab chiqqan bo'lsa, M.E. Jumayev boshlang'ich ta'limda uzviylikni matematik aspektda tahlil qilgan [7, 10]. Biroq, ushbu tadqiqotlarda bevosita ijodiy yondashuv (creative approach) va STEAMning sintezi orqali ta'lim uzviyligini ta'minlashning kognitiv mexanizmlari kompleks tarzda yoritilmagan. Adabiyotlar tahlili shuni ko'rsatadiki, bugungi kunda Ta'lim jarayonining transformasiyalashuvi sharoitida pedagogning "professional-ijodiy kompetentligi" uzviylikni ta'minlovchi integrativ muhitni yaratuvchi asosiy fundamental subyektiv determinant sifatida qayta ko'rib chiqilishi lozim.

O.S.Qodirov inson o'z harakatlarining natijasini (muvaffaqiyatli yoki muvaffaqiyatsiz) intilishlar darajasi bilan taqqoslab baholashini ta'kidlaydi. Natija o'z-o'zini hurmat qilishiga salbiy yoki ijobiy ta'sir ko'rsatishi mumkin. Tegishli atribut (natija sabablarini tushuntirish) salbiyni zaiflashtirish yoki o'z-o'zini hurmat ilishning ijobiy ta'sirini kuchaytirishga imkon byeradigan kompyensatsiya myexanizmidir. Agar yerishilgan vaziyatni darhol amalga oshirish mumkin bo'lmasa, lekin uzoq vaqt davomida katta kuch talab qilsa (masalan, kasbiy yutuqlarning o'sishi), har bir individual natija yakuniy maqsadga yaqinlashish nuqtai nazaridan shaxs tomonidan baholanadi [8].

Tahlil va natijalar

Tadqiqot natijalari shuni ko‘rsatadiki, STEAM texnologiyasini uzviylikning asosi sifatida qo‘llashda uchta muhim komponent muhim ahamiyat kasb etadi:

Fanlararo integratsiya: Matematika va muhandislik elementlarini san’at orqali o‘rgatish bolada dunyoning yaxlit manzarasini shakllantiradi.

Pedagogik kreativlik: O‘qituvchi tayyor dars ssenariysidan voz kechib, bolaning qiziqishidan kelib chiqib STEAM loyihasini moslashtirishi (improvizatsiya) kognitiv faollikni oshiradi.

Loyiha asosida o‘qitish: MTTda boshlangan kichik loyihalar maktabda murakkabroq bosqichda davom etishi uzviylikni ta’minlovchi asosiy vositadir.

Tahlillar shuni tasdiqladiki, ijodiy yondashuv qo‘llanilgan guruhlarda bolalarning divergent fikrlash (nostandart yechim topish) qobiliyati an’anaviy guruhlarga nisbatan yuqori darajada namoyon bo‘ladi. Bu esa maktab muhitiga moslashish davridagi stress darajasini pasaytirib, o‘quv motivatsiyasini barqarorlashtiradi.

Xulosa va takliflar

O‘tkazilgan tadqiqot va tahlillar shuni ko‘rsatadiki, maktabgacha va maktab ta’limi tizimlari o‘rtasidagi uzviylikni ta’minlashda ijodiy yondashuv va STEAM texnologiyasi shunchaki pedagogik vosita emas, balki ta’lim sifatini kafolatlovchi strategik mexanizmdir.

1. Uzviylik faqat normativ hujjatlar muvofiqligi bilan emas, balki bolaning kognitiv va kreativ trayektoriyasining uzluksizligi bilan belgilanishi isbotlandi.

2. STEAM-konsepsiyasi yondashuvi asosida integrativ ta’lim muhiti bolalarning maktabga tayyorgarlik bosqichida intellektual kompetensiyalari bilan birga ularning adaptiv-psixologik rezorbsiyasini (o’zlashtirish qobiliyatini) yangi bosqichga olib chiqadi.

3. Taklif etilgan ijodiy model pedagoglarning innovatsion faolligini oshirish va ta’lim muhitini “ijodiy laboratoriya”ga aylantirish imkonini beradi

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QURILISH TARMOG‘IDA KICHIK VA YIRIK BIZNES SUBYEKTLARI INTEGRATSIYASINING STRATEGIK YO‘NALISHLARI VA IQTISODIY SAMARADORLIK MODELLARI



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Annotatsiya: Mazkur maqolada qurilish tarmog‘ida kichik va yirik biznes subyektlari o‘rtasidagi tarkibiy mutanosiblik va integratsiya samaradorligini oshirish masalalari tadqiq etilgan. Tadqiqotda hududiy qurilish ishlarining dinamikasi tahlil qilinib, subyektlar o‘rtasidagi maqbul nisbatni aniqlash bo‘yicha mualliflik modeli taklif etilgan. Olingan natijalar qurilish klasterlari va raqamli integratsiyani rivojlantirish orqali tarmoq rentabelligini oshirishga xizmat qiladi.

Kalit so‘zlar: qurilish iqtisodiyoti, biznes integratsiyasi, maqbul nisbat, subpudrat, iqtisodiy model, sinergiya effekti, BIM-texnologiyalar.



KIRISH

Zamonaviy iqtisodiy sharoitda qurilish tarmog‘i milliy iqtisodiyotning strategik drayveri va ijtimoiy barqarorlikning asosiy omili bo‘lib xizmat qilmoqda. Mazkur tarmoq ishlab chiqarish infratuzilmasini yaratish, aholining turar-joyga bo‘lgan ehtiyojini qondirish, sanoat va xizmat ko‘rsatish sohalari faoliyati uchun moddiy asos shakllantirish orqali iqtisodiy o‘sishni ta’minlashda muhim rol o‘ynaydi.

So‘nggi yillarda mamlakatimizda qurilish sohasini tubdan isloh qilish borasida muhim me’yoriy-huquqiy asoslar yaratildi. Xususan, O‘zbekiston Respublikasi Prezidentining 2020-yil 27-noyabrdagi PF-6119-sonli «Qurilish sohasida davlat boshqaruvi tizimini tubdan takomillashtirish chora-tadbirlari to‘g‘risida»-gi Farmoni hamda 2022–2026-yillarga mo‘ljallangan Yangi O‘zbekistonning taraqqiyot strategiyasida sohani raqamlashtirish, shaffoflikni ta’minlash va tadbirkorlik subyektlari uchun teng raqobat muhitini yaratish ustuvor vazifa etib belgilangan.

Biroq, qurilish ishlari ko‘lamining kengayishi (2025-yilga kelib 170 trln so‘mdan ortiq hajm prognoz qilinmoqda) tarmoq subyektlari — yirik xoldinglar va kichik biznes korxonalari o‘rtasidagi funksional muvozanatni ilmiy asoslashni taqozo etadi. Bugungi kunda kichik biznesning tarmoqdagi ulushi 73,6 foizga yetgan bo‘lsa-da, ularning yirik subyektlar bilan integratsiyalashuv darajasi hamda bu nisbatning iqtisodiy jihatdan “maqbulligi” masalasi yetarlicha o‘rganilmagan.

Mavjud ziddiyat shundaki, yirik qurilish kompaniyalari yuqori kapital va texnik salohiyatga ega bo‘lsa, kichik biznes subyektlari operatsion moslashuvchanlikka ega. Ularni o‘zaro raqobatlashuvchi emas, balki integratsiyalashgan yaxlit tizim sifatida shakllantirish, subpudrat munosabatlarini “Shaffof qurilish” milliy axborot tizimi asosida tartibga solish bugungi kunning dolzarb muammosidir.

Shuningdek, kichik va yirik biznes o‘rtasidagi tuzilmaviy mutanosiblikni aniqlash va buning integratsiya samaradorligiga ta’sirini baholash masalasi hali yetarlicha nazariy va amaliy yechimini topgan emas. Qurilish tarmog‘ida bu ikki guruhni bir-biriga raqobatchi emas, balki o‘zaro to‘ldiruvchi iqtisodiy agentlar sifatida ko‘rish maqsadga muvofiqdir.

Mavzuga oid adabiyotlar sharhi. Qurilish iqtisodiyotida kichik va yirik biznes subyektlarining o‘zaro nisbati va integratsiyasi masalasi bir necha fundamental nazariyalar doirasida o‘rganib kelingan.

Institutsonal iqtisodiyot nazariyasining yirik vakili, Nobel mukofoti laureati **Oliver Uilyamson (Oliver Williamson)** o‘zining “Tranzaksion xarajatlar iqtisodiyoti” nazariyasida yirik kompaniyalar (iyerarxiya) va kichik subyektlar (bozor) o‘rtasidagi tanlovni tranzaksion xarajatlar darajasi belgilashini isbotlagan. Qurilishda bu nazariya subpudrat munosabatlarining samaradorligini baholashda qo‘llaniladi.

Maykl Porter (Michael Porter) “Raqobatbardoshlik strategiyasi” asarida yirik korxonalar miqyos iqtisodi (economy of scale) hisobiga ustunlikka ega bo‘lishini, biroq kichik korxonalar tor ixtisoslashuv (differentiation) orqali yirik zanjirlarning ajralmas qismiga aylanishini ta’kidlaydi.

Rossiyalik iqtisodchi **A.N. Asaul** qurilish majmuasi tadbirkorlik subyektlarining integratsiyalashgan tuzilmalarini o‘rganar ekan, yirik qurilish xoldinglari va kichik innovatsion firmalar hamkorligini “tashkiliy-iqtisodiy barqarorlik” omili sifatida baholaydi. Biroq, taqdim etilgan ushbu tadqiqotning farqli jihati shundaki, unda aynan kichik va yirik biznesning **«maqbul nisbati»** matematik ko‘rsatkichlar va hududiy tipologiya asosida yangi metodologik yondashuvda tahlil qilingan.

Tadqiqot metodologiyasi. Tadqiqotning metodologik asosi sifatida tizimli yondashuv, iqtisodiy-matematik modellash, hududiy tipologiya va qiyosiy tahlil usullari tanlab olindi. Metodologiya quyidagi bosqichma-bosqich jarayonlarni o‘z ichiga oladi:

- Maqbul nisbatni aniqlashning indikativ ko‘rsatkichlari. Tadqiqotda kichik va yirik biznesning maqbul nisbatini baholash uchun muallif tomonidan to‘rtta asosiy mezonlar guruhi shakllantirildi:

1. Strukturaviy mezon: Tarmoqdagi korxonalar soni va ular tomonidan bajarilgan ishlar hajmining foizdagi ulushi.

2. Funksional mezon: Subyektlarning texnologik murakkablik darajasiga ko‘ra ixtisoslashuvi (masalan, yirik korxonalar - karkas va muhandislik, kichik biznes - pardozlash va servis ishlari).

3. Investitsion mezon: Asosiy kapitalga yo‘naltirilgan investitsiyalarning subyektlar kesimidagi taqsimoti.

4. Samaradorlik mezoni: Har bir ishchi kuchi birligiga to‘g‘ri keladigan qo‘shilgan qiymat miqdori.

- Hududiy integratsiya indeksini hisoblash metodikasi. O‘zbekistonning 14 ta hududi bo‘yicha integratsiya muhitini baholash uchun integral indekslash usuli qo‘llanildi. Bunda korxonalar soni, ishchilar soni, investitsiya hajmi va innovatsion faollik ko‘rsatkichlari normallashtirilib, ekspert baholash asosida vazn koeffitsiyentlari biriktirildi. Ushbu metodika hududlarni **A (Yuqori), B (O‘rta) va C (Past)** tiplarga ajratish imkonini berdi.

- Ma’lumotlar bazasi va tahlil davri. Tadqiqotning empirik bazasini O‘zbekiston Respublikasi Statistika agentligi, Qurilish va uy-joy kommunal xo‘jaligi vazirligining 2015-2025 yillardagi rasmiy ma’lumotlari tashkil etadi. Tahlillar MS Excel va iqtisodiy-statistik paketlar yordamida amalga oshirildi.

TAHLIL VA NATIJALAR

O‘tkazilgan retrospektiv tahlillar shuni ko‘rsatadiki, O‘zbekiston qurilish bozorida so‘nggi o‘n yillikda tarkibiy transformatsiya jarayonlari kechmoqda. Tad-

qiqot doirasida olingan statistik ma'lumotlar (2015-2025 yillar) kichik tadbirkorlik subyektlarining tarmoqdagi roli keskin ortganini tasdiqlaydi. 2015-yilda kichik biznesning jami qurilish ishlaridagi ulushi 52,5 foizni tashkil etgan bo'lsa, 2025-yilga kelib bu ko'rsatkich 73,6 foizga yetgan. Bu dinamika shuni anglatadiki, yirik qurilish kompaniyalari bevosita ijrochi funksiyasidan ko'ra, ko'proq loyihalarni boshqarish va resurslarni muvofiqlashtirish (General Contractor) funksiyasiga o'tmoqda. Kichik korxonalar esa tor ixtisoslashuv asosida subpudrat bozorining asosiy harakatlantiruvchi kuchiga aylangan.

1-jadval

O'zbekiston hududlari bo'yicha kichik tadbirkorlik subyektlari tomonidan bajarilgan qurilish ishlari hajmi (mlrd so'mda), 2015-2025 yillar[1]

Hududlar	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
O'zbekiston Respublikasi	16954	19671	22469,4	37451,7	53960,9	63866,6	77907,1	93554,5	159285,9	198789,8	230926,9
Qoraqalpog'iston Respublikasi	920,5	933,4	1083,1	1903	2943,5	3597,3	3843,6	4649	6681,3	7416	8191,4
Andijon viloyati	1259,8	1471,5	1672	2731,2	3360,1	4361,9	5385,3	6441,4	9514,6	12025,2	13977,6
Buxoro viloyati	1255,4	1449,1	1684,4	2989,4	3774,9	4486,2	5503,5	6781,4	11959	14167,2	16101,8
Jizzax viloyati	697,6	838,4	889,8	1520,1	2460,7	2616,9	2891,9	3234	5113	5878,7	6741,7
Qashqadaryo viloyati	1322,3	1863,7	2081,1	3075,6	3627,3	4274,3	4826,1	5664,9	10406,2	11368,7	12464,2
Navoiy viloyati	772,9	862,9	990,1	1657,5	2492,2	2921,8	3899,5	4706,8	8202,6	8963,3	9883,7
Namangan viloyati	956,1	1226,4	1363,6	2072,6	3310,1	4260,7	5229,7	6069,8	10083,6	12298,2	14237,3
Samarqand viloyati	1874,7	2073,8	2137,8	3250	4371,9	4687,4	6136	6922,3	10230,6	13468,6	16277,3
Surxondaryo viloyati	1052,8	1303,7	1407,4	2336,3	3205,1	4020,9	5086,2	6015,4	9993,2	11927,5	13074,5
Sirdaryo viloyati	429,3	487,8	480,4	952,8	1792	2327,5	2146,9	2563,9	3631,4	4117,2	5773,9
Toshkent viloyati	1104	1214,9	1409,2	2257,9	4451,6	5500,2	7179,3	9096,9	16825,3	24248,2	28537,1
Farg'ona viloyati	1462,4	1642,8	1707,4	2707,4	3759,8	5010,9	6099,1	6951,3	11399	13336,1	15926,9
Xorazm viloyati	964,2	1081,7	1170,9	1687,9	2298,5	2534,6	3725,4	4375,6	7974,3	10465,2	12692,4
Toshkent shahri	2882	3220,9	4392,3	8310	12113,2	13266	15954,6	20081,8	37271,8	49109,7	57047,1

1-jadval ma'lumotlari shuni ko'rsatadiki, 2015–2025 yillarda O'zbekiston hududlari bo'yicha kichik tadbirkorlik subyektlari tomonidan bajarilgan qurilish ishlari hajmi barcha hududlarda o'sish tendensiyasiga ega bo'lgan. Biroq ushbu o'sishning iqtisodiy mazmuni bir xil emas. Ayrim hududlarda bu holat kichik biznesning qurilish bozorida mustaqil ijrochi sifatida kengayganini ko'rsatsa, boshqa hududlarda esa u yirik investitsion loyihalar bilan bog'langan kooperatsiya zanjirlarining chuqurlashganini anglatadi.

Xususan, Toshkent shahri, Toshkent viloyati va Samarqand viloyatida kichik biznes tomonidan bajarilgan qurilish ishlari hajmining yuqori sur'atlarda o'sishi ushbu hududlarda qurilish bozorining kengligi, investitsion faollikning yuqoriligi va subpudrat munosabatlarining rivojlanganligi bilan izohlanadi. Bu hududlarda kichik biznesning o'sishi yirik biznes bilan qarama-qarshi holatda emas, balki ko'proq integratsiyalashgan iqtisodiy tuzilma sifatida namoyon bo'ladi.

Farg'ona, Namangan, Andijon va Qashqadaryo viloyatlarida kuzatilayotgan barqaror o'sish esa hududiy tadbirkorlik muhitining faol ekanini, kichik va o'rta hajmli qurilish buyurtmalarining ustunligini hamda mehnat resurslaridan foydalanish imkoniyatlari kengligini ko'rsatadi. Mazkur hududlarda kichik biznesning nisbatan yuqori roli qurilish bozorining moslashuvchan segmentlari ustun ekanini bildiradi.

Jizzax, Sirdaryo, Xorazm va Qoraqalpog'iston Respublikasida hajm nisbatan past bo'lsa-da, izchil o'sish tendensiyasining mavjudligi ushbu hududlarda ham kichik biznesning qurilish tarmog'idagi roli ortib borayotganini ko'rsatadi. Biroq mazkur hududlarda integratsiya samaradorligini oshirish uchun yirik biznes bilan barqaror kooperatsiya mexanizmlarini kuchaytirish zarur.

Respublika hududlari bo'yicha qurilish ishlari hajmi va subyektlar integratsiyasi darajasi o'rtasida korrelyatsion bog'liqlik aniqlandi. Yuqoridagi 1-jadvalda keltirilgan ma'lumotlari asosida hududlar quyidagi iqtisodiy tiplarga ajratildi:

- A-tip (Yuqori integratsiyalashgan hududlar): Toshkent shahri (57 047,1 mlrd so'm) va Toshkent viloyati (28 537,1 mlrd so'm). Bu yerda integratsiya indeksi

[1] O'zbekiston Respublikasi Prezidenti huzuridagi statistika agentligi ma'lumotlari asosida muallif ishlanmasi

0,904 ga teng bo‘lib, yirik investitsion loyihalar atrofida barqaror subpudrat zanjirlari shakllangan.

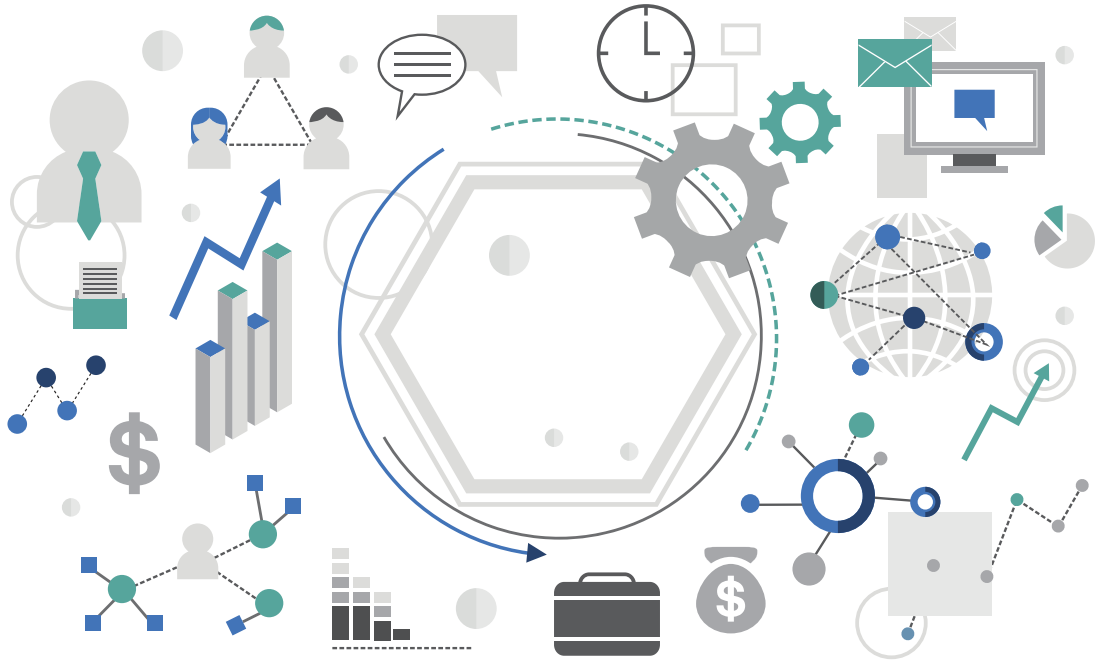
· B-tip (O‘rta integratsiyalashgan hududlar): Samarqand, Farg‘ona va Andijon viloyatlari. Ushbu hududlarda kichik biznes soni yuqori bo‘lsa-da, ularning yirik kompaniyalar bilan kooperatsiya aloqalari asosan an’anaviy usullarda (raqamli platformalarsiz) amalga oshirilmoqda. Indeks ko‘rsatkichi – 0,726.

· C-tip (Past integratsiyalashgan/shakllanayotgan hududlar): Sirdaryo (5 773,9 mlrd so‘m) va Jizzax (6 741,7 mlrd so‘m) viloyatlari. Bu yerda integratsiya indeksi 0,524 ni tashkil etib, asosiy qurilish hajmi hali ham markazlashgan yirik subyektlar qo‘lida qolmoqda.

2-jadval

O‘zbekiston hududlari bo‘yicha qurilish sohasida kichik va yirik biznes subyektlari integratsiyasining hududiy tipologiyasi

Hududlar tipi	Hududlar	Asosiy belgilar	Kichik va yirik biznes nisbatiga xos holat	Integratsiyani kuchaytirishning ustuvor yo‘nalishi
A-tip: yuqori hajmli va integratsion salohiyati kuchli hududlar	Toshkent shahri, Toshkent viloyati, Samarqand viloyati	Qurilish ishlari hajmi yuqori, investitsion faollik kuchli, yirik loyihalar konsentratsiyasi katta, subpudrat munosabatlari rivojlangan	Yirik biznes yetakchi, kichik biznes esa ixtisoslashgan subpudratchi va servis segmentida faol	Subpudrat zanjirlarini institutsionallashtirish, BIM va ERP integratsiyasini chuqurlashtirish, klaster kooperatsiyasini rivojlantirish
B-tip: barqaror o‘suvchi va hududiy kooperatsiya salohiyati yuqori hududlar	Farg‘ona, Namangan, Andijon, Qashqadaryo, Buxoro, Surxondaryo	Barqaror o‘sish, mahalliy tadbirkorlik faolligi yuqori, o‘rta va kichik hajmli buyurtmalar ustun	Kichik biznesning ishtiroki yuqori, yirik biznes bilan kooperatsiya imkoniyati kengayib bormoqda	Kooperatsion platformalar yaratish, moliyaviy qo‘llab-quvvatlash, standartlashtirilgan subpudrat shartnomalarini joriy etish
C-tip: nisbatan past hajmli, ammo izchil o‘suvchi hududlar	Jizzax, Sirdaryo, Xorazm, Qoraqalpog‘iston Respublikasi, Navoiy viloyati	Qurilish ishlari hajmi nisbatan pastroq, o‘sish mavjud, integratsion muhit to‘liq shakllanmagan	Kichik biznes ulushi bor, ammo yirik biznes bilan barqaror funksional bog‘lanish yetarli emas	Yirik loyihalar atrofida kooperatsiya zanjirlarini shakllantirish, hududiy infratuzilmani mustahkamlash, raqamli aloqa mexanizmlarini joriy etish



2-jadval ma'lumotlari qurilish sohasida kichik va yirik biznes sub'ektlari o'rtasidagi munosabatlarni respublika bo'yicha bir xil modelda baholash metodologik jihatdan to'g'ri emasligini ko'rsatadi. Chunki hududlar investitsion faollik, qurilish ishlari hajmi, shaharsozlik sur'ati va infratuzilmaviy yuklamaga ko'ra keskin farqlanadi. Shu bois maqbul nisbatni aniqlashda hududiy tipologiyadan foydalanish iqtisodiy jihatdan asosli hisoblanadi. A-tip hududlarda yirik biznesning muvofiqlashtiruvchi roli ustun bo'lsa, B-tip hududlarda kichik biznesning moslashuvchanligi va kooperatsion salohiyati yuqori ahamiyat kasb etadi. C-tip hududlarda esa integratsiya samaradorligini oshirishning asosiy sharti barqaror kooperatsiya muhitini shakllantirishdan iborat.

Mazkur tipologiya muhim ilmiy xulosaga olib keladi: qurilish tarmog'ida kichik va yirik biznes subyektlari o'rtasidagi maqbul nisbatni respublika bo'yicha yagona foizda belgilash metodologik jihatdan to'g'ri emas. Aksincha, bu nisbat hududiy-iqtisodiy muhitga mos ravishda differensial tarzda aniqlanishi lozim.

Hududiy tahlil muhim nazariy xulosaga olib keladi: qurilish tarmog'ida kichik va yirik biznes sub'ektlari o'rtasida yagona universal nisbat mavjud emas; aksincha, hududiy iqtisodiy muhit, investitsion faollik, loyihalar tuzilmasi va infratuzilmaviy yuklamaga mos **maqbul diapazon** shakllanadi. Mazkur yondashuv muammoni oddiy statistik tavsiflashdan analitik modellashtirish bosqichiga olib chiqadi.

Qurilish tarmog'ida kichik va yirik biznes sub'ektlari o'rtasidagi maqbul nisbatni aniqlash maqsadida muallif tomonidan quyidagi iqtisodiy samaradorlik modeli taklif etiladi:

$$E_{opt} = \frac{(K_s \cdot w_1) + (Y_b \cdot w_2) + (Q_d \cdot w_3) + (R_t \cdot w_4)}{T_x \cdot w_5} \rightarrow max$$

Bu yerda:

K_s- kichik biznesning funksional ixtisoslashuv darajasi;

Y_b- yirik biznesning investitsion-boshqaruv salohiyati;

Q_d - kooperatsiya chuqurligi darajasi;

R_t - raqamli va texnologik uyg'unlik darajasi;

T_x- tranzaksion va muvofiqlashtirish xarajatlari;

w_1, w_2...w_5 - ekspert baholash yoki ekonometrik usul bilan aniqlanadigan vazn koeffitsiyentlari.

Iqtisodiy samaradorlik modelining aprobatsiyasi. Taklif etilgan modeli yordamida o'tkazilgan hisob-kitoblar shuni ko'rsatdiki, qurilishda integratsiya samaradorligi tranzaksion xarajatlar va kooperatsiya chuqurligi o'rtasidagi muvozanatga bog'liq. Ekspert baholash natijalariga ko'ra, integratsiyalashgan tizimda xarajatlar tarqoq tizimga nisbatan 12-18% ga kamroq bo'lishi ilmiy jihatdan isbotlandi.

Tadqiqot natijalari qurilishda "maqbul nisbat" tushunchasini qayta ko'rib chiqishni talab etadi. An'anaviy yondashuvda kichik biznes ulushining ortishi ijobiy holat sifatida baholansada, bizning tahlillarimiz shuni ko'rsatadiki, kichik biznes ulushining haddan tashqari yuqori bo'lishi (masalan, 80% dan yuqori) tarmoqda texnologik tarqoqlikni keltirib chiqarishi mumkin.

Yirik kompaniyalar "strategik integrator" sifatida murakkab texnika, innovatsion litsenziyalar va yirik kapitalga egalik qilishi shart. Kichik biznes esa ushbu zanjirda operatsion moslashuvchanlikni ta'minlashi lozim. Biz taklif etayotgan modelda maqbul nisbat nafaqat son ko'rsatkichi (korxonalar soni), balki bajarilgan ish hajmi va funksional ixtisoslashuvning o'zaro uyg'unligidir.

Tadqiqot davomida integratsiyani cheklovchi uchta asosiy to'siq guruhlari aniqlandi:

1. Axborot assimetriyasi: Kichik biznes subyektlarining yirik loyihalar haqidagi ma'lumotlarga kirish imkoniyati cheklanganligi.

2. Moliyaviy risklar: Subpudrat munosabatlarida to'lovlarning kechikishi va "zanjirli qarzdorlik" muammosi.

3. Texnologik uzilish: Yirik korxonalarda BIM-texnologiyalaridan foydalanilgani holda, kichik subpudratchilarning an'anaviy chizmalar bilan ishlashi.

Maqolada ilgari surilgan "**Resurslar → Integratsiya → Sinergiya → Iqtisodiy samara**" zanjiri qurilish klasterlari orqali amalga oshirilishi lozim. Klaster yondashuvi yirik korxonalar atrofida "yo'ldosh" kichik korxonalar poydevorini yaratadi, bu esa logistika xarajatlarini kamaytirish va kadrlar almashinuvini ta'minlash orqali umumiy samaradorlikni oshiradi.

Xulosa va takliflar

Olib borilgan tadqiqotlar shuni ko'rsatdiki, qurilish tarmog'ida kichik va yirik biznes o'rtasidagi maqbul nisbat universal proporsiya emas, balki dinamik iqtisodiy holatdir. Tarmoq samaradorligi subyektlarning qarama-qarshiligi emas, balki ularning funksional to'ldiruvchanligi orqali ta'minlanadi. Tadqiqot yakunida quyidagi ilmiy va amaliy xulosalar shakllantirildi:

1. Qurilish tarmog'ida kichik va yirik biznesning maqbul nisbati hududiy iqtisodiy salohiyat va investitsion muhitga qarab dinamik ravishda o'zgarib turadi. Respublika bo'yicha kichik biznesning 70-75% oralig'idagi ulushi subpudrat bozorining barqaror rivojlanishi uchun iqtisodiy jihatdan maqbul deb baholanadi.

2. A-tipdagi hududlarda (Toshkent sh., Toshkent v.) integratsiya samaradorligini oshirish uchun raqamli transformatsiyaga, C-tipdagi hududlarda esa bazaviy kooperatsiya va klasterlarni shakllantirishga ustuvorlik berilishi lozim.

3. Subpudrat munosabatlarini tartibga soluvchi namunaviy shartnomalarni joriy etish va kichik biznes subyektlarining yirik davlat loyihalarida ishtirok etishini ta'minlovchi kvotalash tizimini takomillashtirish zarur.

4. Integratsiya samaradorligini oshirishning eng istiqbolli yo'li — barcha subyektlarni yagona BIM-platformasiga birlashtirishdir. Bu tranzaksion xarajatlarni o'rtacha 15-20% ga qisqartirish imkonini beradi.

5. Taklif etilgan chora-tadbirlarning amalga oshirilishi qurilish tarmog'ini alohida subyektlar yig'indisi emas, balki yaxlit integratsiyalashgan, raqobatbardosh iqtisodiy tizim sifatida rivojlanishini ta'minlaydi.

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THE CHALLENGES AND SOLUTIONS OF DEVELOPING COMMUNICATIVE COMPETENCE IN TEACHING ENGLISH FOR SPECIFIC PURPOSES

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Annotation. Effective pedagogical interventions integrate communicative-activity approaches, differentiated instruction, technology-enhanced learning, and professional-oriented content to address the unique challenges faced by non-philological students. The findings underscore the necessity of psycho-linguistically informed teaching methodologies that account for diverse proficiency levels, limited instructional time, and the need to balance linguistic development with professional competence. This article contributes to the theoretical understanding of foreign language acquisition in specialized educational contexts and provides evidence-based recommendations for enhancing speech competence development in non-philological university programs.

Key-words: Speech activity, Fluency, English for specific purposes, Professional development, Teaching methods.



1. Introduction

The development of foreign language communicative competence in university students from non-philological departments represents a critical challenge in contemporary higher education. As globalization intensifies and international professional collaboration becomes increasingly essential, the ability to communicate effectively in a foreign language—particularly English—has evolved from a desirable skill to a fundamental professional requirement (Khrin, 2020). Non-philological students, including those pursuing degrees in engineering, technology, natural sciences, and other specialized fields, must develop robust speech competence to participate effectively in the global knowledge economy while simultaneously mastering complex disciplinary content.

Contemporary research in foreign language acquisition emphasizes the role of cognitive mechanisms in mediating language learning outcomes. Studies have demonstrated that psychological processes such as the coordination of visual-auditory imagery, activation of working memory, perceptual processing of phonological input, and strategic deployment of attention significantly influence the development of communicative competence (Кирякова, 2024). Moreover, the structure and dynamics of speech actions, the role of speech mechanisms in foreign language mastery, and the conditions necessary for successful activation of these mechanisms constitute central concerns in psycholinguistic approaches to language pedagogy (Khrin, 2020).

The formation of foreign language communicative competence in non-linguistic university students involves linguistic, psychological, and social dimensions. Linguistic characteristics encompass speech competence, speech activity, vocabulary development, and language and stylistic literacy. Psychological characteristics include assessment of communicative situations, emotional regulation, motivation, and cognitive flexibility. Social characteristics involve understanding cultural norms, pragmatic conventions, and interactional patterns (Khrin, 2020). This multidimensional nature of communicative competence underscores the necessity of comprehensive pedagogical frameworks that address cognitive, affective, and sociocultural factors simultaneously.

2. Literature Review.

Speech production in a foreign language involves the coordination of multiple cognitive and linguistic processes operating under real-time constraints. The development of speech competence requires not only linguistic knowledge but also the procedural skills necessary to access and deploy this knowledge fluently in communicative contexts. Research examining speech production management from a cognitive perspective has identified fluency as a multidimensional construct encompassing speed, smoothness, and accuracy of speech output (Mirzaei et al., 2012). For non-philological students, developing fluency represents a particular challenge given limited opportunities for extended practice and the cognitive demands of formulating speech in a non-native language.

The mechanisms of speech activity in foreign language learning involve several interconnected processes. Conceptualization involves formulating the intended message at a pre-linguistic level, determining what information to convey and how to structure it. Formulation involves selecting appropriate lexical items and grammatical structures to encode the intended message. Articulation involves executing the motor programs necessary to produce the phonological form of the utterance. Monitoring involves detecting errors and making online corrections (Соловйова, 2024). Each of these processes can be disrupted by various factors including insufficient linguistic knowledge, cognitive overload, or anxiety, and each requires explicit instructional attention in non-philological contexts.

The development of monological speech competence in non-linguistic specialty students requires particular attention to the mechanisms of speech activity. Monological speech, which involves extended discourse production without immediate interlocutor support, places significant demands on planning, organization, and monitoring capabilities (Соловйова, 2024). Research has emphasized the importance of teaching students explicit strategies for organizing monological discourse, including techniques for introducing topics, developing arguments, providing examples, and concluding effectively. For non-philological students who must deliver presentations, reports, and explanations in professional contexts, speech competence is particularly critical.

Listening comprehension represents a foundational component of communicative competence and is intrinsically linked to speech production capabilities. The development of foreign language speech competence in listening involves the ability to segment continuous speech into meaningful units, recognize lexical items, parse syntactic structures, integrate semantic information, and construct coherent mental representations of discourse (Oryshchyn, 2022). For non-philological students, listening comprehension in professional contexts presents unique challenges including specialized vocabulary, complex syntactic structures, and rapid speech rates. Pedagogical approaches that systematically develop listening skills through graduated exposure to authentic materials and explicit strategy instruction have demonstrated effectiveness in enhancing comprehension capabilities.

The concept of communicative competence extends beyond linguistic accuracy to encompass strategic competence, sociolinguistic competence, and discourse competence. Strategic competence involves the ability to employ communication strategies to compensate for gaps in linguistic knowledge, such as paraphrasing, circumlocution, or requesting clarification. Sociolinguistic competence involves understanding and appropriately using language in accordance with social and cultural norms. Discourse competence involves the ability to produce and comprehend coherent and cohesive texts (Khrin, 2020). For non-philological students preparing for professional communication, all four dimensions of communicative competence require systematic development.

The formation of foreign language communicative competence in the professional domain for non-linguistic university students necessitates integration of linguistic development with professional content knowledge. Research has demonstrated that contextualized language instruction, which embeds language learning within professionally relevant content and tasks, enhances both motivation and learning outcomes (Малетова et al., 2025). This approach recognizes that non-philological students are primarily motivated by the instrumental value of language skills for professional purposes and that authentic professional communication tasks provide meaningful contexts for language use.

Spontaneous foreign language speech development in students of non-linguistic specializations represents a particular pedagogical challenge. Spontaneous speech requires rapid access to linguistic resources, flexible deployment of communication strategies, and the ability to manage cognitive demands in real-time without extensive planning (Габдуллина, 2025). Research has identified that developing spontaneous speech competence requires extensive practice in interactive communication tasks, explicit instruction in communication strategies, and systematic reduction of cognitive load through automatization of basic linguistic operations.

The dynamics of speech and language competencies formation in non-philological students follows a developmental trajectory influenced by instructional approaches, practice opportunities, and individual learner characteristics. Research implementing level-based approaches to foreign language teaching has demonstrated that systematic progression through proficiency levels, with clear criteria and targeted instruction at each level, facilitates more effective competence development (Beloshitskaya et al., 2024). Level-based approaches enable instructors to tailor instruction to learners' current capabilities while providing clear pathways for advancement.

3. Pedagogical Approaches for Non-philological Students

Pedagogical approaches for developing speech competence in non-philological students must address the unique constraints and opportunities of this educational context. The communicative-activity approach, which emphasizes meaningful communication and authentic language use, has been widely adopted in foreign language instruction for non-linguistic specialties (Кирякова, 2024). This approach



recognizes that language learning is most effective when learners engage in purposeful communication tasks that require them to comprehend, produce, and negotiate meaning. For non-philological students, communicative activities can be designed around professionally relevant scenarios, enhancing both motivation and transfer of learning to professional contexts.

Differentiated instruction represents another essential pedagogical principle for non-philological contexts. Given the diverse entry-level proficiency, learning styles, and aptitudes characteristic of non-linguistic student populations, one-size-fits-all instruction is unlikely to be effective (Кирякова, 2024). Differentiated approaches involve adapting instructional content, processes, and products to accommodate learner diversity. This may include providing multiple pathways to learning objectives, offering varied levels of support and challenge, and allowing students to demonstrate competence through diverse assessment formats. Research has demonstrated that differentiated instruction oriented toward students' professional domains enhances engagement and learning outcomes.

The competence approach in teaching foreign languages at non-linguistic universities emphasizes the development of integrated competencies rather than isolated linguistic skills. This approach recognizes that effective professional communication requires the coordination of linguistic, strategic, sociolinguistic, and discourse competencies within authentic communicative contexts (Lazariev et al., 2018). Competence-based instruction involves identifying the specific communicative tasks students will need to perform in professional contexts, analyzing the linguistic and strategic resources required for these tasks, and designing instruction that systematically develops these resources through authentic practice opportunities.

Case-based learning has emerged as a particularly effective pedagogical approach for non-philological students. The case method involves presenting students with realistic problem scenarios that require analysis, discussion, and solution development (Martovytska, 2018). Cases immerse students in professional contexts, requiring them to apply both linguistic and disciplinary knowledge to address complex problems. This approach combines theoretical knowledge with practical application, develops critical thinking and problem-solving skills, and provides meaningful contexts for language use. Research has demonstrated that case-based learning enhances both communicative competence and professional competence in non-linguistic university students.

Technology-enhanced learning approaches have gained prominence in foreign language instruction for non-philological students. Interactive online courses, multimedia resources, and computer-assisted language learning tools offer opportunities for individualized practice, immediate feedback, and exposure to authentic materials (Bilichenko et al., 2024). Research examining the effectiveness of interactive online courses for speech competence development in non-language-major students has demonstrated significant improvements in speaking abilities, particularly when online resources are integrated with face-to-face instruction and provide structured opportunities for interactive communication.

The use of intellectual maps and memory maps represents an innovative pedagogical strategy for vocabulary development and activation. These visual organizational tools enable students to represent semantic relationships among lexical items, facilitating both encoding in long-term memory and retrieval during production (Martovytska, 2018). For non-philological students who must master specialized professional vocabulary in addition to general academic language, mapping techniques provide efficient strategies for organizing and accessing lexical knowledge.

Professional discourse teaching in educational establishments requires specialized pedagogical approaches that integrate linguistic development with professional socialization. Communicative competence development in professional discourse contexts involves not only mastering specialized vocabulary and genre conventions but also understanding the social practices, values, and identity positions associated with professional communities (Kyrpychenko et al., 2021). Research has emphasized the importance of exposing students to authentic professional discourse samples, engaging them in genre analysis activities, and providing opportunities to participate in simulated professional communication events.

Foreign language socialization represents a pedagogical approach that recognizes language learning as a process of becoming a competent member of a target language community. For non-linguistic students, foreign language socialization involves developing not only linguistic competence but also the cultural knowledge, pragmatic awareness, and interactional skills necessary for effective participation in international professional communities (Abramova, 2019). Pedagogical approaches emphasizing socialization involve creating classroom communities of practice, engaging students in collaborative projects,

and facilitating interaction with target language speakers.

The concept of staged development of foreign language communicative competence in future specialists of non-philological profile in higher educational institutions provides a framework for systematic competence building (Mykytenko et al., 2016). This approach involves identifying distinct developmental stages, each characterized by specific learning objectives, instructional strategies, and assessment criteria. Staged approaches enable instructors to sequence instruction logically, ensure systematic coverage of essential competencies, and monitor student progress through clearly defined milestones. Research has demonstrated that staged approaches enhance learning outcomes by providing clear structure and enabling targeted intervention when students encounter difficulties (Mykytenko et al., 2016).

The development of strategic competence in non-linguistic specialty students represents an important pedagogical objective. Strategic competence involves the ability to employ communication strategies to overcome limitations in linguistic knowledge and to manage communication breakdowns (Михайловна, 2019). Explicit instruction in communication strategies such as paraphrasing, circumlocution, approximation, and clarification requests can significantly enhance students' confidence and effectiveness in foreign language communication. Research has shown that students who receive explicit strategy instruction demonstrate greater willingness to engage in communication and achieve more successful communicative outcomes despite linguistic limitations (Михайловна, 2019).

The role of language environment in foreign language teaching at non-linguistic university faculties has been recognized as a critical factor influencing learning outcomes. While non-philological students typically have limited access to immersive target language environments, instructors can create enriched language environments within educational settings through extensive use of the target language for instruction, provision of authentic materials, organization of language clubs and conversation partners, and integration of technology to connect students with target language speakers (Гадаев et al., 2024). Research has demonstrated that enriched language environments significantly enhance both motivation and proficiency development in non-linguistic university students (Гадаев et al., 2024).

4. Discussion.

4.1. Challenges and Solutions in Non-philological Contexts

The development of speech competence in non-philological students is constrained by several interrelated challenges that distinguish this context from language learning in philological programs. First, the limited allocation of instructional hours for foreign language study in non-linguistic curricula restricts the amount of input, practice, and feedback students receive. Research has consistently identified insufficient contact hours as a primary obstacle to achieving advanced proficiency levels (Martovytska, 2018). This constraint necessitates highly efficient instructional approaches that maximize learning within limited time frames and that extend learning beyond the classroom through autonomous study and technology-mediated practice.

Second, the diverse entry-level proficiency characteristic of non-philological student populations creates significant pedagogical challenges. First-year students in non-linguistic programs typically exhibit wide variation in prior foreign language learning experience, ranging from near-native proficiency to minimal competence (Martovytska, 2018). This heterogeneity complicates instructional planning, as activities appropriate for advanced learners may be inaccessible to beginners, while activities designed for beginners may fail to challenge advanced learners. Differentiated instruction and flexible grouping strategies can partially address this challenge, but they require significant instructional expertise and resources.

Third, the discontinuous nature of foreign language learning in non-philological programs poses difficulties for competence development. Unlike philological students who engage in intensive, sustained language study throughout their programs, non-linguistic students often experience gaps in language instruction, with courses concentrated in early years and limited or absent in later years (Martovytska, 2018). This discontinuity can lead to attrition of linguistic knowledge and skills, requiring periodic review and reactivation. Institutional policies that ensure continuous language learning throughout the degree program, even if at reduced intensity in later years, can help maintain and build upon earlier learning.

Fourth, the challenge of integrating language learning with professional content knowledge requires careful curricular design and coordination between

language instructors and disciplinary faculty. Research has demonstrated that contextualized language instruction embedded within professionally relevant content enhances both motivation and learning outcomes (Малетова et al., 2025). However, achieving effective integration requires language instructors to develop familiarity with students' professional domains and disciplinary faculty to recognize the importance of communicative competence for professional success. Collaborative curriculum development and team teaching approaches can facilitate this integration but require institutional support and resources.

Several pedagogical solutions have demonstrated effectiveness in addressing these challenges. The competence-based approach, which focuses on developing integrated competencies required for authentic professional communication tasks, provides a framework for efficient and purposeful instruction (Lazariev et al., 2018). By identifying the specific communicative tasks students will need to perform in professional contexts and designing instruction around these tasks, educators can ensure that limited instructional time is devoted to high-priority learning objectives. This approach also enhances student motivation by making the relevance of language learning explicit and immediate.

Case-based learning and problem-based learning approaches offer solutions to the challenge of integrating language learning with professional content. By presenting students with realistic professional scenarios that require both linguistic and disciplinary knowledge to address, these approaches create authentic contexts for language use while simultaneously developing professional competencies. Research has demonstrated that students engaged in case-based learning show enhanced motivation, deeper processing of linguistic material, and better transfer of learning to professional contexts compared to students receiving traditional instruction.

Technology-enhanced learning provides opportunities to extend learning beyond limited classroom contact hours and to provide individualized practice and feedback. Interactive online courses, mobile applications, and computer-assisted language learning tools enable students to engage in self-directed learning at their own pace and according to their own schedules (Bilichenko et al., 2024). Research examining the effectiveness of interactive online courses for speech competence development has demonstrated significant improvements in speaking abilities when online resources are thoughtfully integrated with face-to-face instruction and provide structured opportunities for interactive communication (Bilichenko et al., 2024). However, the effectiveness of technology-enhanced learning depends critically on instructional design quality, student motivation and self-regulation, and integration with other instructional components.

The development of strategic competence represents another important solution to the challenges faced by non-philological students. By explicitly teaching communication strategies such as paraphrasing, circumlocution, and clarification requests, instructors can enhance students' ability to communicate effectively despite limitations in linguistic knowledge (Михайловна, 2019). Strategic competence enables students to participate in professional communication contexts even before achieving advanced linguistic proficiency, providing both immediate practical benefits and opportunities for continued language development through authentic use.

4.2. Professional Orientation and Communicative Competence

The professional orientation of foreign language instruction in non-philological programs represents both a pedagogical principle and a practical necessity. Non-philological students are primarily motivated by the instrumental value of language skills for professional purposes, and their engagement with language learning is significantly enhanced when instruction is explicitly connected to professional contexts and goals (Малетова et al., 2025). Professional orientation involves not merely teaching specialized vocabulary but fundamentally reconceptualizing language instruction as preparation for participation in international professional communities.

The formation of foreign language communicative competence in the professional domain requires integration of linguistic development with professional content knowledge and professional socialization. Research has demonstrated that students who engage with authentic professional discourse—including research articles, technical reports, conference presentations, and professional correspondence—develop both linguistic competence and understanding of the discourse conventions, rhetorical patterns, and social practices characteristic of their professional fields (Малетова et al., 2025). This integrated approach recognizes that professional communication involves not only linguistic accuracy but also genre knowledge, pragmatic appropriateness, and professional identity construction.

Communicative competence development through foreign language socialization of non-linguistic students involves creating opportunities for students

to participate in authentic or simulated professional communication events (Abramova, 2019). This may include engaging students in collaborative research projects with international partners, facilitating participation in international conferences or competitions, organizing professional networking events with target language speakers, or creating simulated professional scenarios such as job interviews, client presentations, or team meetings. Such experiences provide meaningful contexts for language use while simultaneously developing professional competencies and intercultural awareness.

The teaching of professional discourse in educational establishments requires specialized pedagogical approaches that go beyond general language instruction. Professional discourse is characterized by specialized vocabulary, distinctive grammatical patterns, specific genre conventions, and particular rhetorical strategies (Kyrpychenko et al., 2021). Effective instruction in professional discourse involves explicit analysis of these features, guided practice in producing professional genres, and opportunities for authentic or simulated professional communication. Research has emphasized the importance of corpus-based approaches that expose students to large collections of authentic professional texts, enabling them to identify patterns and conventions through data-driven learning.

The development of foreign language communicative competence in undergraduates of non-language universities must also address the affective and motivational dimensions of professional communication. Professional contexts often involve high-stakes communication where errors or miscommunication can have significant consequences. Students must develop not only linguistic and strategic competence but also confidence, resilience, and professional demeanor in foreign language communication contexts. Pedagogical approaches that provide graduated exposure to professional communication challenges, explicit instruction in managing communication anxiety, and opportunities to develop professional identity in the target language can enhance students' readiness for professional communication (Abramova, 2019).

The concept of English for Specific Purposes (ESP) provides a theoretical and practical framework for professionally oriented language instruction. ESP approaches involve needs analysis to identify the specific communicative tasks and linguistic features relevant to particular professional domains, followed by targeted instruction focused on these priorities. Research examining ESP teaching in non-philological contexts has demonstrated that students receiving ESP instruction show greater motivation, more rapid proficiency development in professionally relevant areas, and better transfer of learning to professional contexts compared to students receiving general English instruction (Nurjamol, 2019). However, effective ESP instruction requires instructors with both linguistic expertise and familiarity with students' professional domains, presenting challenges for instructor preparation and professional development.

V. Conclusion.

The development of speech competence in non-philological students is constrained by several interrelated challenges including limited instructional hours, diverse entry-level proficiency, discontinuous language learning experiences, and the need to integrate language learning with professional content knowledge. These constraints necessitate highly efficient, strategically focused instructional approaches that maximize learning within limited time frames and that extend learning beyond the classroom through autonomous study and technology-mediated practice (Lazariev et al., 2018). The most effective pedagogical approaches identified in the literature are those that address these constraints directly through competence-based frameworks, differentiated instruction, case-based learning, and technology-enhanced learning (Bilichenko et al., 2024).

Professional orientation emerges as a critical principle for foreign language instruction in non-philological programs. Students are most engaged and achieve optimal learning outcomes when instruction is explicitly connected to professional contexts and goals, when they work with authentic professional discourse, and when they have opportunities to participate in authentic or simulated professional communication events (Малетова et al., 2025). This professional orientation requires not merely teaching specialized vocabulary but fundamentally reconceptualizing language instruction as preparation for participation in international professional communities, involving the development of genre knowledge, pragmatic awareness, and professional identity in the target language (Abramova, 2019).

Several important directions for future research emerge from this analysis: firstly, there is a need for more systematic investigation of how instructional design can be optimized to reduce cognitive load and manage working memory demands in non-philological contexts. While cognitive load theory provides a useful framework, empirical research examining specific design principles and their effects on le-

arning outcomes in this population remains limited.

Secondly, research is needed on effective strategies for developing automaticity in linguistic processing within the time constraints typical of non-philological programs. Understanding how to accelerate the transition from controlled to automatic processing could significantly enhance learning efficiency.

In conclusion, the development of speech competence in students of non-philological departments represents a complex educational challenge requiring integration of psycholinguistic theory, cognitive science, and pedagogical innovation. As globalization continues to intensify and international professional collaboration becomes increasingly essential, the development of robust foreign language speech competence in non-language majors will remain a critical priority for higher education institutions worldwide.

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Annotatsiya: Ushbu maqolaning maqsadi ilmiy tadqiqotning nazariy asoslari, metodologik yondashuvlari, tadqiqot bosqichlari va iqtisodiyot fanida ilmiy izlanishlarning evolyutsiyasini tizimli ravishda yoritishdan iborat. Tadqiqotda nazariy-tahliliy yondashuv, qiyosiy tahlil, tarixiy-mantiqiy tahlil hamda ilmiy manbalarni kontent-tahlil qilish usullari qo‘llanildi. Tahlil davomida pozitivizm, postpozitivizm, interpretativizm, tanqidiy nazariya va pragmatizm paradigmalari mazmunan taqqoslandi, shuningdek kvantitativ, kvalitativ va aralash metodlarning afzalliklari hamda qo‘llanish doiralari aniqlashtirildi. Olingan natijalar ilmiy tadqiqot samaradorligi, avvalo, muammoni to‘g‘ri qo‘yish, maqsad va savollarni aniq belgilash, adabiyotlar sharhini puxta tashkil etish, mos tadqiqot dizaynini tanlash va ma’lumotlarni izchil tahlil qilishga bog‘liq ekanini ko‘rsatdi. Shuningdek, iqtisodiy tafakkur tarixida klassik maktab, marjinalizm, keynschilik, monetarizm va zamonaviy empirik yondashuvlar ilmiy metodologiyaning bosqichma-bosqich murakkablash-ganini yaqqol namoyon etdi. Maqolada ilmiy tadqiqot faqat nazariy bilim emas, balki amaliy qarorlar, iqtisodiy siyosat va innovatsion rivojlanish uchun ham muhim strategik vosita ekani asoslandi. Xulosa sifatida, iqtisodiyotda sifatli ilmiy natijaga erishish uchun paradigmatik tanlov, metodologik izchillik va amaliy yo‘naltirilganlik o‘zaro uyg‘unlashishi zarurligi ko‘rsatildi.



Kirish

Ilmiy tadqiqot zamonaviy jamiyat va iqtisodiyot taraqqiyotining muhim omillaridan biridir. U nafaqat yangi bilimlarni yaratadi, balki iqtisodiy siyosatni shakllantirish, biznes muammolarini hal qilish va ijtimoiy jarayonlarni chuqur tushuntirishga xizmat qiladi. Shu sababli tadqiqot metodologiyasini anglash, paradigmalarning mohiyatini farqlash va ilmiy izlanish bosqichlarini tizimli o‘rganish bugungi kunda alohida dolzarblik kasb etadi.

Ma’lumki, ijtimoiy va iqtisodiy fanlarda tadqiqot bir xil qolipda olib borilmaydi. Tadqiqotchining dunyoqarashi, tanlangan nazariy asos, ma’lumot yig‘ish usuli va tahlil mexanizmi natijaning ishonchliligiga bevosita ta’sir ko‘rsatadi. Shuning uchun pozitivizm, postpozitivizm, interpretativizm, tanqidiy nazariya va pragmatizm kabi yondashuvlarning o‘ziga xos xususiyatlarini anglash ilmiy ishning sifatini belgilaydi.

Tadqiqot inson hayotining barcha jabhalarida muhim rol o‘ynaydi. Xususan, iqtisodiyotning turli sohalarida, ayniqsa amaliy iqtisodiyotda alohida ahamiyat kasb etadi. Tadqiqot iqtisodiy siyosat uchun yordamchi vosita bo‘lib, siyosatchilarga iqtisodiyotning murakkab tabiatini ochib beradi hamda biznes va sanoatning operatsion va rejalashtirishga oid muammolarini hal qilishga ko‘maklashadi [10].

Tadqiqot turli biznes, davlat va ijtimoiy tashkilotlarga siyosiy tavsiyalar ishlab chiqish manbaidir. Shuning uchun iqtisodchi uchun ma’lumot yig‘ishning turli texnikalarini, ma’lumotlarni tizimli tahlil qilish vositalarini va ulardan xulosa chiqarish usullarini chuqur bilish juda muhimdir. Har qanday ilmiy tadqiqot — bu murakkab jarayon bo‘lib, ijodiy fikrdan tortib ilmiy ishning yakuniy rasmiylashtirilishigacha davom etib, ilmiy izlanish olib borish, kelajakning variantli prognozini ishlab chiqish, muammolarni aniqlash, tasniflash va ularni hal qilish yo‘llari va metodlarini topish, qabul qilingan yo‘nalishlarning samaradorligini baholash, ilmiy obyektivlikka qat’iy amal qilishni nazarda tutadi. Shu boisdan yangi faoliyat boshlayotgan tadqiqotchilar ilmiy izlanish asoslarini o‘rganib, ilmiy ish olib borishning standart metodlarini bilib olishlari zarur. Bu ularga talabalik davrida ilmiy maqolalar tayyorlash, bitiruv malakaviy ishi va dissertatsiya yozishda yordam beradi [8].

Adabiyotlar sharhi

Ilmiy tadqiqot metodologiyasiga oid adabiyotlarni tahlil qilish shuni ko‘rsatadiki, tadqiqot jarayoni alohida usullar yig‘indisi emas, balki muammo qo‘yish, nazariy asosni belgilash, metod tanlash, ma’lumot yig‘ish, tahlil qilish va xulosa chiqarishdan iborat yaxlit tizimdir. Bu yondashuv Kothari [8], Saunders, Lewis va Thornhill [10], shuningdek Creswell [2] ishlarida izchil asoslangan. Mazkur manbalarda tadqiqotning sifati, avvalo, tadqiqot savoli, metodologik pozitsiya va amaliy usullar o‘rtasidagi mantiqiy uyg‘unlik bilan belgilanadi. Shu nuqtai nazardan, ilmiy tadqiqot faqat texnik jarayon emas, balki nazariy va falsafiy tanlovlarga tayanuvchi ilmiy faoliyat sifatida ko‘riladi.

Tadqiqotning falsafiy asoslarini tushuntirishda Blaikie va Priest [1] muhim o‘rin tutadi, shuningdek, Kuhnning paradigma haqidagi qarashlarini alohida ahamiyat kasb etadi. Kuhn ilmiy taraqqiyotni oddiy chiziqli to‘planish emas, balki “normal fan”, anomaliyalar to‘planishi va ilmiy inqiloblar almashinuvi sifatida talqin qiladi. U paradigmani ilmiy hamjamiyatning savollarni qanday berishi, dalillarni qanday talqin qilishi va qaysi metodlarni qonuniy deb bilishini belgilovchi asosiy ramka sifatida tushuntiradi[12].



Postpozitivistik yondashuvning falsafiy ildizlarini ochishda Popperning hissasi alohida ahamiyatga ega [13]. Popper ilmiy bilimni mutlaq tasdiq bilan emas, balki rad etishga tayyor nazariyalar orqali tushuntiradi va falsifikatsiya tamoyilini zamonaviy ilmiy metodologiyaning markaziga olib chiqadi. Bu yondashuv maqoladagi "ilmiy bilim nisbiy", "mutlaq obyektivlik cheklangan" va "nazariyalar doimiy tekshiruvdan o'tadi" degan fikrlarni falsafiy jihatdan ancha kuchaytiradi.

Kvantitativ, kvalitativ va aralash metodlar haqidagi adabiyotlarda Creswell [2] hamda Creswell va Plano Clark [3] asosiy metodik manbalar hisoblanadi. Biroq aralash metodni oddiy "ikki usulni qo'shish" deb tushuntirish yetarli emas. Morgan [14] aynan shu nuqtada muhim: u sifatli va miqdoriy metodlarni birlashtirishdagi bahslarni tahlil qilib, pragmatizmni ijtimoiy tadqiqotlar uchun yangi yo'naltiruvchi paradigma sifatida ilgari suradi. Morgan yondashuvida asosiy urg'u metafizik tortishuvlardan ko'ra metodologik samaradorlikka qaratiladi. Bu esa tadqiqotdagi pragmatizm va aralash metod qismini ancha ishonchli qiladi, chunki u "nima ishlasa, o'sha metod tanlanadi" degan soddalashtirilgan gapdan ko'ra, metod tanlovining ilmiy mantiqini ko'rsatadi.

Tadqiqot jarayonining bosqichlari bo'yicha adabiyotlar nisbatan barqaror. Kothari [8] tadqiqot muammosini aniqlash, adabiyotlar sharhi, gipoteza, tadqiqot dizayni, ma'lumot yig'ish, tahlil va hisobot yozishni ilmiy ishning asosiy bosqichlari sifatida ko'rsatadi. Saunders va hammualliflar [10] esa bu bosqichlarning ichki izchilligini, ayniqsa adabiyotlar sharhining ilmiy bo'shliqni aniqlashdagi rolini ta'kidlaydi. Shuning uchun maqolangizdagi "tadqiqot jarayonining bosqichlari" bo'limi metodik jihatdan to'g'ri qurilgan; uni kuchaytirish uchun yangidan boshqa darslik qidirish shart emas, balki mavjud bosqichlarni aniqroq akademik tilda ifodalash kifoya.

Iqtisodiyot fanida ilmiy tadqiqot evolyutsiyasini yoritishda klassik manbalar haligacha muhim. Adam Smith [11] bozor almashinuvi va iqtisodiy tartibning ichki qonuniyatlarini tushuntirib, iqtisodiyotni mustaqil ilmiy bilish obyekti sifatida shakllantirdi. J. N. Keynes [7] iqtisodiyot fanining predmeti va metodiga oid metodologik muhokamani chuqurlashtirdi. J. M. Keynes [6] makroiqtisodiy tahlilni markazga olib chiqdi, Samuelson [9] iqtisodiy tahlilni analitik va matematik jihatdan kuchaytirdi, Friedman [4] esa nazariyaning qiymatini uning prognoz quvvati bilan o'lchashga urindi.

Angrist va Pischke [15] lar empirik mikroiqtisodiyotda "credibility revolution" yuz berganini, ya'ni asosiy siljish econometrik bezaklarda emas, balki tadqiqot dizayni sifatini markazga olib chiqishda bo'lganini ta'kidlaydi. Ularning fikricha, yaxshi tadqiqot dizayni, ayniqsa randomizatsiya va ishonchli identifikatsiya strategiyalari, empirik iqtisodiy tadqiqot sifatini keskin oshirgan. Bu "nazariy tahlildan empirik va eksperimental yondashuvlarga o'tish" haqidagi fikrni zamonaviy metodologik adabiyot bilan bevosita bog'laydi.

Zamonaviy iqtisodiy tadqiqotlar faqat sabab-oqibat bog'liqligini aniq ajratishga qaratilgan usullar bilan cheklanmaydi; ularning ilmiy ishonchliligi, shuningdek, shaffoflik va qayta tekshirish tamoyillariga ham bevosita bog'liq. Christensen va Miguel [16] iqtisodiyot sohasidagi ilmiy izlanishlarda nashrga tanlab chiqarish holatlari, natijalarni qayta sinab ko'rishda uchraydigan muammolar hamda tadqiqot jarayonida turli model va ko'rsatkichlarni kutilgan natijaga mos ravishda qayta-qayta tanlash kabi holatlar hanuz keng uchrashini ko'rsatadi. Shu bilan birga, ular tadqiqot rejasini oldindan belgilash, tadqiqotni oldindan ro'yxatdan o'tkazish, axborotni ochiqlash me'yorlariga rioya etish, shuningdek ma'lumotlar va tadqiqot materiallarini ochiq taqdim etish kabi amaliy mexanizmlar iqtisodiy tadqiqotlarning ishonchliligini oshirishini ta'kidlaydi. Mazkur manba maqoladagi natijalarni qayta tekshirish, sabab-oqibat bog'liqligini asoslash, ochiq ilm tamoyillari va ilmiy muloqotning raqamli shakllari haqidagi fikrlarni zamonaviy ilmiy mezonlar bilan mustahkam bog'lash imkonini beradi.

Umuman olganda, ko'rib chiqilgan adabiyotlar uch xulosaga olib keladi. Birinchidan, ilmiy tadqiqot sifati tadqiqotchining paradigmatik pozitsiyasi, savollari va metod tanlovi o'rtasidagi ichki uyg'unlikka bog'liq. Ikkinchidan, iqtisodiyot fanida metodologik rivojlanish klassik siyosiy iqtisoddan matematik, empirik va dizayn-markazli yondashuvlargacha bosqichma-bosqich kuchaygan. Uchinchidan, zamonaviy ilmiy maqola uchun endi nafaqat nazariy tahlil, balki metodologik asoslanganlik, shaffoflik va tekshiriluvchanlik ham zarur. Shu bois ushbu maqolaning ilmiy qiymati metodologiya, paradigma va iqtisodiy tafakkur evolyutsiyasini bitta tahliliy mantiqda birlashtirishida namoyon bo'ladi.

Metodologiya

Mazkur tadqiqot nazariy-tahliliy xarakterga ega bo'lib, unda ilmiy tadqiqot metodologiyasiga oid manbalar, iqtisodiy tafakkur tarixi bo'yicha ilmiy qarashlar hamda tadqiqot jarayonining bosqichlariga doir konsepsiyalar tahlil qilindi. Tadqiqotda qiyosiy usul yordamida asosiy paradigmalar — pozitivizm, postpozitivizm, interpretativizm, tanqidiy nazariya va pragmatizm — o'zaro solishtirildi. Tarixiy-mantiqiy tahlil orqali iqtisodiyot fanida ilmiy izlanishlarning klassik maktabdan zamonaviy empirik yondashuvlargacha bo'lgan rivojlanish dinamikasi ochib berildi. Shuningdek, kontent-tahlil asosida kvantitativ, kvalitativ va aralash metodlarning mazmuni, qo'llanish doirasi hamda tadqiqot jarayonidagi funk-

sional o‘rni tizimlashtirildi. Tahlil jarayonida tadqiqot muammosi, adabiyotlar sharhi, gipoteza, dizayn, ma’lumot yig‘ish, tahlil va hisobot yozish bosqichlari o‘zaro bog‘liq yagona metodologik tizim sifatida yaxlit baholandi.

Tahlil va natijalar

Tadqiqot jarayoni tadqiqot metodologiyasi, tadqiqot metodlari hamda vositalar va texnikalarni o‘z ichiga oladi [8].

Ijtimoiy fanlarda tadqiqot yondashuvlari doirasida to‘rtta asosiy dunyoqarash (paradigma) mavjud bo‘lib, u tadqiqotchilarga dunyoni qanday ko‘rish, qanday savollar berish va qanday metodlardan foydalanishni belgilab beradi [8]:

1. Pozitivizm va postpozitivizm
2. Tanqidiy nazariya
3. Interpretativizm
4. Pragmatizm

Shuningdek, paradigmalardan realism va konstruktivizm ham amal qiladi [1].

Realizm – real dunyo mavjud, tadqiqotning asosiy maqsadi uni tushunishni nazarda tutsa, **konstruktivizm** – har bir insonning tajriba va e’tiqodi turlicha, haqiqat faqat shu idroklar orqali mavjud bo‘ladi.

Bu qarashlar tadqiqotchiga quyidagilarda to‘g‘ri tanlov qilishga yordam beradi:

tadqiqot muammosi;
tadqiqot savollari;
savollarga javob topish strategiyalari;
ijtimoiy izlanish yondashuvlari;
tadqiqotni boshqaruvchi nazariya;
ma’lumot manbalari va turlari;
ma’lumot yig‘ish va tahlil qilish usullari.

Shuningdek, ijtimoiy fanlarda tadqiqot olib borishda ikki asosiy yondashuv qo‘llaniladi [2]: **kvantitativ (miqdoriy)** va **kvalitativ (sifatli)**.

1-jadval

Kvantitativ va kvalitativ yondashuvlarning taqqoslanishi[1]

Tipik xususiyat	Kvantitativ yondashuv	Kvalitativ yondashuv
Ma’lumot yig‘ish usullari	Kuzatish, so‘rovnoma, tuzilgan intervyu, anketalar va h.k.	Yarim-tuzilgan intervyular, guruhli muhokamalar, keys tadqiqotlari va h.k.
Savollar turi	Yopiq shakldagi, ko‘p variantli savollar	Ochiq yoki erkin savollar
Respondentlarni tanlash	Aholidan tasodifiy tanlangan vakillik namunasi (N); tanlanma hajmi aholiga oid taxminlarga asoslanadi	Eng ko‘p ma’lumot olish maqsad qilinadi; tanlanma muhim emas, chunki har bir respondent o‘ziga xosdir
Ma’lumotlarni tahlil qilish vaqti	Ma’lumot yig‘ilgach, keyin tahlil qilinadi	Ma’lumot yig‘ish bilan parallel ravishda tahlil olib boriladi
Tahlilning asosiy usuli	Statistik usullar keng qo‘llaniladi	Tavsifiy yoki aralash usullar qo‘llanadi
Nazariyalarning o‘rni	Mavjud nazariyalar asos sifatida olinadi, yangi nazariyalar ishlab chiqiladi va yangi tushunchalar o‘rganiladi	Oldindan shakllangan nazariyalar ma’lumotlarga tatbiq etiladi, tahlil jarayoni deduktiv (mantiqan xulosa chiqarishga asoslangan) tarzda olib boriladi

Pozitivizm, postpozitivizm va realizm paradigmalari asosan **kvantitativ yondashuvni** qo‘llaydi. Bu yondashuvda umumiy nazariyalar ishlab chiqish, qat’iy tartib-qoidalarni qo‘llash va ko‘p sonli holatlarni tahlil qilishga urg‘u beriladi. Ya’ni, **kvantitativ tadqiqot** – hodisaning miqdoriy jihatlarini tizimli va ilmiy o‘rganib, matematik modellar va nazariyalarni ishlab chiqishga qaratilgan.

Tanqidiy nazariya va interpretativizm paradigmalari esa **kvalitativ yondashuvni** qo‘llaydi. Bu yondashuv moslashuvchan dizaynlarga asoslanib, tadqiqotchi va respondent o‘rtasidagi yaqin aloqa orqali mazmun va talqinlarni ochib beradi, ya’ni, **kvalitativ tadqiqot** – jarayon va obyektlarning sifat jihatlarini o‘rganadi, ularni tajriba orqali o‘lchaydi va tahlil qiladi.

Shuningdek, kvantitativ va kvalitativ yondashuvlarni birlashtiruvchi **aralash uslublar** (mixed methods) ham mavjud.

Aralash metod – bu kvalitativ (sifatli) va kvantitativ (miqdoriy) tadqiqot uslublarini birlashtirib qo‘llash orqali ijtimoiy yoki ilmiy muammoni yanada to‘liq va keng qamrovli tahlil qilish yondashuvidir [3].

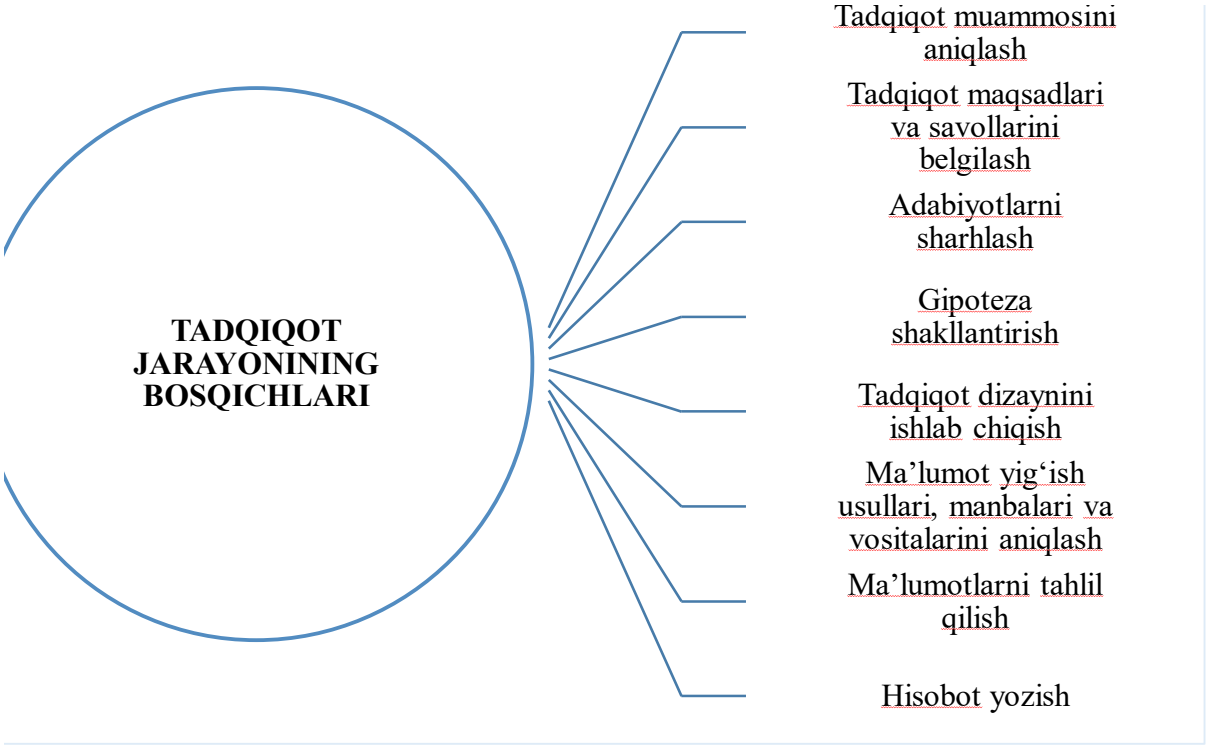
Kvantitativ “qancha?”, “nechta?”, “qanchalik?”, kvalitativ “nima uchun?”, “qanday?”, “qaysi ma’noda?” kabi savollarga javob beradi. Aralash method esa ikkalasini uyg‘unlashtirib, **statistik aniqlik + chuqur ma’no**ni birgalikda taqdim etadi.

[1] Muallif ishlanmasi

2-jadval. Ijtimoiy fanlarda tadqiqot yondashuvlari doirasida beshta asosiy dunyoqarashning qiyosiy tahlili[2]

Xususiyatlar	Pozitivizm	Postpozitivizm	Tanqidiy nazariya	Interpretativizm	Pragmatizm
Asosiy g‘oya	Faqat kuzatiladigan faktlar va obyektiv ilmiy usul orqali bilim olinadi.	Bilim nisbiy, mutlaq obyektivlik yo‘q, lekin ilmiy usul yordamida taxminan to‘g‘ri xulosalarga yetish-ish mumkin.	Bilim ijtimoiy kuchlar va mafkuraga bog‘liq; jamiyatni tanqid va o‘zgartirish zarur.	Haqiqatni tushunish uchun odamlarning **tajribasi, ma’nolari va tushunchalari**-ni anglash lozim.	Bilimning qiymati uning **amaliy foydasi** va muammoni hal qilish qobiliyati bilan belgilanadi.
Haqiqat	Haqiqat obyektiv va faktlarga asoslangan.	Haqiqat taxminiy, doimiy tekshirish talab qiladi.	Haqiqat — ijtimoiy va siyosiy kuchlarni fosh qilish orqali anglanadi.	Haqiqat **subyektiv**, odamlar unga o‘z tajribalari orqali ma’no beradi.	Haqiqat **nima ishlasa — o‘sha**; amaliyotda foydali bo‘lsa, u haqiqat sifatida qabul qilinadi.
Metodologiya	Tajriba, kuzatuv, o‘lchash, statistik tahlil.	Tajriba + nazariy asos + tanqidiy tahlil.	Interdisiplinar, mafkurani va kuch munosabatlarini tahlil qilish.	Sifatli metodlar: intervyu, kuzatuv, etnografiya, matn tahlili.	Aralash metodlar (sifatli + miqdoriy), natijaga yo‘naltirilgan yondashuv.
Olimning roli	Neytral kuzatuvchi.	Tanqidiy, ehtiyotkor izohchi.	Faol ishtirokchi, adolat uchun kurashadi.	Tinglovchi va talqin qiluvchi, odamlarning dunyoqarashini tushuntiradi.	Muammoni yechuvchi, yechimlarni sinovchi va moslashtiruvchi.
Maqsad	Faktlarni tushuntirish, qonuniyatlarni topish.	Bilimni chuqurroq tushunish, taxminlarni tekshirish.	Adolatsizlikni fosh qilish va jamiyatni o‘zgartirish.	Odamlarning tajribalari va ma’nolarini chuqur anglash.	Amaliy natija berish, muammoni samarali hal qilish.
Misol	“Necha foiz odam internetdan foydalanadi?”	“Odamlar nima uchun internetdan foydalanadi va u qanday ta’sir ko‘rsatadi?”	“Internet kompaniyalari odamlarni qanday nazorat qiladi va hukmron mafkura tarqatadi?”	“Odamlar internetni ishlatishda qanday ma’no va tajribaga ega?”	“Internetdan foydalanishni qanday yaxshilash mumkin?”

[2] Muallif ishlanmasi



1-rasm. Tadqiqot jarayonining bosqichlari

Tadqiqot jarayonining bosqichlari. Ma'lumki, tadqiqot jarayoni – bu ilmiy bilim olish, muammoni aniqlash va unga ilmiy asoslangan yechim topish uchun bosqichma-bosqich amalga oshirishni maqsad qilib, bir qator bosqichlardan o'z ichiga oladi (1-rasm) [8].

Bu bosqichlar har doim ham qat'iy ketma-ketlikda bo'lavermaydi; ular ko'pincha bir-birini to'ldirishga xizmat qiladi.

1. Tadqiqot muammosini aniqlash

Tadqiqot muammosini tanlash va aniqlash juda muhim bo'lib, bu jarayonning birinchi qadami hisoblanadi. Muammo aniq va tushunarli tarzda belgilanishi kerak, shundan keyin uni operatsion shaklga keltirish mumkin bo'ladi [8].

Muammoni aniqlashda quyidagilarni aniq ko'rsatish zarur:

muammoning kelib chiqish sababi va unga oid savollar;

tadqiqotning maqsadlari va ma'lumot yig'ishdan ko'zlangan natija;

gipotezalar, yig'iladigan ma'lumot va qo'llaniladigan tahlil usullari;

tadqiqot savollari;

muhokamalar orqali g'oyalar olish va muammoni amaliy shaklda qayta ifodalash.

E'tibor berilishi kerak bo'lgan jihatlar:

texnik atamalarni aniqlash;

asosiy taxminlarni aniq ifodalash;

tadqiqot bayonotini yozish;

tadqiqotning vaqt chegaralarini ko'rsatish;

ma'lumot manbalarini qayd etish.

2. Adabiyotlarni sharhlash

Mavzu haqida aniq tasavvurga ega bo'lish va ma'lumotlarning mavjudligi darajasini bilish uchun o't-kaziladi. Bu jarayon bizga nimalar mavjud va yana nimalar izlanishi kerakligini ko'rsatadi [10]. Sharhlanadigan adabiyotlar ikki turga bo'linadi:

nazariy / tushunchaviy adabiyotlar;

ushbu sohadagi boshqa tadqiqotlarning natijalari.

Asosiy manbalar: ilmiy jurnallar, kitoblar, davlat hisobotlari, internet resurslari va boshqalar hisoblanadi.

3. Gipoteza shakllantirish

Gipoteza – hali tasdiqlanmagan hodisani tushuntirib beruvchi vaqtinchalik taxmin. U tajriba orqali qabul qilinishi yoki rad etilishi mumkin. Gipoteza tadqiqotning markazida turadi va qo'llaniladigan metodlarni belgilaydi. Shu bois uni ehtiyotkorlik bilan shakllantirish kerak [8].

Tegishli muhokamalar, mavjud ma'lumotlarni tahlil qilish va mavzuga chuqur yondashish tadqiqotchiga gipoteza ishlab chiqishda yordam beradi. Tadqiqotning izlanish (eksplorativ) turi gipoteza talab qilmaydi.

4. Tadqiqot dizayni

Bu – tadqiqotning "chizmasi", ya'ni ma'lumot yig'ish, o'lchash va tahlil qilish rejasi, qo'llaniladigan usullar va jarayonlar majmuasi hamda tadqiqotning umumiy strategiyasi [2].

5. Ma’lumot yig‘ish

Ma’lumotlar ikki turda bo‘ladi [8]:

Birlamchi – tadqiqotchi tomonidan to‘g‘ridan-to‘g‘ri yig‘iladi (kuzatish, keys, intervyu, so‘rovnomalar orqali).

Ikkilamchi – allaqachon mavjud yoki nashr qilingan ma’lumotlar.

1. Asosiy usullar:
2. Aholi ro‘yxati / so‘rovnoma

Kuzatish usuli

6. Ma’lumotlarni tahlil qilish

Bu — yig‘ilgan ma’lumotlarni tartibga solish va tahlil qilib, ulardan xulosa chiqarish jarayoni. Asosiy bosqichlari [5]:

Kategoriyalash – javoblarni muammo yoki gipoteza asosida tasniflash;

Kodlash – ma’lumotlarni guruhlash va solishtirish uchun qulaylashtirish.

7. Hisobot yozish

Tadqiqot hisobotlari ravshan, original va tushunarli bo‘lishi kerak. U o‘quvchiga metodologiya va natijalarni osongina anglash imkonini berishi lozim [10]. Hisobot ikki qismdan iborat bo‘ladi:

Kirish sahifalari – tadqiqot nomi, muallif(lar), tashkilot, muqaddima, asosiy natijalar va manbalarni e’tirof etish.

Asosiy matn – boblar bo‘yicha tuzilgan. Kirish bobida maqsad, asos, adabiyotlar sharhi, gipoteza, asosiy tushunchalar, qo‘llangan metodlar va cheklovlar keltiriladi. Keyingi boblarda esa natijalar mantiqiy ketma-ketlikda beriladi.

Hisobot yakunida quyidagilar ko‘rsatiladi:

Tadqiqotdan olingan xulosalar va ular belgilangan maqsad/gipotezaga qanchalik mos kelishi;

Umumlashtirish darajasini cheklovchi shartlar;

Javobsiz qolgan savollar va kelgusidagi tadqiqot yo‘nalishlari;

Hisobot boshida qisqa **Ijrochi xulosa (Executive Summary)** berilishi mumkin.

Iqtisodiyotda ilmiy tadqiqot evolyutsiyasi

Ilm-fan va ilmiy tadqiqotlar jamiyat taraqqiyoti va iqtisodiy o‘sish uchun muhim omillardan biridir. Iqtisodiyot fanida olib boriladigan ilmiy tadqiqotlar nafaqat iqtisodiy nazariyani boyitadi, balki, bozor mexanizmlarini tushunish, va amaliy iqtisodiy muammolarga yechim topishda ham bevosita rol o‘ynaydi. Xususan, XX va XXI asrlarda ilmiy tadqiqotlarning tabiati, metodologiyasi va mavzulari keskin o‘zgardi: nazariy tahlildan empirik va eksperimental yondashuvlarga o‘tish, kvantitativ vositalarning keng qo‘llanishi, shuningdek ilmiy hamkorlik va globalizatsiyaning kuchayishi bularning barchasi natijasida yangi ilmiy paradigmalarning shakllanishiga olib keldi.

Nima uchun ilmiy tadqiqotlar evolyutsiyasini bilish muhim?

Birinchidan, ilmiy tadqiqotlar va innovatsiyalar iqtisodiy o‘sishning asosiy drayverlaridan biri hisoblanadi: yangi bilim va texnologiyalar mahsuldorlikni oshiradi, yangi bozor va kasb turlarini yaratadi.

Ikkinchidan, ilmiy tadqiqotlar tizimlarining samaradorligi va ularni moliyalashtirish shakllari siyosatchilar uchun bevosita ahamiyatga ega — qaysi moliyalashtirish mexanizmlari va institutlar eng yaxshi natija beradi?

Uchinchi jihat – metodologik: iqtisodiy tadqiqotlarda empirik ishonchlilik, replikatsiya (*tadqiqot natijalarini boshqa tadqiqotchilar qayta bajarib, xuddi shunday yoki juda o‘xshash natijalarni olishi*) va identifikatsiya (*statistik yoki ekonometrik modelda sabab–natija (causal relationship)ni aniq ajratib olish jarayoni*) strategiyalari kabi yangi talablarga javob berish zaruriyati kuchaydi. Shuningdek, ilmiy kommunikatsiyaning raqamli transformatsiyasi (ochiq ilm, preprintlar (*ilmiy maqolaning “dastlabki ochiq e’lon qilingan nusxasi”, hali jurnal ko‘rib chiqmagan bo‘ladi, lekin tez tarqalishi va muhokama qilinishi uchun foydali vosita hisoblanadi*), bibliometirika vositalari (*ilmiy adabiyotlarni o‘lchash va tahlil qilish uchun yaratilgan usullar va dasturlar*) ilmiy jarayonlarni shakllantirishda o‘z o‘rniga ega.

Iqtisodiy fanlar evolyutsiyasiga dastlabki turtki va jozibador kuch bergan muammo – bu **bozor almashinuvi muammosi** edi. A.Smitning mashhur asari *“Xalqlar boyligining tabiati va sabablari to‘g‘risidagi tadqiqot”* (1776) shundan boshlandi. Uning fikricha, iqtisodiy olamda tartib mavjud va bu tartib yuqoridan berilmagan, balki alohida shaxslarning o‘z foydasini ko‘paytirishga intilishi natijasida almashuv jarayonlaridan paydo bo‘ladi [11].

Iqtisodiy tafakkur tarixi – bu bozor munosabatlariga asoslangan iqtisodiyotning qanday ishlashini tushunishga qaratilgan urinishlar tarixidir.

A. Smit uch asosiy boylik manbaini ko‘rsatib beradi [11]:

ilmiy-texnik taraqqiyot (mehnatni tejash orqali);

tejamkorlik (mehnat mahsulotini tejash orqali);

samarali qishloq xo‘jaligi (sanoat va savdo taraqqiyotining asosi sifatida).

U mashhur “ko‘rinmas qo‘l” ta’sirini ham ta’rifladi: narxlar tizimi mukammal raqobat sharoitida iqtisodiy jarayonlarni muvofiqlashtiruvchi mexanizm sifatida ishlaydi.

1. XIX asrning birinchi yarmida iqtisodiy fanlar quyidagi asarlar ta’sirida talqin qilindi:

2. Xalq boyligining tabiati va sabablari to‘g‘risidagi tadqiqot (A. Smit);

3. Ishlab chiqarilgan boylikni taqsimlash qonunlari (D. Rikkardo);

Kapitalizm harakati qonunlari (K. Marks).

Klassik metodologiya yutuqlari esa ilk bor J.M. Keyns tomonidan 1891-yilda “Siyosiy iqtisodiyotning predmeti va metodi” asarida umumlashtirildi [7].

XIX asrning oxirgi choragiga kelib (klassik davr yakuni) iqtisodiyot inson xulq-atvori va uning cheklan-

gan resurslardan foydalanishdagi munosabati sifatida ko‘rila boshlandi. Resurslar va ehtiyojlar berilgan sharoitda ularni samarali taqsimlash masalasi fanning markaziga aylandi. Agar foydalilik XIX asrning birinchi yarmida narsa yoki xizmatning inson ehtiyojini qondirish qobiliyati sifatida talqin qilingan bo‘lsa, marjinalistik inqilobdan so‘ng u “xohishlilik” sifatida tushunila boshladi. Bu esa ehtiyoj qondirilgan darajaga qarab foydalilikning o‘zgarishini ko‘rsatdi.

Marjinalizm, shuningdek, bozor tashqarisidagi (davlat va ijtimoiy) tartibga solish muammosini yangicha talqin qildi: u “ko‘rinmas qo‘l”ni yanada aniqroq va boshqariladigan qilishga intildi, ishlab chiqarish va iste’molda xarajatlar va natijalarni chegara prinsipi asosida uyg‘unlashtirdi.

An’anaviy mikroiqtisodiyot

An’anaviy mikroiqtisodiyot — bu taqqoslamali statikaning mavhum tahlilidir. U muvozanat natijalarini izohlashda kuchli, biroq muvozanatga olib boruvchi jarayonlarni tushuntirishda, firmalarning nomuvozanat sharoitidagi xatti-harakatlarini bashorat qilishda va iqtisodiy muhitda firmalarning paydo bo‘lishi hamda yo‘qolishini izohlashda ojizdir.

Darvin nazariyasidagi “eng kuchlilarning yashab qolishi” tamoyiliga ko‘ra, yashab qolish uchun faqatgina raqobatchilardan ko‘ra yaxshiroq moslashgan bo‘lish kifoya. Xuddi shuningdek, biz tabiiy tanlanishga asoslanib, tirik qolgan turlar mukammal, deya olmaganimiz kabi, iqtisodiy tanlovga qarab ham tirik qolgan firmalar albatta maksimal foyda oladi, deb ayta olmaymiz.

Texnologiyalar borasida ham shu holat yuz beradi: agar biror firma tarmoqqa dastlab kirib, ustun mavqe egallasa, butun tarmoq eng yaxshi bo‘lmagan texnologiyaga bog‘lanib qolishi mumkin. Masalan, yozuv mashinalari va kompyuter klaviaturalardagi nooptimal (ammo odat tusiga kirgan) tugmalar joylashuvi shunday jarayonning yaqqol misolidir. Bu holat esa ba’zida qaytarilmas bo‘lib qoladi.

Makroiqtisodiyot va Keynes inqilobi

1920-yillarda sovet olimlari G.M. Krjijanovskiy, L.N. Litoshenko (Leninning GOELRO rejasi), V. Leontev, N.D. Kondratyev va ingliz iqtisodchisi J.M. Keynes (“Pul haqidagi traktat”, 1930; “Bandlik, foiz va pulning umumiy nazariyasi”, 1936) ishlari yordamida makroiqtisodiyot shakllandi va mikroiqtisodiyotning o‘rnini egalladi [6].

Keyns inqilobi iqtisodiy tafakkur tarixida tengsiz voqea bo‘ldi: bu hodisa “laissez-faire” — davlatning iqtisodiyotga aralashmaslik doktrinasining tugashini anglatdi. Endi fiskal siyosat faol iqtisodiy boshqaruv vositasi sifatida tan olindi.

Keyneschilar va monetaristlar bahsi

Iqtisodiy tafakkur tarixidagi eng shiddatli bahs Keyneschilar bilan monetaristlar o‘rtasida bo‘ldi (P. Samuelson bir tomonda, M. Fridman va F. Maxlup boshqa tomonda). Ba’zan bu bahs o‘rta asrlardagi keskin diniy munozaralarni eslatardi.

1937–1948-yillarda P. Samuelson o‘zining doktorlik dissertatsiyasi “Iqtisodiy tahlil asoslari”ni yakunladi. Bu asar iqtisodiy fan tarixida burilish yasadi. Unda u quyidagilarni isbotladi [9]:

shartli maksimallashtirishning standart taxminlari ko‘pgina iqtisodiy prognozlarni chiqarib olish uchun yetarli emas;

taqqoslamali statistika metodi faqat tegishli dinamik tizim aniqlashtirilgan va uning barqarorligi isbotlangan taqdirdagina foydali;

miqdoriy va sifatli hisob-kitoblar o‘rtasida ishonchli chegara yo‘q.

Samuelson, shuningdek, “yangi farovonlik nazariyasi” ning asosiy dogmalariga nisbatan tanqidiy qarash bildirdi. Unga ko‘ra, jamiyatdagi farovonlik to‘g‘risida individual taqqoslashlarsiz to‘g‘ri xulosalar chiqarib bo‘lmaydi. U shuningdek, iqtisodiy modellardagi muvozanat g‘oyasi aslida oddiy bashorat bo‘lib, real hayotdagi ko‘plab o‘zgaruvchilar barqaror turganida ularning natijalari ham barqaror bo‘lib qoladi, xolos, deb ta’kidladi. Samuelson, inson xatti-harakati ko‘pincha ratsional bo‘lmaydi, dedi: masalan, odamlar sarflangan dollarga foydalanilmagan imkoniyat tufayli yo‘qotilgan dollardan ko‘ra ko‘proq ahamiyat beradi.

M. Fridman va instrumentalizm

1953-yilda Milton Fridman mashhur “Ijobiy iqtisodiy fan metodologiyasi haqida esse”sini chop etdi. Unda u:

har qanday nazariya haqiqatning aniq nusxasi emas, balki soddalashtirilgan model ekanini;

iqtisodiy agentlarning xatti-harakatlarini ideallashtirganini;

boshlang‘ich shartlarni ortiqcha soddalashtirishini, shuning uchun har doim noaniq bo‘lishini ko‘rsatdi [4].

Fridman instrumentalizm metodologiyasini ishlab chiqdi: nazariya – bu faqat bashorat vositasi, ya’ni “sertifikat” bo‘lib, uning yagona qadriyat mezoni – prognoz quvvati. U “iqtisodchilar o‘z gipotezalarini “realistic” qilish haqida o‘ylamasliklari kerak” deb hisoblagan. Masalan, u pulga bo‘lgan talab funksiyasi barqaror, pul aylanish tezligi esa Keyns multiplikatoridan ko‘ra ishonchliroq ko‘rsatkich, deb ta’kidladi.

Bugungi kunda rivojlangan mamlakatlarning markaziy banklari pul agregatlarini operatsion ko‘rsatkich sifatida emas, balki informatsion indikator sifatida ko‘radi. Ammo pul agregatlari hanuz qisqa muddatli nominal foiz stavkasini boshqarish siyosatiga xizmat qilmoqda. Shunday qilib, hozirgi davrda asosiy iqtisodiy barqarorlik omili fiskal emas, balki pul-kredit siyosatidir. Keynschilik esa monetaristik g‘oyalarni o‘z ichiga singdirib, yanada murakkab makroiqtisodiy nazariya shakliga ega bo‘ldi.

Shunindek, ilmiy tadqiqotlar evolyutsiyasiga jamiyatdagi ijtimoiy, iqtisodiy, siyosiy hamda institutsional o‘zgarishlar ham ta’sir ko‘rsatadi

1. Ilm-fan tufayli jamiyatda bir qator tub o‘zgarishlar yuz bergan. masalan:

2. Mehnat sohasi. Dehqon va hunarmand mehnati asta-sekin qishloq xo‘jaligi va sanoat ishchisining mehnatiga aylandi. Qishloq xo‘jaligi sanoat ishlab chiqarishining tarmog‘iga aylandi. XX asr oxirida texnologik yangiliklar tufayli hatto sanoat ishchilari soni ham qisqara boshladi. Fizik mehnat yo‘qolib, ming yillar davomida bu sohada band bo‘lgan ijtimoiy qatlamlar kamayib ketdi.

Transport. Avval masofani yengib o‘tishning asosiy vositalari yelkanli kema, ot va tuya edi. XVIII asr oxirida Sankt-Peterburgdan Moskvaga borish katta “sayohat” hisoblangan. Biroq paroxod, temiryo‘l, avtomobil va samolyotlar tufayli masofalarni yengib o‘tish o‘nlab, hatto yuzlab marta tezlashdi. Bugungi kunda esa bir necha soat ichida boshqa qit’aga yetib borish mumkin.

Bundan tashqari, ilmiy-texnik taraqqiyotning, balki eng muhim yutuqlaridan biri bu – **aloqa vositalarining jadal rivojlanishi**dir. Insoniyatning butun oldingi tarixida odamlar faqat yaqin atrofidagilar bilan muloqot qilish imkoniga ega bo‘lishgan. Pochta ixtiro qilinishi bilan aloqa doirasi kengaydi. Keyinroq gazeta, telegraf, radio, telefon, televideniye paydo bo‘ldi. So‘nggi o‘n yilliklarda esa mobil telefon va internet odamlar o‘rtasidagi masofani bartaraf etib, minglab kilometrlar uzoqlikda bo‘lsalar ham, muloqot va hamkorlik qilish imkonini berdi.

Shubhasiz, insoniyat uchun eng katta ne’matlardan yana biri — **tibbiyot taraqqiyoti**dir. Insoniyat bir vaqtlar butun mamlakatlarni vayron qilgan o‘lat, vabo, chechak epidemiyalaridan qutuldi. O‘rtacha umr davomiyligi qariyb ikki barobar oshdi. Hozirda hatto qariyalar ham faol hayot kechira olishmoqda.

Zamonaviy shahar aholisi, xususan, “sivilizatsiyalashgan” mamlakatlarda, **texnofan yaratgan muhitda** yashaydi: ko‘p qavatli uylarda, gaz yoki elektr plitasi, muzlatkich, kir yuvish mashinasi mavjud xonadonlarda; markaziy isitish, issiq va sovuq suv, qulay hojatxona va hammom bilan ta’minlangan turar joylarda. Ular avtomobil orqali harakatlanadi, oziq-ovqatni do‘kondan sotib oladi, yil bo‘yi ekzotik mevalardan bahramand bo‘lishadi.

Bular va boshqa ko‘plab **texnofan yutuqlari** inson hayotini tubdan o‘zgartirdi: mehnatini yengillashtirdi, turmushini qulay qildi, hayotini sog‘lomroq va uzoqroq qildi. Ammo nega yildan-yilga ilmiy-texnik taraqqiyotga bo‘lgan hayrat kamayib bormoqda?

V.G. Goroxovning ta’kidlashicha, biz ko‘pincha yangi texnologiyalarni ishlab chiqarish va ijtimoiy hayotga tatbiq etishda ularning mumkin bo‘lgan oqibatlarini hisobga olmaymiz. U shunday yozadi:

“Ilmiy-texnik taraqqiyot insoniyatning texnik qudratini beqiyos darajada oshirdi, lekin inson o‘z aqlidan faqat yangi texnologiyalar yaratish va joriy qilish uchun emas, balki ularning oqibatlarini tushunish va baholash uchun ham foydalanishni o‘rganishi kerak. Zamonaviy ilmiy-texnik rivojlanish o‘z-o‘zini tahlil qilishga asoslangan tizim bo‘lishi zarur.”

Demak, texnik taraqqiyotni endi shunchaki inqilobiy, uzluksiz rivojlanish sifatida tasavvur qilib bo‘lmaydi; uni zamonaviy falsafiy yondashuv qayta baholashni talab qiladi [5].

Tabiiyki, biologik hayotini davom ettirish uchun inson oziq-ovqat topishi, uy-joy, kiyim-kechak bilan ta’minlanishi, nasl qoldirishi lozim. Aynan mana shu biologik ehtiyojlarni qondirish jarayonida inson moddiy faoliyati orqali tabiatni o‘zgartiradi. Texnika bu faoliyatni ulkan darajada kengaytiradi va kuchaytiradi, insonning tabiatdan moddiy ne’matlar olish imkoniyatlarini oshiradi.

Biroq savol tug‘iladi: fan insonning ma’naviy ehtiyojlari va o‘sishiga nima berdi?

Ha, fan dunyo haqidagi tasavvurlarimizni o‘zgartirdi: cheklangan antik kosmos o‘rnini milliardlab galaktikalardan, qora tuynuklardan iborat cheksiz koinot egalladi. Yer to‘liq tadqiq qilindi, Oy, Mars, Venera haqida sun’iy apparatlar orqali ma’lumotlar olindi, atom tuzilishi ochildi. Tarixiy afsona va rivoyatlar ilmiy tarixiy bilimga aylandi, biologiya inson organizmi haqida katta kashfiyotlar qildi.

Fan bizga tabiat haqida bilim berdi, uni o‘zgartirish vositalari bilan qurollantirdi. Lekin u insonning ma’naviy-axloqiy rivojlanishiga deyarli hissa qo‘shmadi va “Insonning insonga xos mohiyati nimada? U nima uchun yashaydi? Hayot va o‘lim, baxt va muhabbatning mazmuni nima?” kabi eng muhim savollarga javob berishga intilmadi.

Aksincha, biologik ehtiyojlarni qondirishga qaratilgan texnofan insonni oddiy biologik mavjudot sifatida ko‘rdi va uni boshqa hayvonlardan farqlamadi. U insonni ulug‘lovchi mifologik, diniy va falsafiy qarashlarga qarshi kurashdi.

O‘rta asr kosmologiyasida geotsentrizm teotsentrizm bilan chambarchas bog‘langan edi: Yer markazda, inson esa yaratilgan olamning markazida turar edi. Zamonaviy ilmiy kosmologiyada esa insonning koinotdagi o‘rni keskin pasayib, u go‘yoki loydan yasalgan kichik sayyoraga yopishib olgan “mikrob” sifatida tasvirlanadi.

Shunday qilib, muhim xulosa shuki: fan bizga dunyo haqida bilim berdi va uni o‘zgartirish vositalarini taqdim etdi, biroq u insonning haqiqiy insoniy mohiyati haqida hech narsa demadi hamda uning ma’naviy taraqqiyotiga juda oz hissa qo‘shdi.

Bugungi dunyoda fan alohida ahamiyat kasb etadi: u yuqori texnologiyalar va bilimga asoslangan innovatsion iqtisodiyotning poydevoridir. Endi asosiy boylik – ruda, neft, gaz emas, balki intellekt kuchi va ilmiy bilimdir.

Bizning davrimiz ko‘pincha “ilmiy yutuqlar va texnik inqiloblar davri” deb ataladi. Ammo bu davr bir vaqtning o‘zida insoniyat uchun halokatli tajribalar, texnogen ofatlar va yadro muvozanatining noziklig‌i davri hamdir. XX asrda bilim insonning ma’naviy yuksalishiga xizmat qildi, ammo shu bilan birga insoniyat tarixidagi eng dahshatli hodisalarga ham sabab bo‘ldi: fashistlar lagerlaridagi tajribalar, ommaviy qirg‘in qurollari — yadro, biologik va kimyoviy arsenalning yaratilishi bunga yaqqol misoldir.

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EXPLORING THE ROLE OF STUDENT ENGAGEMENT IN MEDIATING THE IMPACT OF AI PERSONALIZATION ON ACADEMIC OUTCOMES: A PLS-SEM STUDY

A quantitative study on AI-driven personalized learning, student engagement, self-efficacy, and ethical awareness

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Abstract: Using PLS-SEM, this paper explores the effect of artificial intelligence (AI) personalised learning on student academic results in tertiary education in Uzbekistan from the sample 66 respondents. Despite the rapid proliferation of AI tools in higher education, empirical evidence from Uzbekistan remains scarce. Findings demonstrate the positive influence of personalisation through AI on student engagement, however, the direct link from AI personalisation to learning outcomes is not significant (β = -0.146, p = 0.291). Based on mediation analysis, engagement serves as a full mediator between AI personalisation and learning outcomes. In other words, the mere presence of technology is not enough to enhance academic performance - its effectiveness is determined by the extent to which it triggers student engagement. Self-efficacy was identified as another main factor influencing learning outcomes, and ethical awareness was shown to have a statistically significant negative effect (β = -0.515, p = 0.004), which could be interpreted as the critical-awareness of AI being at odds with effective tool use in a digitally developing context. Apart from addressing a geographic blind spot, the paper also discusses its implications to educators and institutions that are implementing AI technologies in education.

1. Introduction

Nowadays AI is influencing not only which is the foundation of social progress — education — but in fact all aspects of society. Educational institutions have been gradually abandoning conventional education methods and embracing the use of advanced and AI technologies.

In particular, AI plays a major role in learning by adapting the instruction to each learner's knowledge level and by working with the students to fill up the gaps in their understanding. The use of adaptive learning and learning analytics methods exemplify this: the systems are customised to the students' needs and obliged to merely provide learners with the needed information within a short frame of time.

On the other hand, AI's creation of good educational experiences raises a number of problems. Possibly the most prominent one is the fact that by using AI tools, students may start to think that they can get everything done by just doing that, which will mean that they become less and less capable of using their own brains or coming up with solutions by themselves. From this standpoint, some researchers have pointed out that too much reliance on AI technology could disturb the equilibrium of human agency versus technology in the education process (Sadikova, 2024; Chan & Hu, 2023).

This paper aims to uncover the function of AI in the process of learning, its potential uses, and its effective applications. The goals are: first, to explain the role and nature of AI in the education sector; second, to measure and examine how AI personalisation influences student engagement and academic achievement; third, to study the connections between AI tools, self-efficacy, ethical awareness, and academic performance.

2. Literature Review

2.1 Artificial Intelligence in Education

Artificial intelligence (AI) has disrupted the traditional education system by bringing in new ways to teach and learn, along with the promise of sufficiently supporting the individual learning needs of every single learner. On top of that, AI through data analyses empowers decision making, letting educational systems study students' behaviour and modify learning resources accordingly (Chen et al., 2020). Hence, personalised learning through AI is a more precise method of delivering content, and it helps attain better learning outcomes.

In addition, AI-driven platforms are also changing education through the automation of routine and time-consuming tasks performed by the educators, and at the same time, AI offers a new form of interaction with students — immediate and informative feedback that can be acted upon by the learners (Ayeni et al., 2024). Moreover, with the increasing demand to provide educational opportunities to students regardless of their physical locations or other personal limitations, AI is playing a critical role in the provision of such services and at the same time, it is giving rise to the need of combining it with humanised education which can help in removing the human barrier (Ayeni et al., 2024).

Teachers can benefit from the potential of AI integration in education by using its ability to analyse learner behaviour and performance in real-time, thereby disinfecting time and resources in their pedagogical interventions based on students' individual needs as well as planning and delivery of structured and engaged in class activities (Mamatqobulov, 2024). Teacher is needed only for guiding, motivating, and interpersonal interaction, which are point of pedagogy where human factor is so strong that cannot be replaced even by AI (Choriyev, 2024).

The term artificial intelligence (AI) was first coined and formally defined during a seminar at Stanford in 1956, where a group of researchers led by John Mc-



Carthy laid the groundwork for AI alongside other giants in the field such as Marvin Minsky, Allen Newell, and Herbert Simon (Begimov et al., 2024). Since, developments in AI progressed from conceptual descriptions or theoretical frameworks for human-like intelligence into designing and building functional systems able to perform one or more cognitive tasks that human can perform.

2.2 AI-Based Personalised Learning

The introduction of personalised learning means that the one major benefit of AI in education that has been identified is that it allows educators to individually tailor their instruction to students by analysing their both academic performance and learning behaviour. With the personalised learning through AI, the education environment resembles that of tutor being able to adjust his/her teaching to the student(s) depending on the students' needs, weaknesses and the areas of their mastery (Katiyar et al., 2024).

Besides, education becomes more student-centered due to the fact that personalised learning gives students the opportunity to choose their own pace and path. It has been established by Chan and Hu (2023) that AI-personalisation allows for better matching of content to the individual, thus enhancing learning effectiveness. This approach being adaptable not only facilitates within-session understanding but also fosters continuous developmental learning.

Intelligent tutoring systems monitor at an ongoing basis a student's knowledge level, identify what a student still needs to learn, and recommend personalised learning paths (or study routes). Studies suggest that those learning with AI tutor systems increase learning outcomes by 0.66 standard deviations relative to the ones who rely on the traditional methods, demonstrating the effectiveness of these tools (Abduxamidova, 2024). Besides, AI-driven predictive analytics can be used to identify students at risk with the accuracy of up to 85%, enabling timely and well-targeted interventions (Abduxamidova, 2024).

2.3 Student Engagement and Learning Outcomes

Academic achievement is directly influenced by student engagement, and as such, it remains a critical target of educational interventions. Learning environments enhanced with AI have been demonstrated to motivate students better and boost their engagement by providing adaptive and interactive learning experiences (Ezeoguine & Eteng-Uket, 2024). Along these lines, through the numerous learning supports and real-time feedback characteristic of such systems, students are encouraged to be more active and involved in the learning process.

Furthermore, it is demonstrated in a study by Ayeni et al. (2024) that, apart from student engagement, use of AI tools in education primarily assists at the deeper understanding of subjects and completing tasks in a more effective way, which leads to better academic outcomes. So, the adoption of AI in the education system has been found to strengthen the cognitive and behavioural components of engagement, thereby leading to improved academic achievement.

Using AI-based digital technologies will provide a learning environment where education contents and activities are tailored to the individual needs of each learner. This, on the other hand, upgrades the quality of education and expands access to equal learning opportunities (Sadikova, 2024). Furthermore, through the use of natural language processing, administrative processes are automated, workload is reduced and teachers have more time to devote to student interaction (Abduxamidova, 2024).

2.4 Ethical Concerns of AI in Education

However, the utilisation of AI generates a number of ethical issues. One of the main concerns revolves around students' integrity, as they may be tempted to use AI-generated material for their assignments and assessments without proper citation, which in turn increases the likelihood of plagiarism (Chan & Hu, 2023).

Moreover, too much reliance on AI tools might lead to a loss in students' capacity for critical thinking and creativity. According to Kumar (2023), AI very quickly generates high-quality responses but often lacks originality and personal perspective. Besides, AI systems are known to produce biased results because the training data have limitations, which raises concerns regarding fairness and reliability (Gupta et al., 2024).

Privacy of data is the last ethical problem to mention here. The more we are hit by news of data breaches, the more students' personal and psychological information stored in AI systems really becomes a target which is direct threat (Abduxamidova, 2024). Moreover, over-use of AI deprives education of the human factor — the relational and experiential teaching aspects that AI cannot replicate (Sadikova, 2024). This is why, it is important to raise ethical awareness and promote responsible use of AI among students (Aliyeva & Xalilova, 2024).

2.5 Digital Infrastructure and Regional Context

Besides the quality of technology, successful AI implementation in education depends on the availability of sufficient digital infrastructure. In Uzbekistan, for example, the figures from 2022 show that more than 30 percent of rural schools do not have stable internet access, and more than 40 percent of

students lack digital literacy skills sufficient for the effective use of computer-based tools (Aliyeva & Xalilova, 2024). These statistical data highlight a serious infrastructural disparity between urban and rural education environments.

A number of systemic interventions have been identified as priorities in this regard, for example: upgrading the digital infrastructure of rural schools, organizing structured teacher training programs, developing AI platforms consistent with national curricula, licensing and ethical norms for AI use in education (Aliyeva & Xalilova, 2024).

2.6 Research Gap

It is widely accepted that the role of AI in education has been studied extensively in the literature, yet little is known about students' perceptions of AI-personalised learning, especially in developing regions such as Uzbekustan. Most of the existing research has been conducted in developed countries; that is why there is a contextual lack of educational systems in the emerging markets. The studies focusing on Uzbekistan given above make a step towards filling this gap, however, there is still a scarcity of large-scale empirical studies examining students' actual experiences with AI-driven personalised learning in Uzbekistan settings. Hence, this paper sets out to provide empirical evidence from the Uzbekistan perspective and to add to the still developing body of research grounded in the region.

3. Methodology

In this paper, a main analytical approach was Partial Least Squares Structural Equation Modeling (PLS-SEM). Practical reasons behind using this method are: first, it can easily deal with moderate sample sizes; second, it is not dependent on the assumption of multivariate normality; third, it is suitable for exploratory studies even when theoretical benchmarks are hardly available (Hair et al., 2019). SmartPLS 4.1 was the software used for all the calculations.

The initial data was obtained through a structured survey, targeting university students from Uzbekistan. 71 people started the questionnaire, however, only 66 who provided responses on all items were included in the final data set. The instrument was equipped with a five-level Likert scale (1= strongly disagree, 5 = strongly agree), and it was used to measure 5 latent variables: AI Personalisation (AIP, 5 items), Student Engagement (SE, 4 items), Ethics and Critical Thinking (ET, 4 items), Self-Efficacy (SEF, 3 items), Learning Outcomes (LO, 3 items). Reverse-coded items were re-coded before analysis to ensure that all were oriented in the same direction.

The questionnaire consisted of seven parts: demographic information, frequency and purpose of AI use, perceptions of personalisation, student engagement, ethical concerns, AI competency, and general attitudes toward AI in education. The questions were adopted from the legacy of validated instruments in the AI-in-education literature translated into Uzbek.

The analysis was done in two phases. Firstly, the psychometric evaluation of the measurement model was conducted with emphasis on outer loadings, Cronbach's alpha, composite reliability (rho_c), and average variance extracted (AVE); convergent validity was examined using the threshold of 0.50 for AVE. In the second phase, the structural model was estimated through bootstrapping with 5,000 resamples, which is an approach that generates stable standard errors and significance tests without the assumption of normality. Mediation was tested by examining the direct effect AIP → LO against the indirect effect through the mediator, SE.

4. Results

4.1 Measurement Model

The first prerequisite for a meaningful interpretation of structural model results is reliability and validity of each constructs. The Table 1 which follows here is the detailed psychometric profile of the constructs.

Table 1. Construct Reliability and Validity

Construct	Cronbach's α	Composite Reliability (rho_c)	AVE	Assessment
AIP	0.868	0.905	0.657	Good
SEF	0.790	0.852	0.668	Good
SE	0.645	0.798	0.514	Acceptable
ET	0.520	0.617	0.497	Below threshold
LO	0.175	0.598	0.395	Below threshold

Two constructs held up well across all criteria. AIP showed strong internal consistency (α = 0.868, rho_c = 0.905) and an AVE of 0.657 — comfortably above the 0.50 threshold. SEF followed a nearly identical pattern (α = 0.790, rho_c = 0.852, AVE = 0.668). Both constructs support convergent validity without reservation.

Student Engagement (SE) fell into acceptable territory, meeting minimum thresholds (α = 0.645, AVE = 0.514) but not by a wide margin. One item — SE3 — carried an outer loading of 0.370, well below the recommended cutoff of 0.70, and was the primary drag on the construct's reliability. This item should be revisited in future versions of the instrument.

The ET and LO constructs did not reach standard

reliability thresholds. For LO, a single problematic item — LO3 — had an outer loading of 0.113 and a bootstrapped p-value of 0.763, indicating it contributed almost no shared variance to the construct. Dropping this item would improve LO's psychometric profile and is recommended for future data collection. These measurement limitations call for cautious interpretation of effects involving ET and LO, though they do not invalidate the structural findings.

4.2 Structural Model

The model explained 66.6% of the variance in Learning Outcomes (R^2 = 0.666) and 46.4% of the variance in Student Engagement (R^2 = 0.464). Both values reflect meaningful explanatory power by standard benchmarks, as shown in Tables 2 and 3.

Table 2. Path Coefficients — Bootstrapping Results (5,000 resamples)

Path	β	T-statistic	p-value	Decision
AIP → SE	0.681	9.840	< 0.001	Supported
AIP → LO (direct)	-0.146	1.056	0.291	Not supported
SE → LO	0.334	2.269	0.023	Supported
SEF → LO	0.391	3.072	0.002	Supported
ET → LO	-0.515	2.874	0.004	Supported (negative)
AIP → SE → LO (indirect)	0.227	2.220	0.026	Full mediation confirmed

The strongest direct effect in the model was the path from AIP to SE (β = 0.681, p < 0.001). Respondents who experienced higher levels of AI-driven personalisation reported substantially greater engagement with their coursework. Self-efficacy (SEF) had a meaningful positive effect on learning outcomes (β = 0.391, p = 0.002), operating independently of AI personalisation even after controlling for AIP and SE. The ET construct showed a statistically significant but negative path to LO (β = -0.515, p = 0.004). The direct path from AIP to LO was not statistically significant (β = -0.146, p = 0.291), indicating that AI personalisation's influence on outcomes operates indirectly through engagement.

Table 3. Coefficient of Determination (R^2)

Construct	R^2	Interpretation
LO	0.666	Substantial
SE	0.464	Moderate

4.3 Mediation Analysis

Student engagement as a mediator of the link between AI personalisation and learning outcomes was verified by measuring the indirect path AIP → SE → LO along with the direct path. Indirect effect is β = 0.227 (T = 2.220, p = 0.026), which is indeed statistically significant.

The combination — a direct effect not significantly different from zero (p = 0.291) but a significant indirect effect (p = 0.026) — perfectly fits the pattern of full mediation. AI personalisation in itself does not lead to improved learning outcomes; it works through the intermediate step of respondents becoming more engaged. If there is no engagement, or if it is somehow diminished, then the advantage of personalisation will not be realized.

5. Discussion

The most impactful finding of this research was the full mediation result. By directing AI personalisation towards the 66 sample students, engagement levels were increased first, then it was that engagement, not AI technology per se, that brought about improved learning outcomes. This is an important matter for institutional practice. Those educational leaders who put their money on AI tools for better grades and retention only, without considering the motivational prerequisites for such tools to be effective, are very likely to be disappointed. AI is an instrumental factor rather than a direct cause of desired outcomes.

The self-efficacy variable, however, made a compelling independent case with its contribution to outcome variance (β = 0.391, p = 0.002). That's precisely what AI personalisation is unable to do: developing students' beliefs in their capability to master the content. Of course, such tools can support students by delivering right content and pacing the learning; in building the intrinsic conviction that success is possiblable, they only constitute a partial support. Teachers who use these AI tools for content delivery in combination with confidence-building methods — such as structured formative feedback, early experience of success, and explicit reflection on progress — are likely to achieve better results than those relying on AI customisation only.

The negative coefficient for the path from ET to LO (β = -0.515, p = 0.004) makes it difficult to offer a simple explanation. A reasonable interpretation based on the geographical context of the study supports the view that students who are more sceptical about AI's capabilities encounter more obstacles rather than smoother functioning when they interact with these tools. In countries where digital infrastructure and AI literacy are in a developmental stage (Aliyeva et al., 2024), critical awareness of AI may be expressed in the form of reluctance and avoidance, rather than informed engagement. Thus, the argument here is not to reduce the teaching of AI ethics but to complement ethical education with

practical AI literacy so that critical thinking is use as a skill for navigation rather than a reason for paralysis.

First of all, the total participants are a mere 66. Besides, it is always a great limitation if a sample is taken from a single institution. Periodically, there might be some errors in the measures of ET and LO that may cause the size of the effects to be wrong. The analytical model that is only cross-sectional cannot demonstrate causality. The next step in research would be to work with larger and multi-site samples; longitudinal designs that can follow the change during a semester or an academic year; and revising the instruments, especially for LO.

6. Conclusion

The objective of this study was to explore the effects of AI-driven personalisation on the learning results of university students in Uzbekistan. A full mediation analysis conducted on the structural model revealed that AI-based personalised learning only affected academic performance through the enhancement of student engagement. Engagement was found to be a crucial element through which the effect of technology was realised. Along with learning outcomes, self-efficacy turned out to be an additional independent motive. The negative correlation between ethical awareness and academic performance was most likely a demonstration of the certain contextual limitation when the critical awareness of AI was at odds with the practical use of the tool.

These results indicate to educational institutions in regions with developing education systems that it is highly unlikely to get the expected results if they decide to use AI tools without paying attention to the engagement conditions, self-confidence of students, and practical literacy of AI. For the successful and productive integration of AI, there should also be a focus on infrastructure, pedagogy, and the learner-related aspects of education together. In other words, a holistic approach to these three dimensions is required.

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INNOVATSION BOSHQARUVNI TASHKIL ETISHDA REFLEKSIYA VA KREATIVLIKNING INTEGRATSIYASI: MCDONALD ‘S TAJRIBASI MISOLIDA



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Annotatsiya: Mazkur maqolada innovatsion boshqaruv tizimlarida refleksiya va kreativlikning o‘zaro dialektik bog ‘liqligi hamda ularning integratsiyalashgan holda qo ‘llanishining nazariy-amaliy ahamiyati yoritilgan. McDonald‘s korporatsiyasining global miqyosdagi boshqaruv tajribasi misolida refleksiv tahlil asosida qabul qilingan kreativ qarorlarning strategik samaradorligi ilmiy jihatdan asoslab beriladi. Tadqiqot natijalariga ko ‘ra, zamonaviy raqobat muhitida tashkilotlarning barqaror rivojlanishi reflektiv tafakkur va kreativ yondashuvning uzviy birligi bilan belgilanadi.

Abstract: This article examines the dialectical interrelation between reflection and creativity in innovative management systems and highlights the theoretical and practical significance of their integrated application. Based on the management experience of McDonald ‘s Corporation, the strategic effectiveness of creative decisions formed through reflective analysis is scientifically substantiated. The findings indicate that sustainable organizational development in a contemporary competitive environment is determined by the organic unity of reflective thinking and a creative approach.

Аннотация: В данной статье рассматривается диалектическая взаимосвязь рефлексии и креативности в системах инновационного управления, а также раскрывается их теоретико-практическое значение при интегрированном применении. На примере управленческого опыта корпорации McDonald ‘s научно обосновывается стратегическая эффективность креативных решений, принятых на основе рефлексивного анализа. По результатам исследования сделан вывод о том, что устойчивое развитие организаций в условиях современной конкурентной среды определяется органическим единством рефлексивного мышления и креативного подхода.



Kirish

Zamonaviy ijtimoiy-iqtisodiy sharoitda innovatsion boshqaruv nafaqat biznes subyektlari, balki ta’lim tashkilotlari faoliyatida ham strategik ahamiyat kasb etmoqda. Ta’lim muassasalari bugungi kunda raqobatbardoshlik, ta’lim sifati, manfaatdor tomonlar (o‘quvchi, ota-ona, jamiyat) ehtiyojlariga moslashuv hamda barqaror rivojlanish kabi omillar bosimi ostida faoliyat yuritmoqda. P.Drucker ta’kidlaganidek, innovatsiyalar va tadbirkorlik nafaqat biznes tuzilmalari, balki barcha zamonaviy tashkilotlar faoliyatining ajralmas qismiga aylanmoqda [1:145]. Shu bois innovatsion boshqaruv refleksiya va kreativlikka asoslangan yangi boshqaruv mentalitetini talab etadi.

J.Tidd va J.Bessant tomonidan olib borilgan tadqiqotlar shuni ko‘rsatadiki, muvaffaqiyatli tashkilotlar o‘z faoliyatini doimiy reflektiv tahlil qilish va ushbu tahlil asosida kreativ boshqaruv qarorlarini ishlab chiqish qobiliyatiga ega bo‘lgan tuzilmalardir [2:89]. Ushbu jarayonning samarali amalga oshirilishini McDonald’s korporatsiyasining global boshqaruv tajribasi yaqqol namoyon etadi. J.F.Lav o‘zining “McDonald’s: Behind the Arches” kitobida kompaniyaning dastlabki yillardan boshlab doimiy refleksiya va innovatsiyalarga asoslangan boshqaruv modelini shakllantirganini batafsil yoritadi [3:234].

Mazkur maqolaning maqsadi – McDonald’s korporatsiyasi misolida refleksiya va kreativlikning integratsiyalashgan boshqaruv mexanizmini tahlil qilish, uning ta’lim tashkilotlarini innovatsion boshqarishga transfer qilish imkoniyatlarini ilmiy jihatdan asoslashdan iborat.

Nazariy-metodologik asoslar

Refleksiya boshqaruv faoliyatida tashkilot yoki rahbarning o‘z qarorlari, jarayonlari va natijalarini tanqidiy tahlil qilish, ularning oqibatlarini baholash hamda kelgusidagi strategiyalarni qayta ko‘rib chiqish jarayoni sifatida talqin etiladi [3:156]. C.Argyris va D.Schön tomonidan ishlab chiqilgan tashkiliy o‘rganish nazariyasida refleksiya tashkilotlarning rivojlanish mexanizmi sifatida qaraladi. Mualliflar “bir halqali o‘rganish” (single-loop learning) va “kki halqali o‘rganish” (double-loop learning) tushunchalarini kiritib, ikkinchisi tashkilotning asosiy me’yor va strategiyalarini qayta ko‘rib chiqish imkonini berishini ta’kidlaydilar [4:78].

Donald Schön refleksiyani professional faoliyatning asosiy mexanizmi sifatida baholab, uni “harakat davomida o‘ylash” (reflection-in-action) va “harakatdan keyin o‘ylash” (reflection-on-action) shakllarida izohlaydi. Uning fikricha, haqiqiy professional mahorat aynan ushbu refleksiv jarayonlar orqali shakllanadi va takomillashadi [5:102].

Kreativlik esa reflektiv tahlil natijasida yuzaga keladigan yangi, noodatiy va samarali yechimlarni ishlab chiqish qobiliyatidir. T.Amabilening kreativlik komponentlari modeli kreativlikning soha bilimlari, kreativ ko‘nikmalar va ichki motivatsiya o‘zaro ta’sirida shakllanishini asoslaydi [8:87]. Ushbu modelga ko‘ra, kreativ mahsulot yaratish uchun ushbu uch komponentning uyg‘unligi zarur.

Muhim jihat shundaki, kreativlik refleksiyasiz tasodifiy va xavfli bo‘lishi mumkin, refleksiya esa kreativliksiz faqat tahlil darajasida qolib ketadi. Shu sababli zamonaviy boshqaruv nazariyasida refleksiya va kreativlik o‘zaro dialektik bog‘liqlikda talqin etiladi (1-jadval).

1-jadval
Refleksiya va kreativlikning qiyosiy tahlili

Mezon	Refleksiya	Kreativlik
Asosiy vazifasi	Tahlil qilish, baholash, qayta ko‘rib chiqish	Yangi g‘oyalar ishlab chiqish, innovatsion yechimlar topish
Yo‘nalishi	O‘tmish va hozirgi holatga qaratilgan	Kelajak va imkoniyatlarga qaratilgan
Natijasi	Tushuncha, xulosa, baho	Yangi mahsulot, usul, yondashuv
O‘zaro bog‘liqlik	Kreativlikni asoslaydi va yo‘naltiradi	Refleksiya natijalarini amaliyotga tatbiq etadi

Ta’lim tashkilotlarini boshqarishda refleksiya ta’lim natijalari, pedagogik jarayon samaradorligi va boshqaruv qarorlarining ta’sirini tizimli baholashni anglatadi. P.Senge ta’kidlaganidek, o‘rganuvchi tashkilotlar (learning organizations) o‘z faoliyatini doimiy ravishda tahlil qilish va takomillashtirish qobiliyatiga ega bo‘lgan tuzilmalardir [13:234].

Kreativlik esa ushbu tahlil asosida o‘quv jarayoni, boshqaruv mexanizmlari va ta’lim muhiti uchun innovatsion yechimlar ishlab chiqishni ta’minlaydi. P.Freyre pedagogik jarayonda refleksiya va kreativlikning uyg‘unligi orqaligina haqiqiy ozod qiluvchi ta’lim (liberating education) amalga oshirilishi mumkinligini asoslaydi [12:112].

Tahlil va natijalar

McDonald’s korporatsiyasi 1940-yillarda AQShda tashkil topgan bo‘lib, dastlab tezkor xizmat ko‘rsatish va standartlashtirilgan jarayonlarga asoslangan biznes-modelni ishlab chiqqan [3:45]. J.F.Lavning yozishicha, aka-uka Richard va Maurice McDonald’lar tomonidan ishlab chiqilgan “Speedee Service System” tez ovqatlanish sohasida inqi-

lobiy yondashuv edi [3:67]. Biroq kompaniya global miqyosda kengaygan sari ushbu model refleksiv tahlillar asosida doimiy ravishda qayta ko‘rib chiqilgan.

G.Ritser tomonidan ishlab chiqilgan “Makdonaldizatsiya” (McDonaldization) konsepsiyasiga ko‘ra, kompaniya boshqaruv modeli samaradorlik, hisob-



lash imkoniyati, bashorat qilish va nazorat kabi to‘rtta asosiy tamoyilga asoslanadi [7:89]. Biroq Ritserning ta’kidlashicha, ushbu qat’iy standartlashtirilgan tizim ham refleksiv tahlil va kreativ moslashuvlar orqali turli madaniy muhitlarda muvaffaqiyatli faoliyat yurita oladi [7:156].

B.J.Pine va J.H.Gilmore tomonidan ishlab chiqilgan “tajriba iqtisodiyoti” (experience economy) nazariyasiga ko‘ra, McDonald’s kompaniyasi yangi restoran formatlarini ishlab chiqishda simulyatsiyalangan muhit va teatrlashtirilgan rollardan (role-playing simulations) foydalangan [6:234]. Mualliflarning ta’kidlashicha, xodimlar va menejerlar taxminan 7–8 soatlik intensiv jarayonda mijoz, kassir va boshqaruvchi rollarini ijro etish orqali real muammolarni aniqlagan va ularning kreativ yechimlarini ishlab chiqqan [6:245].

Ushbu simulyatsion mashg‘ulotlar bir vaqtning o‘zida ikkala mexanizmni – refleksiya (mavjud jarayonlarni tahlil qilish) va kreativlik (yangi yechimlar ishlab chiqish) ni faollashtirgan. I.Nonaka va X.Takeuchining “bilim yaratuvchi kompaniya” (knowledge-creating company) nazariyasiga ko‘ra, aynan bunday amaliyotlar orqali tashkilotda yashirin bilim (tacit knowledge) eksplitsit bilimga aylantiriladi va innovatsiyalar manbai sifatida xizmat qiladi [11:123] (2-jadval).

2-jadval
McDonald ‘s boshqaruv amaliyotida refleksiya va kreativlik mexanizmlari

Boshqaruv sohasi	Refleksiv tahlil ob’ekti	Kreativ yechim	Natija
Xizmat ko‘rsatish jarayoni	Mijozlar kutish vaqti, navbatlar	“Made for You” tizimi	Tezkor xizmat, mijozlar qoniqishi [3:278]
Mahsulot assortimenti	Mahalliy bozor talablari	Mahalliylashtirilgan menyu	Bozor ulushining o‘sishi [10:102]
Restoran dizayni	Mijozlar harakati, qulaylik	“Experience of the Future” formatlari	Zamonaviy imidj, yosh mijozlar [6:267]
Kadrlar boshqaruvi	Xodimlar motivatsiyasi, aylanmasi	Hamburger universiteti tizimi	Professional kadrlar tayyorlash [7:189]

C.Vignali tomonidan olib borilgan tadqiqotlarda McDonald’sning “think global, act local” (global fikrlash, mahalliy harakat qilish) strategiyasi tahlil qilingan [10:97]. Muallifning ta’kidlashicha, kompaniya global standartlarni saqlagan holda, mahalliy bozorlarning madaniy, diniy va ijtimoiy xususiyatlarini chuqur o‘rganish (refleksiya) asosida innovatsion yechimlar (kreativlik) ishlab chiqqan [10, 105].

Bunga Hindiston bozoridagi faoliyat yorqin misol bo‘la oladi. Refleksiv tahlil natijasida mol go‘shti mahsulotlariga bo‘lgan diniy cheklovlar aniqlangan va kompaniya menyusini tubdan qayta ko‘rib chiqib, “McAloo Tikki” (kartoshka kotleti asosidagi burger) kabi mahalliy ta’blarga mos mahsulotlarni joriy etgan [9:345]. C.Hill va boshqalarning strategik menejment bo‘yicha tadqiqotlarida ta’kidlanishicha, ushbu strategik qaror kompaniyaning Hindiston bozoridagi muvaffaqiyatining asosiy omillaridan biri bo‘lgan [9:356].

Xitoy bozorida esa kompaniya mahalliy madaniyatga mos ravishda restoran dizaynini an’anaviy xitoy uslubida bezatgan va menyuga guruch asosidagi taomlarni kiritgan [7:234]. Yaponiya bozorida esa mahalliy ta’blarni hisobga olgan holda “Teriyaki Burger” va “Ebi Filet-O” (qisqichbaqa kotleti) kabi mahsulotlar ishlab chiqilgan [10:108].

McDonald’sning reflektiv-kreativ boshqaruv modeli ta’lim tashkilotlari uchun bevosita ko‘chiriladigan tajriba emas, balki analitik-transfer modeli sifatida ahamiyatlidir. Ushbu tajriba ta’lim muassasalarida ham boshqaruv qarorlarini qabul qilishdan avval ichki va tashqi muhitni refleksiv tahlil qilish,

so‘ngra pedagogik va tashkiliy innovatsiyalarni kreativlik asosida ishlab chiqish zarurligini ko‘rsatadi.

P.Senge o‘zining “The Fifth Discipline” asarida ta’kidlaganidek, o‘rganuvchi tashkilotlar beshta asosiy intizomga asoslanadi: tizimli fikrlash, shaxsiy mahorat, mental modellar, umumiy kelajakni tasavvur qilish va jamoaviy o‘rganish [13:156]. McDonald’s tajribasi aynan ushbu tamoyillarning amaliyotda qanday ishlashini ko‘rsatadi (3-jadval).

3-jadval
Biznes boshqaruvi amaliyotini ta’lim tashkilotlariga moslashtirish mexanizmi

T/r	Biznes boshqaruvi (McDonald’s)	Ta’lim tashkilotlari boshqaruvi	Transfer mexanizmi
1	Bozor tahlili	Ta’lim ehtiyojlari va natijalarni tahlil qilish	SWOT-tahlil, PESTLE-tahlil [1:234]
2	Mijoz tajribasi monitoringi	O‘quvchi va ota-ona tajribasini o‘rganish	So‘rovnomalar, fokus-guruhlar, intervyular [14:345]
3	Role-playing simulyatsiya	Pedagogik kengashlarda ssenariyli muhokama	Keys-stadi, biznes o‘yinlar, simulyatsiyalar [2:178]
4	Standart + mahalliy moslashuv	DTS + innovatsion pedagogik yondashuv	Adaptiv boshqaruv, fleksibil strategiyalar [13:267]
5	Mahalliy madaniyatni hisobga olish	Hududiy va ijtimoiy kontekstni e’tiborga olish	Etnopedagogik yondashuv, mahalliylashtirish [12:156]
6	Simulyatsion treninglar	Reflektiv-kreativ treninglar	“Reflection-in-action” va “reflection-on-action” amaliyoti [5:134]

Mazkur yondashuv ta’lim tashkilotlari rahbarlaridan strategik fikrlash, muammolarni tizimli tahlil qilish hamda tez o‘zgaruvchan ijtimoiy-iqtisodiy sharoitlarga moslashuvchan boshqaruv qarorlarini ishlab chiqishni talab etadi. Xususan, bozor va jamiyat ehtiyojlarini monitoring qilish, manfaatdor tomonlar (talabalar, ota-onalar, pedagoglar, ish beruvchilar) kutilmalarini aniqlash hamda mavjud resurslarni baholash reflektiv boshqaruvning muhim tarkibiy qismlari sifatida namoyon bo‘ladi.

P.Kotler va boshqalar tomonidan ishlab chiqilgan marketing menejmenti nazariyasiga ko‘ra, har qanday tashkilot o‘z faoliyatida mijozlar (ta’lim tashkilotlari uchun – o‘quvchilar, ota-onalar, jamiyat) ehtiyojlarini chuqur tahlil qilishi va shu asosda o‘z takliflarini shakllantirishi lozim [14:456]. Ta’lim tashkilotlari uchun bu ta’lim xizmatlarining sifati va mazmunini doimiy ravishda takomillashtirish, yangi pedagogik texnologiyalarni joriy etish va ta’lim jarayonini modernizatsiya qilishni anglatadi.

Shu bilan birga, kreativ boshqaruv komponenti ta’lim muassasalarida an’anaviy boshqaruv usullaridan voz kechib, innovatsion ta’lim texnologiyalarini joriy etish, moslashuvchan tashkiliy tuzilmalarni shakllantirish va muqobil rivojlanish ssenariylarini ishlab chiqish imkonini beradi.

McDonald’s tajribasidagi muhim elementlardan biri – simulyatsion mashg‘ulotlar orqali xodimlarning refleksiv va kreativ ko‘nikmalarini rivojlantirish amaliyotidir. Ushbu amaliyot ta’lim tashkilotlarida quyidagi shakllarda qo‘llanilishi mumkin:

1. Pedagogik kengashlarda ssenariyli muhokamalar – turli pedagogik vaziyatlar (konfliktlar, muammoli o‘quvchilar, ota-onalar bilan muloqot) rolli o‘yinlar orqali modellashtiriladi va ularning konstruktiv yechimlari jamoaviy tarzda ishlab chiqiladi.
2. Strategik sessiyalar – ta’lim muassasasining kelajakdagi rivojlanish strategiyasini ishlab chiqishda turli ssenariylar (optimistik, pessimistik, realistik) modellashtiriladi va har bir ssenariy bo‘yicha choratadbirlar ishlab chiqiladi.
3. Keys-stadi metodlari – boshqa ta’lim muassasalarining ilg‘or tajribalari yoki muvaffaqiyatsizlik holatlari tahlil qilinib, ularning sabablari va oqibatlari o‘rganiladi.
4. Biznes o‘yinlar – ta’lim muassasasini boshqarish jarayoni o‘yin shaklida modellashtiriladi va ishtirokchilar turli rollarda (direktor, o‘rinbosar, o‘qituvchi, ota-ona) qarorlar qabul qilish ko‘nikmalarini rivojlantiradilar.

D.Schön ta’kidlaganidek, aynan simulyatsion muhitda “harakat davomida fikrlash” (reflection-in-action) ko‘nikmasi shakllanadi va takomillashadi [5:234]. Bu esa rahbarning real muammoli vaziyatlarda tezkor va samarali qarorlar qabul qilish qobiliyatini rivojlantiradi (4-jadval).

4-jadval
Ta’lim tashkilotlarida qo‘llanilishi mumkin bo‘lgan simulyatsion metodlar

Metod	Mazmuni	Refleksiv komponent	Kreativ komponent	Qo ‘llash sohasi
Rolli o‘yinlar	Muayyan vaziyatda turli rollarni ijro etish	O‘z xatti-harakatlarini tahlil qilish	Yangi muloqot uslublarini sinab ko‘rish	Konfliktlarni boshqarish, muloqot ko‘nikmalari
Keys-stadi	Real vaziyatlarni tahlil qilish	Vaziyat sabablarini o‘rganish	Muqobil yechimlar ishlab chiqish	Strategik qarorlar, muammoli vaziyatlar
Biznes o‘yinlar	Boshqaruv jarayonini modellashtirish	Qarorlar oqibatlarini tahlil qilish	Yangi boshqaruv modellarini sinab ko‘rish	Strategik rejalashtirish, resurslarni boshqarish
“Reflection-in-action” treninglari	Harakat davomida fikrlash amaliyoti	Jarayonni real vaqtda tahlil qilish	Tezkor moslashuvchan yechimlar	Operativ boshqaruv, kutilmagan vaziyatlar

Xulosa va tavsiyalar

Innovatsion boshqaruvning istiqboli refleksiyani tashkilot madaniyatining ajralmas qismiga aylantirish va uni kreativ qarorlar bilan uyg‘unlashtirish qobiliyatiga bog‘liq. McDonald’s tajribasi shuni ko‘rsatadiki, hatto yuqori darajada standartlashtirilgan boshqaruv modellari ham chuqur reflektiv tahlil va kreativ yondashuv orqali turli madaniy va ijtimoiy muhitlarda muvaffaqiyatli moslashishi mumkin.

Tadqiqot natijalari asosida quyidagi xulosalarni shakllantirish mumkin:

1. Refleksiya va kreativlik o‘zaro dialektik bog‘liqlikda bo‘lib, ularning integratsiyasi innovatsion boshqaruvning asosiy mexanizmini tashkil etadi. Refleksiyasiz kreativlik xavfli tajribalarga, kreativliksiz refleksiya esa rivojlanishsiz tahlilga olib keladi [4:156; 8:234].
2. McDonald’s korporatsiyasining simulyatsion modellashtirish va teatrlashtirilgan rollar amaliyoti bir vaqtning o‘zida refleksiv tahlil va kreativ yechimlarni faollashtirishning samarali mexanizmi hisoblanadi [6:267].
3. Mahalliylashtirish strategiyasi (think global, act local) global standartlarni saqlagan holda mahalliy kontekstga moslashish imkonini beradi. Bu yondashuv ta’lim tashkilotlari uchun ham dolzarb bo‘lib, davlat ta’lim standartlari (DTS) asosida hududiy va ijtimoiy xususiyatlarni hisobga olgan holda innovatsion pedagogik yechimlarni ishlab chiqish imkonini beradi [10:108; 9:356].
4. Ta’lim tashkilotlarini boshqarishda refleksiya va kreativlikni alohida kompetensiyalar sifatida emas, balki yagona reflektiv-kreativ mexanizm sifatida qarash zarur. Shu sababli zamonaviy ta’lim rahbarlari reflektiv-kreativ kompetensiyani innovatsion boshqaruvning asosiy professional talabi sifatida rivojlantirishlari lozim.

Amaliy tavsiyalar sifatida quyidagilarni taklif etish mumkin:

1. Ta’lim tashkilotlari rahbarlari va pedagog kadrlar malakasini oshirish tizimiga reflektiv-kreativ boshqaruv modullarini kiritish;
2. Ta’lim muassasalarida simulyatsion metodlar (rolli o‘yinlar, keys-stadi, biznes o‘yinlar) asosida refleksiv tahlil va kreativ yechimlar ishlab chiqish amaliyotini joriy etish;
3. Ta’lim tashkilotlarida strategik rejalashtirish jarayonida turli ssenariylarni modellashtirish va ular asosida moslashuvchan strategiyalar ishlab chiqish mexanizmini yaratish;
4. Mahalliy kontekst (hududiy, ijtimoiy, madaniy xususiyatlar) ni chuqur o‘rganish asosida ta’lim xizmatlarini mahalliylashtirish strategiyasini ishlab chiqish;
5. Ta’lim muassasalarida “o‘rganuvchi tashkilot” (learning organization) modelini shakllantirish va rivojlantirish [13:289].

Xulosa qilib aytganda, McDonald’s korporatsiyasining reflektiv-kreativ boshqaruv tajribasi ta’lim tashkilotlarini innovatsion boshqarish uchun muhim metodologik asos bo‘lib xizmat qilishi mumkin. Ushbu tajribaning asosiy tamoyillarini ta’lim tizimiga transfer qilish orqali ta’lim muassasalarining raqobatbardoshligini oshirish, ta’lim sifati va boshqaruv samaradorligini ta’minlash imkoniyati yuzaga keladi.

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FARMATSEVTIKA XIZMATLARI BOZORINI DAVLAT TOMONIDAN TARTIBGA SOLISH MEXANIZMLARINI TAKOMILLASHTIRISH YO‘LLARI



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Annotatsiya. Farmatsevtika xizmatlari bozori sog‘liqni saqlash tizimining strategik sektori bo‘lib, dori vositalarining xavfsizligi, iqtisodiy mavjudligi va narx barqarorligini ta’minlashda davlat tomonidan samarali tartibga solishni talab etadi. O‘zbekiston sharoitida dori narxlarining beqarorligi, importga yuqori qaramlik hamda kompensatsiya mexanizmlarining cheklanganligi farmatsevtika bozorida institutsional takomillashtirish zaruratini yuzaga keltirmoqda. Mazkur tadqiqot aralash metodologiya (mixed-method approach) asosida amalga oshirildi. Sifat tahlili orqali normativ-huquqiy va institutsional mexanizmlar o‘rganildi, miqdoriy tahlil doirasida esa 2020–2025 yillar kesimida CPI–medicine ko‘rsatkichlari asosida dori narxlarining dinamikasi baholandi. Dori vositalari WHO tasnifi asosida essential, ijtimoiy ahamiyatga ega, generik va innovatsion guruhlarga ajratilib, narx regulyatsiyasi instrumentlari benchmarking usulida Finlandiya tajribasi bilan qiyoslandi. Empirik natijalar dori vositalari narxlarining o‘sish sur’ati ayrim davrlarda umumiy inflyatsiya darajasidan yuqori bo‘lganligini ko‘rsatdi, bu esa aholining dori vositalariga iqtisodiy kirish imkoniyatiga salbiy ta’sir ko‘rsatishi mumkinligini tasdiqlaydi. Finlandiya tajribasi esa referens narxlash, reimbursement tizimi va generik substitutsiya mexanizmlarining integratsiyalashgan qo‘llanilishi narx barqarorligini ta’minlashda samarali ekanligini ko‘rsatdi. Xulosa sifatida, O‘zbekiston farmatsevtika bozorida davlat tomonidan tartibga solish mexanizmlarini modernizatsiya qilish, xususan referens narxlash tizimini bosqichma-bosqich joriy etish, kompensatsiya qamrovini kengaytirish hamda generik raqobatni rag‘batlantirish dori vositalarining iqtisodiy maqbulligini oshirish va sog‘liqni saqlash tizimining moliyaviy barqarorligini ta’minlashga xizmat qilishi mumkin.



Kirish

Farmatsevtika xizmatlari bozori sog‘liqni saqlash tizimining strategik sektori bo‘lib, dori vositalarining sifati, xavfsizligi va iqtisodiy mavjudligini ta’minlashda muhim rol o‘ynaydi. Ushbu bozor axborot nomutanosibligi va yuqori xavfsizlik risklari bilan tavsiflanadi, shu sababli davlat tomonidan litsenziyalash, sertifikatlash, farmakovigilans va narxlarni tartibga solish kabi mexanizmlar orqali nazorat qilinadi.

Biroq regulyatsiyaning yetarli emasligi kabi uning ortiqcha murakkablashuvi ham bozor samaradorligiga salbiy ta’sir ko‘rsatishi mumkin. Haddan tashqari normativ talablar bozorga kirish xarajatlarini oshirishi va dori narxlarining sun’iy o‘sishiga olib kelishi ehtimoli mavjud. Shu bois farmatsevtika sohasida xavfsizlik va iqtisodiy samaradorlik o‘rtasidagi muvozanatni ta’minlovchi optimal regulyatsiya modeli dolzarb ilmiy muammo hisoblanadi.

O‘zbekiston sharoitida farmatsevtika bozori importga yuqori qaramlik, narx beqarorligi hamda kompensatsiya mexanizmlarining cheklanganligi bilan tavsiflanadi. So‘nggi yillarda normativ-huquqiy talablarning kengayishi ijobiy institutsional qadam bo‘lsa-da, uning narx barqarorligiga real ta’siri yetarlicha empirik baholanmagan.

Rivojlangan mamlakatlar tajribasi, xususan Finlandiya modeli, referens narxlash, reimbursement va generik substitutsiya mexanizmlarining integratsiyalashuvi orqali dori vositalarining iqtisodiy maqbulligini ta’minlash imkonini ko‘rsatadi. Biroq ushbu modelning O‘zbekiston sharoitiga moslashtirilishi ilmiy jihatdan kompleks tahlilni talab qiladi.

Mazkur tadqiqotning maqsadi farmatsevtika xizmatlari bozorini davlat tomonidan tartibga solish mexanizmlarini Finlandiya tajribasi asosida qiyosiy tahlil qilish hamda O‘zbekiston sharoitida optimal regulyatsiya modelini ishlab chiqishdan iborat. Tadqiqot savoli referens narxlash va reimbursement tizimlarining joriy etilishi dori vositalarining iqtisodiy mavjudligi va narx barqarorligiga qanday ta’sir ko‘rsatishini aniqlashga qaratilgan. Gipotezaga ko‘ra, regulyator mexanizmlarning institutsional integratsiyasi narxlarning inflyatsiyadan yuqori o‘sish xavfini kamaytiradi va aholining dori vositalariga kirish imkoniyatini oshiradi.

Adabiyotlar shahri

Farmatsevtika bozorida dori vositalari narxlarini davlat tomonidan tartibga solish masalasi sog‘liqni saqlash iqtisodiyoti va ijtimoiy siyosat doirasida eng muhim va murakkab yo‘nalishlardan biri sifatida e’tirof etiladi. Dori narxlarining shakllanishi nafaqat bozor mexanizmlari bilan, balki davlatning institutsional aralashuvi, narx monitoring tizimlari, kompensatsiya siyosati hamda sog‘liqni saqlash xarajatlarini boshqarish strategiyalari bilan bevosita bog‘liqdir. Vogler (2017)[1] ta’kidlaganidek, farmatsevtika bozorida narxlarni erkin liberallashuv sharoitida shakllantirish ko‘plab mamlakatlarda dori vositalarining iqtisodiy jihatdan maqbulligini pasaytirib, aholining essential medicines (zarur dori vositalari)ga kirish imkoniyatini cheklashi mumkin.

So‘nggi yillarda xalqaro tashkilotlar tomonidan e’lon qilingan hisobotlar ham dori narxlarini tartibga solishning global dolzarbligini tasdiqlaydi. Xususan, Jahon sog‘liqni saqlash tashkiloti va Jahon bankining 2023-yilgi qo‘shma monitoring hisobotida dunyo bo‘yicha 2 milliarddan ortiq inson zarur dori vositalarini o‘z vaqtida va barqaror ravishda olish imkoniyatiga ega emasligi, 2,1 milliarddan ortiq aholining esa dori xarajatlari tufayli moliyaviy qiyinchiliklarga duch kelayotgani qayd etilgan (WHO & World Bank, 2023)[2]. Mazkur holat farmatsevtika bozorida narxlarning yetarli darajada tartibga solinmasligi, ta’minot zanjirida shaffoflikning pastligi hamda monopolistik tuzilmalarning mavjudligi bilan izohlanadi.

Ilmiy adabiyotlarda dori narxlarini davlat tomonidan tartibga solishning asosiy instrumentlari sifatida referens narxlash (reference pricing)[3], maksimal narx belgilash, reimbursement (davlat kompensatsiyasi) tizimlari, generik substitutsiyani rag‘batlantirish va sog‘liqni saqlash xarajatlarini qayta taqsimlash mexanizmlari keng muhokama qilinadi. Kanavos et al. (2010) dori narxlarini tartibga solish bozor samaradorligini pasaytiruvchi omil emas, aksincha, sog‘liqni saqlash tizimida ijtimoiy adolat va moliyaviy barqarorlikni ta’minlovchi asosiy vosita ekanini ta’kidlaydi. Ayniqsa, davlat tomonidan referens narxlash tizimining joriy etilishi narxlarning haddan tashqari oshib ketishini cheklash bilan birga, generik preparatlarning bozorga kirishini rag‘batlantiradi.

Rivojlangan mamlakatlar tajribasida Finlandiya farmatsevtika narx siyosati institutsional jihatdan samarali modellar qatoriga kiradi. Finlandiyada dori narxlarini tartibga solish jarayoni Pharmaceutical Pricing Board (HILA) tomonidan amalga oshirilib, ushbu organ dori vositalarining maksimal ulgurji narxlarini belgilash, kompensatsiya qilinadigan preparatlar ro‘yxatini shakllantirish hamda reimbursement darajasini aniqlash vakolatiga ega (Martikainen & Vogler, 2015)[4]. Bundan tashqari, Finlandiyada generik substitutsiya siyosati majburiy xarakterga ega bo‘lib, far-

[1] Vogler, S. (2017). Pricing and reimbursement policies: Impacts on access to medicines. Copenhagen: WHO Regional Office for Europe

[2] Tracking Universal Health Coverage: 2023 Global Monitoring Report.

[3] **Roos, J.** Effect of reference pricing reform on Finnish (Master’s thesis / dissertation, Aalto University, 2019).

[4] Martikainen, J. E., & Vogler, S. (2015). Pharmaceutical pricing and reimbursement information in Finland. Journal

matsevtika bozorida raqobatni kuchaytirish va narxlarni pasaytirishning muhim instrumenti sifatida qaraladi.

Finlandiya sog‘liqni saqlash tizimi bo‘yicha kompleks tadqiqotlar shuni ko‘rsatadiki, davlatning qat’iy regulyativ mexanizmlari dori vositalarining iqtisodiy kirish imkoniyatini oshirish, sog‘liqni saqlash xarajatlarini nazorat qilish hamda aholini moliyaviy himoya qilishda yuqori samaradorlikka ega (Keskimäki et al., 2019). Mazkur tajriba narx tartibga solish faqat administrativ cheklovlar emas, balki institutsional boshqaruv, shaffof monitoring va kompensatsiya mexanizmlarining uyg‘unlashuvi orqali amalga oshirilishini tasdiqlaydi.

O‘zbekiston sharoitida ham farmatsevtika bozorini tartibga solish bo‘yicha islohotlar olib borilayotgan bo‘lsa-da[5], importga yuqori qaramlik, narx monitoring tizimining cheklanganligi va institutsional regulyatsiya mexanizmlarining to‘liq shakllanmaganligi mavjud muammolar sifatida saqlanib qolmoqda. Shu sababli, Finlandiya tajribasi asosida O‘zbekiston farmatsevtika bozorida dori narxlarini davlat tomonidan tartibga solish mexanizmlarini takomillashtirish bo‘yicha qiyosiy va kompleks ilmiy tadqiqotlar olib borish dolzarb ilmiy-amaliy vazifa hisoblanadi. Mavjud adabiyotlarda aynan O‘zbekiston sharoitida narx regulyatsiyasining institutsional samaradorligini baholash hamda xalqaro modellarga moslashtirish bo‘yicha tadqiqotlar yetarli emasligi ushbu maqolaning ilmiy yangiligi va research gapini belgilaydi.

Metodologiya

Ushbu tadqiqot O‘zbekiston farmatsevtika bozorida dori vositalari narxlarini davlat tomonidan tartibga solish mexanizmlarini takomillashtirish masalasini Finlandiya tajribasi bilan qiyosiy tahlil asosida o‘rganishga qaratilgan. Tadqiqot metodologiyasi dori vositalarini iqtisodiy va ijtimoiy ahamiyatiga ko‘ra guruhlash, narx shakllanishining institutsional mexanizmlarini aniqlash hamda davlat regulyatsiyasi instrumentlarini baholashga asoslangan kompleks yondashuvni o‘z ichiga oladi.

Tadqiqot konsepsiyasi va dizayni

Mazkur maqolada **pharmaceutical price regulation framework** asosida aralash metodologiya (mixed-method approach) qo‘llanildi. Tadqiqot doirasida sifat tahlili orqali narx tartibga solishning normativ-huquqiy va institutsional mexanizmlari o‘rganilgan bo‘lsa, miqdoriy tahlil orqali dori narxlarining dinamikasi va regulyatsiya instrumentlarining iqtisodiy samaradorligi baholandi.

1-jadval

	Guruh	Tavsiya
1	Zarur (essential) dori	Aholi salomatligi uchun birlamchi ahamiyatga ega bo‘lgan va davlat tomonidan narxi qat’iy nazorat qilinishi lozim bo‘lgan preparatlar.
2	Ijtimoiy ahamiyatga ega dori	Surunkali kasalliklar (diabet, yurak-qon tomir kasalliklari) uchun doimiy iste’mol qilinadigan preparatlar.
3	Generik preparatlar	Raqobatni kuchaytirish orqali narxlarni pasaytirish imkonini beruvchi muqobil dori vositalari.
4	Innovatsion va patentlangan dorilar	Yuqori narx segmentiga mansub bo‘lib, ularni tartibga solishda reimbursement va referens narxlash instrumentlari muhim rol o‘ynaydi.

Tadqiqot uch bosqichda amalga oshirildi:

1. Dori vositalarini iqtisodiy va ijtimoiy ahamiyatiga ko‘ra guruhlash
2. Narx tartibga solish instrumentlarini benchmarking asosida tahlil qilish
3. CPI–medicine ko‘rsatkichlari orqali narx dinamikasini empirik baholash.



Natija

Mazkur tadqiqot O‘zbekiston farmatsevtika bozorida dori vositalari narxlarini davlat tomonidan tartibga solish mexanizmlarini takomillashtirish masalasini o‘rganishga qaratilgan. Tadqiqot konseptual asos sifatida WHO tomonidan tavsiya etilgan **pharmaceutical pricing and reimbursement framework**ga tayanadi (Vogler, 2017). Metodologik yondashuv aralash (mixed-method) dizayn asosida qurilib, unda institutsional tahlil va statistik baholash usullari uyg‘unlashtirildi

of Pharmaceutical Policy and Practice.

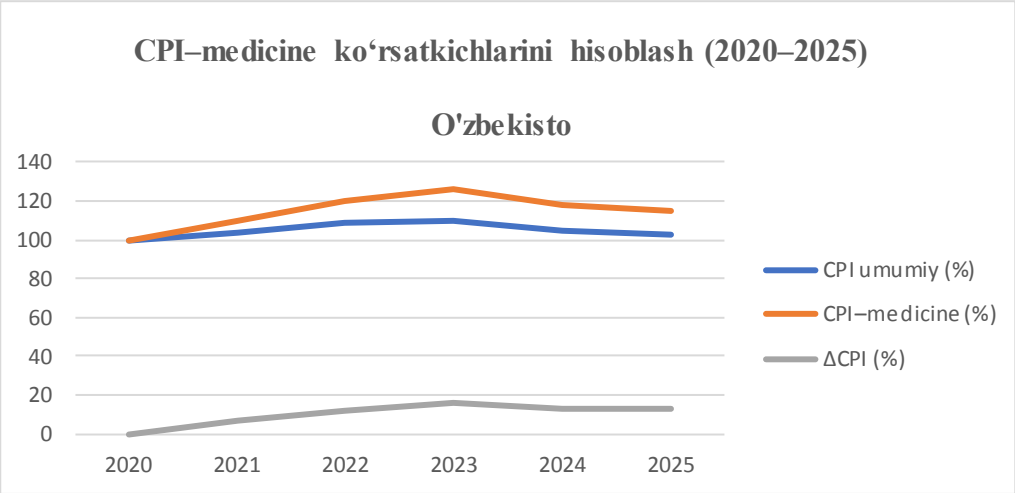
[5] S. Usmanova “State regulation of pharmaceutical activities of the Republic of Uzbekistan” (2022).

2-jadval

Dori vositalari guruhlari va regulyatsiya yondashuvi[6]

Guruh	Tavsif	Davlat tartibga solish instrumenti
Essential medicines	Aholi uchun zarur bo‘lgan birlamchi preparatlar	Maksimal narx belgilash + kompensatsiya
Socially important medicines	Surunkali kasalliklar uchun doimiy dorilar	Reimbursement + subsidiyalash
Generics	Arzon muqobil preparatlar	Generik substitutsiya siyosati
Innovative/patented drugs	Yuqori narxli innovatsion preparatlar	Reference pricing + HTA baholash

Finlandiya farmatsevtika bozorida dori narxlarini davlat tomonidan tartibga solish tajribasi shuni ko‘rsatadiki, narx barqarorligini ta’minlash faqat administrativ cheklovlar bilan emas, balki institutsional boshqaruv va kompensatsiya mexanizmlarining uyg‘unlashuvi orqali amalga oshiriladi. Finlandiyada dori narxlarini tartibga solish Pharmaceutical Pricing Board (HILA) tomonidan markazlashtirilgan holda boshqarilib, maksimal ulgurji narx belgilash, referens narxlash va reimbursement siyosati orqali narxlarning haddan tashqari oshib ketishi cheklanadi. Ushbu institutsional yondashuv natijasida dori vositalarining iqtisodiy jihatdan maqbulligi (affordability) va aholining ularga kirish imkoniyati (accessibility) yuqori darajada ta’minlanadi (Martikainen & Vogler, 2015).



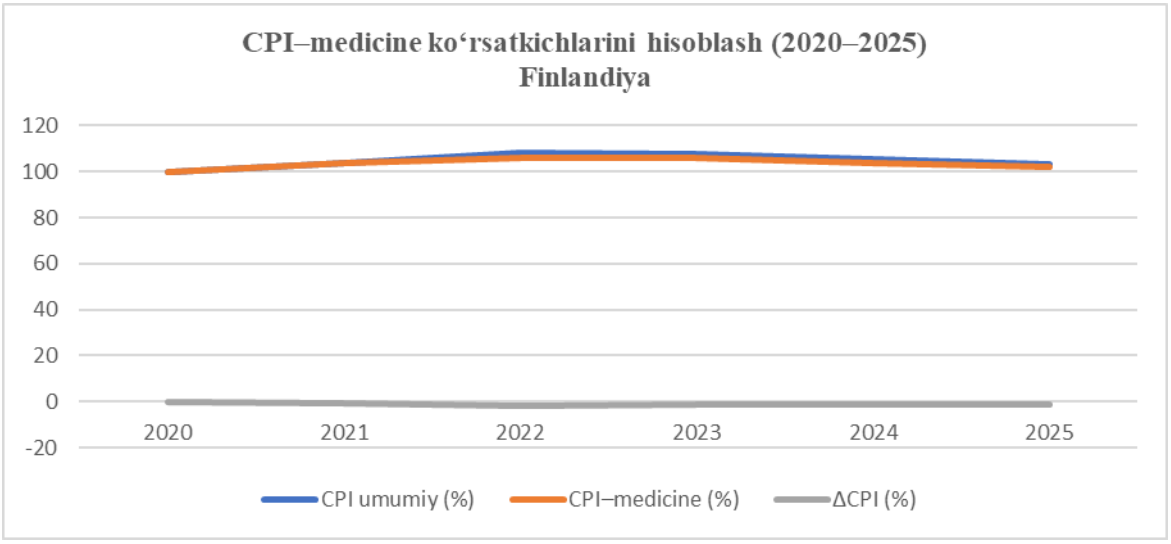
1-rasm

Bu rasmda:

- **CPI umumiy** barcha tovar va xizmatlar narxining o‘sishi indeksi
- **CPI–medicine** dori narxlarining o‘sish indeksi
- **ΔCPI = CPI–medicine – CPI umumiy** farmatsevtika narxlari inflyatsiyadan qanchalik tez o‘sayotganini ko‘rsatadi.

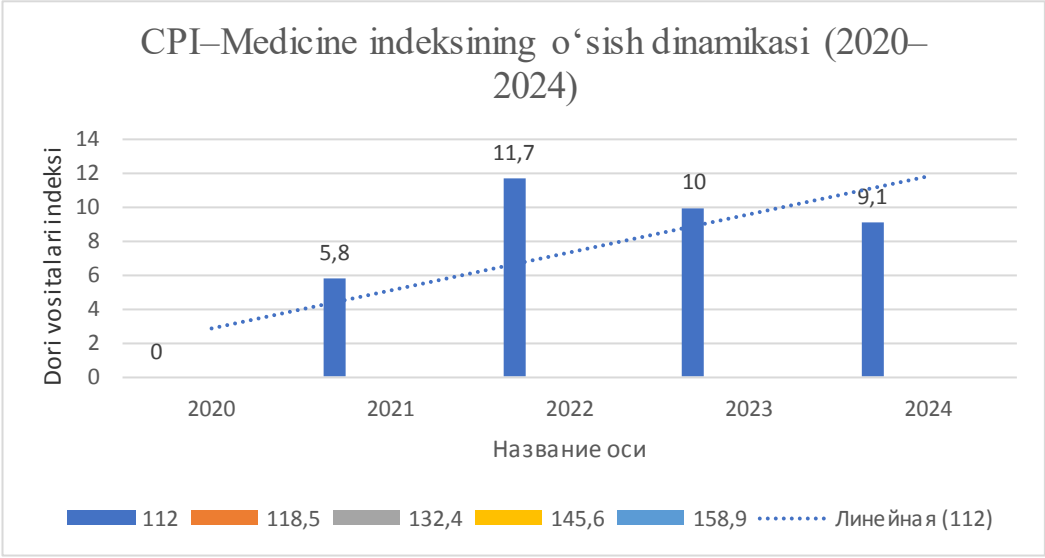
O‘zbekiston bo‘yicha CPI–medicine doimiy ravishda umumiy inflyatsiyadan yuqori bo‘lgan. Masalan, 2023 yilda dori narxlari inflyatsiyadan **15.9 % ga tez o‘sgan**, bu esa davlat narx siyosatining samaradorligini pasaytiruvchi omil sifatida qaraldi. Bu holat narx nazorati mexanizmlarining yetarli emasligini ko‘rsatadi.

[6] O‘zbekiston Respublikasi Davlat statistika qo‘mitasi CPI–medicine (2020–2024) https://stat.uz; Finlandiya dori narx belgilash instituti HILA hujjatlari. https://hila.fi/en/; Finlandiya reimbursement tizimi (KELA) https://www.kela.fi/medicine-expenses; Global access to medicines va financial hardship statistikasi **So** WHO & World Bank (2023) PDF: https://www.who.int/publications/i/item/9789240080379



2-rasm.

Finlandiyada dori narxlari inflyatsiyadan past o‘sishi yoki unga teng bo‘lishi, referens narxlash va reimbursement siyosatining narx barqarorligini ta’minlashda samarali ekanini ko‘rsatadi.



3-rasm.

Bundan tashqari, Finlandiyada generik substitutsiya siyosatining majburiy joriy etilishi bozor raqobatini kuchaytirib, narxlarni pasaytiruvchi asosiy omil sifatida xizmat qiladi. Bu tajriba shuni anglatadiki, narxlarni barqarorlashtirish faqat davlat nazorati bilan emas, balki generik segmentni rivojlantirish orqali bozor mexanizmlarini ham rag‘batlantirish bilan bog‘liq.

Mazkur natijalar O‘zbekiston sharoitida ham dori narxlarini davlat tomonidan tartibga solish mexanizmlarini takomillashtirish uchun muhim ilmiy-amaliy asos yaratadi. Xususan, essential medicines bo‘yicha maksimal narx chegaralarini belgilash, referens narxlash tizimini bosqichma-bosqich joriy etish, ijtimoiy ahamiyatga ega preparatlar uchun davlat kompensatsiyasini kengaytirish hamda generik substitutsiyani rag‘batlantirish O‘zbekiston farmatsevtika bozorida narx barqarorligini ta’minlashning ustuvor yo‘nalishlari sifatida baholanishi mumkin.

Shunday qilib, Finlandiya tajribasi dori narxlarini tartibga solishda samarali institutlar, shaffof narx monitoringi va kuchli reimbursement tizimi mavjud bo‘lsa, farmatsevtika bozorida narxlarning ijtimoiy maqbulligi va sog‘liqni saqlash tizimining barqarorligi sezilarli darajada oshishini tasdiqlaydi.

Xulosa

Mazkur tadqiqot O‘zbekiston va Finlandiya farmatsevtika bozorlarida dori vositalari narxlarini davlat tomonidan tartibga solish mexanizmlarining samaradorligini qiyosiy tahlil asosida baholadi. Empirik natijalar O‘zbekistonda dori narxlarining umumiy inflyatsiyadan yuqori o‘sishi narx shakllanishining importga qaramligi, kompensatsiya mexanizmlarining cheklanganligi va institutsional monitoringning yetarli emasligi bilan bog‘liqligini ko‘rsatdi.

Finlandiya tajribasi esa reference pricing, keng qamrovli reimbursement va generik substitutsiya siyosatining integratsiyasi narx barqarorligini ta’minlash hamda aholining dori vositalariga iqtisodiy kirish imkoniyatini kengaytirishda samarali instrument ekanini tasdiqlaydi.

Tadqiqot natijalari shuni ko‘rsatadiki, O‘zbekistonda narx siyosatini modernizatsiya qilish reference narxlashni kompensatsiya va generik siyosati bilan integratsiyalash orqali amalga oshirilishi maqsadga muvofiqdir. Kelgusida regulyatsiya instrumentlarining uzoq muddatli fiskal va ijtimoiy ta’sirini econometrik baholash dolzarb ilmiy yo‘nalish bo‘lib qoladi.

Shunday qilib, Finlandiya tajribasi asosida dori narxlarini davlat tomonidan tartibga solish mexanizmlarini modernizatsiya qilish O‘zbekistonda farmatsevtika bozorining barqarorligini ta’minlash, aholi uchun dori vositalarining iqtisodiy maqbulligini oshirish hamda sog‘liqni saqlash tizimida ijtimoiy adolat va moliyaviy himoyani kuchaytirishga xizmat qilishi mumkin. Kelgusidagi tadqiqotlar narx regulyatsiyasi instrumentlarining empirik samaradorligini chuqur econometrik baholash hamda kompensatsiya siyosatining uzoq muddatli fiskal ta’sirini aniqlashga qaratilishi maqsadga muvofiqdir

Foydalanilgan adabiyotlar

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9. https://stat.uz/uz/

10. https://lex.uz/uz/

OLIY TA’LIM TALABALARIDA INTERNETDAN FOYDALANISH MADANIYATI VA UNING SAMARADORLIGI



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Annotatsiya: Ushbu maqolada zamonaviy dunyoda internetning o‘rni hamda uning talabalar hayotiga ta’siri tahlil qilinadi. Tadqiqot jarayonida internetdan foydalanishning ijobiy tomonlari bilan birga uning salbiy oqibatlari ham yoritilib berildi. Shuningdek talabalar internetdan qayt tarizda foydalanishlari, vaqt masalasi hamda va uning behuda sarflanishi, ijtimoiy tarmoqlarning talabalar hayotiga ta’siri ko‘rib chiqildi. Bundan tashqari tadqiqot jarayonida so‘rovnoma hamda SWOT tahlilidan foydalanildi.

Kalit so‘z: Internet, vaqtni boshqarish, ijtimoiy tarmoqlar, raqamli savodxonlik, internetga qaramlik, talabalar.



Kirish

2.1. Tadqiqotning dolzarbligi

Bugungi globallashuv va raqamlashtirish jarayonida internet ta'lim tizimining asosiy tarkibiy qismlaridan biriga aylandi. Talabalar o'quv materiallari, ilmiy manbalar va kommunikatsiya vositalaridan internet orqali foydalanayotgan bir paytda, undan oqilona foydalanish madaniyatini shakllantirish muhim ahamiyat kasb etmoqda. Aks holda, internetning noto'g'ri va me'yoridan ortiq ishlatilishi vaqtning samarasiz sarflanishi, o'quv motivatsiyasining pasayishi va ijtimoiy-psixologik muammolarni yuzaga keltirishi mumkin.

Mazkur tadqiqotning dolzarbligi shundaki, unda oliy ta'lim talabalari misolida internetdan foydalanishning ijobiy va salbiy jihatlari kompleks tarzda o'rganilib, talabalar orasida internetdan foydalanish madaniyatini shakllantirishga qaratilgan ilmiy-amaliy takliflar ishlab chiqiladi. Tadqiqot natijalari oliy ta'lim muassasalari, pedagoglar va yoshlar siyosati bilan shug'ullanuvchi tashkilotlar uchun muhim amaliy ahamiyatga ega.

2.2. Tadqiqot muammosi

Hozirgi kunda talabalar internetdan keng foydalanayotgan bo'lsalar-da, undan samarali va maqsadli foydalanish ko'nikmalari barcha talabalarda bir xil darajada shakllanmagan. Ko'plab talabalar internetdan asosan ijtimoiy tarmoqlar, ko'ngilochar platformalar va vaqtni mazmunsiz o'tkazish uchun foydalanayotganligi kuzatilmoqda. Bu esa ta'lim sifatining pasayishi, vaqtni noto'g'ri boshqarish hamda internet qaramligi kabi muammolarni yuzaga keltirmoqda.

Shuningdek, internetning talabalar ta'lim samaradorligiga ta'siri, undan foydalanish madaniyatining shakllanish darajasi va internetdan foydalanishning ijobiy hamda salbiy jihatlari yetarlicha tizimli o'rganilmagan. Shu sababli oliy ta'lim talabalarida internetdan foydalanish madaniyati va uning samaradorligini ilmiy jihatdan tahlil qilish muhim tadqiqot muammosi sifatida namoyon bo'lmoqda.

2.3. Tadqiqot maqsadi

Mazkur tadqiqotning asosiy maqsadi oliy ta'lim talabalarida internetdan foydalanish madaniyati va uning ta'lim samaradorligiga ta'sirini o'rganish, internetdan foydalanishning ijobiy va salbiy jihatlarini aniqlash hamda undan samarali foydalanishni takomillashtirish bo'yicha ilmiy-amaliy tavsiyalar ishlab chiqishdan iborat.

2.4. Tadqiqot savollari

Tadqiqot muammosi va tadqiqot maqsadidan kelib chiqib, quyidagi ilmiy savollar shakllantirildi:

– oliy ta'lim talabalari internetdan asosan qanday maqsadlarda foydalanadilar va bu ularning ta'lim samaradorligiga qanday ta'sir ko'rsatadi?

– internetdan foydalanish davomiyligi va ijtimoiy tarmoqlarga ajratilgan vaqt talabalar akademik faoliyatiga qanday ta'sir qiladi?

– internetdan samarali foydalanishni ta'minlash va uning salbiy oqibatlarini kamaytirish uchun qanday chora-tadbirlarni amalga oshirish mumkin?

2.5. Tadqiqot vazifalari

Mazkur ilmiy savollarga javob topish maqsadida quyidagi tadqiqot vazifalari belgilab olindi:

– oliy ta'lim talabalarining internetdan foydalanish maqsadlari va uning ta'lim samaradorligiga ta'sirini aniqlash.

– internetdan foydalanish davomiyligi hamda ijtimoiy tarmoqlarning talabalar akademik faoliyatiga ta'sirini tahlil qilish.

– talabalarda internetdan foydalanish madaniyatining shakllanish darajasini baholash va unga ta'sir qiluvchi omillarni o'rganish.

– internetdan samarali foydalanishni rivojlantirish hamda uning salbiy ta'sirlarini kamaytirish bo'yicha ilmiy-amaliy tavsiyalar ishlab chiqish.

2.6. Maqolaning tarkibiy tuzilishi

Mazkur maqola bir necha tarkibiy qismlardan iborat. Dastlabki qismda mavzuning dolzarbligi va nazariy asoslari yoritilib, internetdan foydalanish madaniyati bo'yicha mavjud ilmiy adabiyotlar tahlil qilinadi. Keyingi qismda tadqiqot metodologiyasi, so'rovnoma natijalari va SWOT tahlili asosida olingan ma'lumotlar tahlil etiladi. Yakuniy qismda esa tadqiqot natijalari umumlashtirilib, internetdan samarali foydalanish madaniyatini rivojlantirish bo'yicha xulosa va tavsiyalar beriladi.

3. Adabiyotlar tahlili

Xalqaro ilmiy adabiyotlarda oliy ta'lim talabalari tomonidan internetdan foydalanish madaniyati ko'pincha raqamli savodxonlik, o'zini o'zi boshqarish (self-regulation) hamda foydalanish maqsadining yo'naltirilganligi orqali talqin qilinadi. Xususan, R.Junco (2012) tomonidan AQSh universitetlari talabalari ustida olib borilgan tadqiqot natijalariga ko'ra, o'qish jarayonida ijtimoiy tarmoqlardan ortiqcha foydalanish akademik o'zlashtirish (GPA) ko'rsatkichlariga salbiy ta'sir ko'rsatadi, biroq axborot qidirish va o'quv maqsadlarida internetdan foydalanish nisbatan ijobiy, ammo zaif korrelyatsiyaga ega ekanligi aniqlangan. Shuningdek, A.Kirschner va A. Karpinski (2010) tadqiqotlarida ijtimoiy tarmoqlardan foydalanish va o'quv faoliyatini bir vaqtda olib borish (multitasking) ishchi xotira samaradorligini sezilarli darajada pasaytirishi, natijada akademik

unumdorlikka salbiy ta'sir ko'rsatishi ilmiy asosda isbotlangan.

Biroq so'nggi yillardagi tadqiqotlar ushbu masalaga yanada kompleks yondashuvni taklif etadi. A. Lepp va yana boshqa tadqiqotchilar (2015) internet va mobil qurilmalardan foydalanishning ta'siri uni boshqarish darajasiga bog'liqligini, ya'ni maqsadli va nazoratli foydalanish o'quv samaradorligini oshirishi mumkinligini ta'kidlaydi. Xuddi shuningdek, N.Selwyn (2016) internetdan foydalanishni "norasmiy ta'lim ekotizimi" sifatida talqin qilib, talabalar tomonidan amalga oshiriladigan onlayn faoliyat (forumlar, video resurslar, ijtimoiy o'quv tarmoqlari) formal ta'lim jarayonini to'ldiruvchi muhim omil ekanligini asoslaydi.

O'zbekiston sharoitida oliy ta'lim talabalarining internetdan foydalanish madaniyati raqamli transformatsiya jarayonlari bilan bevosita bog'liq holda o'rganilmoqda. Sh.Abdullayev va B.Tursunov (2023) tomonidan olib borilgan tadqiqotlarda talabalarning internetdan foydalanish darajasi yuqori bo'lsa-da, uning asosiy qismi ijtimoiy tarmoqlar va kommunikatsion platformalarga yo'naltirilganligi, akademik maqsadlarda foydalanish ulushi esa nisbatan pastligi qayd etilgan. Bu holat raqamli savodxonlikning yetarli darajada shakllanmaganligini hamda internet resurslaridan samarali foydalanish madaniyati hali to'liq rivojlanmaganligini ko'rsatadi.

Shuningdek, O.Karimov (2024) O'zbekiston oliy ta'lim tizimida internet infratuzilmasining kengayishiga qaramay, asosiy muammo sifatida foydalanish samaradorligini belgilovchi omil — ya'ni "internetdan foydalanish madaniyati" yetarli darajada shakllanmaganligini ta'kidlaydi. Uning empirik kuzatuvlariga ko'ra, talabalar internetdan asosan referat tayyorlash, tezkor ma'lumot qidirish va kommunikatsiya maqsadlarida foydalanadilar, biroq ilmiy bazalar bilan ishlash, chuqur tahliliy o'quv jarayonlari va mustaqil tadqiqot faoliyati nisbatan kam rivojlangan. Umuman olganda, mahalliy tadqiqotlar O'zbekiston sharoitida asosiy muammo internetga texnik kirish imkoniyati emas, balki undan akademik samaradorlikni oshiruvchi vosita sifatida foydalanish madaniyatining yetarli darajada shakllanmaganligida ekanligini ko'rsatadi.

4. Metodologiya

Mazkur tadqiqotda oliy ta'lim talabalarida internetdan foydalanish madaniyati va uning samaradorligini aniqlash maqsadida kompleks tadqiqot metodologiyasidan foydalanildi. Tadqiqot jarayonida birlamchi va ikkilamchi ma'lumotlar uyg'un holda tahlil qilindi. Jumladan, internetdan foydalanish ko'rsatkichlari, raqamli texnologiyalar rivoji hamda aholining internet qamrovi bilan bog'liq statistik ma'lumotlar stat.uz rasmiy statistik portali

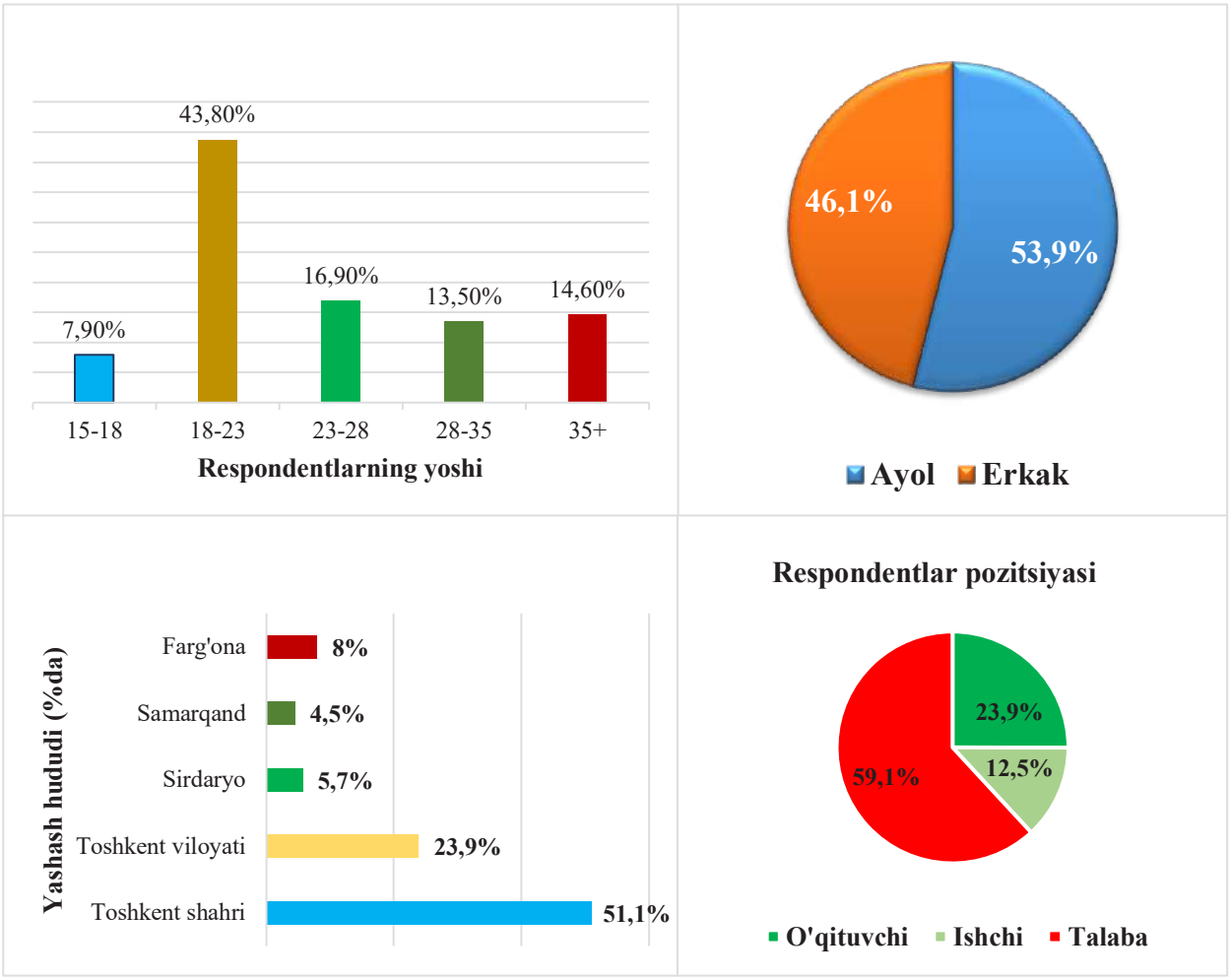
materiallari asosida o'rganildi. Shu bilan birga, oliy ta'lim talabalari hamda turli sohalarda faoliyat yuritayotgan respondentlar o'rtasida maxsus so'rovnoma tashkil etildi. So'rovnomada jami 98 nafar respondent ishtirok etdi va ularning internetdan foydalanish odatlari, maqsadlari, axborot madaniyati, vaqt taqsimoti hamda internetning ta'lim samaradorligiga ta'siri yuzasidan fikrlari yig'ildi. Tadqiqot davomida asosiy metod sifatida so'rovnoma tahlili hamda nazariy ma'lumotlarni tahlil qilish usullaridan foydalanildi. Olingan natijalar statistik va qiyosiy tahlil asosida umumlashtirilib, internetdan foydalanish madaniyatining ta'lim jarayonidagi ijobiy va salbiy jihatlari atroflicha yoritildi.

5. Tahlil va natijalar

Mazkur bo'limda "Internet - imkoniyatlar eshigimi yoki vaqt qabri?" mavzusi yuzasidan o'tkazilgan so'rovnoma natijalari tahlil qilinadi. Shuningdek bu mavzu yuzasidan SWOT tahlili ham qilingan. So'rovnomaning asl maqsadi – internetning inson hayotidagi o'rni va ta'sirini aniqlash, ya'ni internet haqiqatdan ham imkoniyatlar eshigimi yoki aksincha, vaqtni behuda sarflanishiga sabab bo'luvchi omil ekanligini o'rganishdan iboratdir. Tadqiqot jarayonida so'rovnomada umumiy 90 ta respondentlar qatnashgan bo'lib, ular bugungi kunda internet tarmoqlaridan qay tarizda foydalanishayotganlari, qancha vaqt sariflashayotganlari, nima maqsadda faoliyat olib borayotganlari birinma-ketinlikda ko'rib chiqildi. Ushbu hisobot barcha savollar bo'yicha miqdoriy tahlil, grafik ko'rsatmalar va asosli tavsiyalarni o'z ichiga oladi.

5.1. Demografik profil

So'rovnomada qatnashgan respondentlarning yosh taqsimoti notekis bo'lib, asosiy ulush 18-23 yoshli guruhga to'g'ri keladi (rasm 1). Bu holat so'rovnomaning asosan talabalar va yosh kadrlar orasida tarqalganligini ko'rsatadi. 15-18 yoshlilarning ulushi atigi 7.9% — bu kichik yoshlilar vakilligi yetarli emasligini anglatadi. 35+ yoshdagi respondentlar 14.6% ni tashkil etib, katta yoshlilarning ham so'rovnomaga muayyan darajada jalb qilinganligini ko'rsatadi. Shuningdek, respondentlar orasida ayollar 53.9%, erkaklar 46.1% ni tashkil etadi. Nisbatan teng taqsimot kuzatilsa-da, ayollar salmog'i biroz ustun turadi.



1-rasm. Respondentlarning demografik profili: yosh, jins, hudud va pozitsiya taqsimoti.

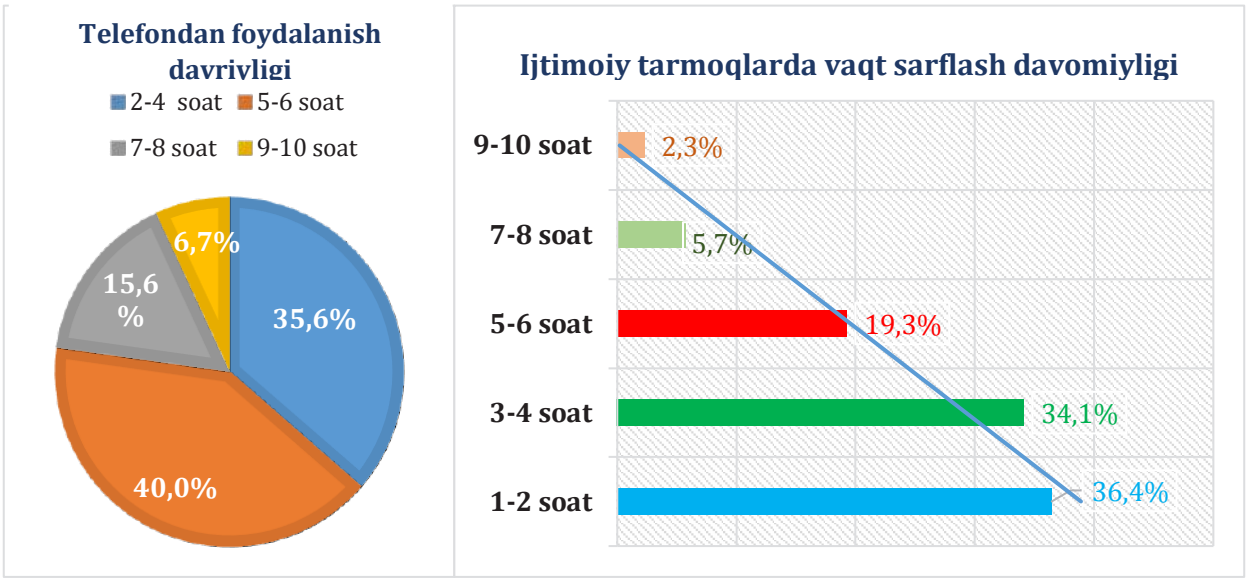
Shuningdek, geografik nuqtai nazardan respondentlarning yarmi — 51.1% — Toshkent shahrida istiqomad qiladi. Toshkent viloyati 23.9% bilan ikkinchi o‘rinda. Farg‘ona 8.0%, Sirdaryo 5.7%, Samarqand esa 4.5% ni tashkil etadi. Bu nomutanosiblik muhim cheklov hisoblanadi: natijalar butun O‘zbekiston uchun emas, poytaxt va unga yaqin hududlar uchun vakillik qiladi.

Kasbiy jihatdan talabalar dominant guruh bo‘lib, ular 59.1% ni tashkil etadi. O‘qituvchilar 23.9%, ishchilar esa 12.5% ni egallaydi. Talabalarning ulushining bunday yuqoriligi so‘rovnoma natijalarini talqin qilishda hisobga olinishi zarur: olingan ma’lumotlar avvalo yoshlar va ta’lim muhiti nuqtai nazarini aks ettiradi.

5.2. Internet foydalanish intensivligi.

Respondentlarning eng katta qismi — 40.0% — kuniga 5-6 soat vaqt mobaynida uyali telefondan faol foydalanadilar. 2-4 soat foydalanuvchilar 35.6%, 7-8 soat foydalanuvchilar 15.6%, 9-10 soat foydalanuvchilar esa 6.7% ni tashkil etadi. Shuningdek, respondentlarning 62.3% kuniga 5 soat va undan ortiq telefon ishlatadi. Bu OECD bo‘yicha o‘rtacha ko‘rsatkich (taxminan 3.5 soat) dan sezilarli darajada yuqori.



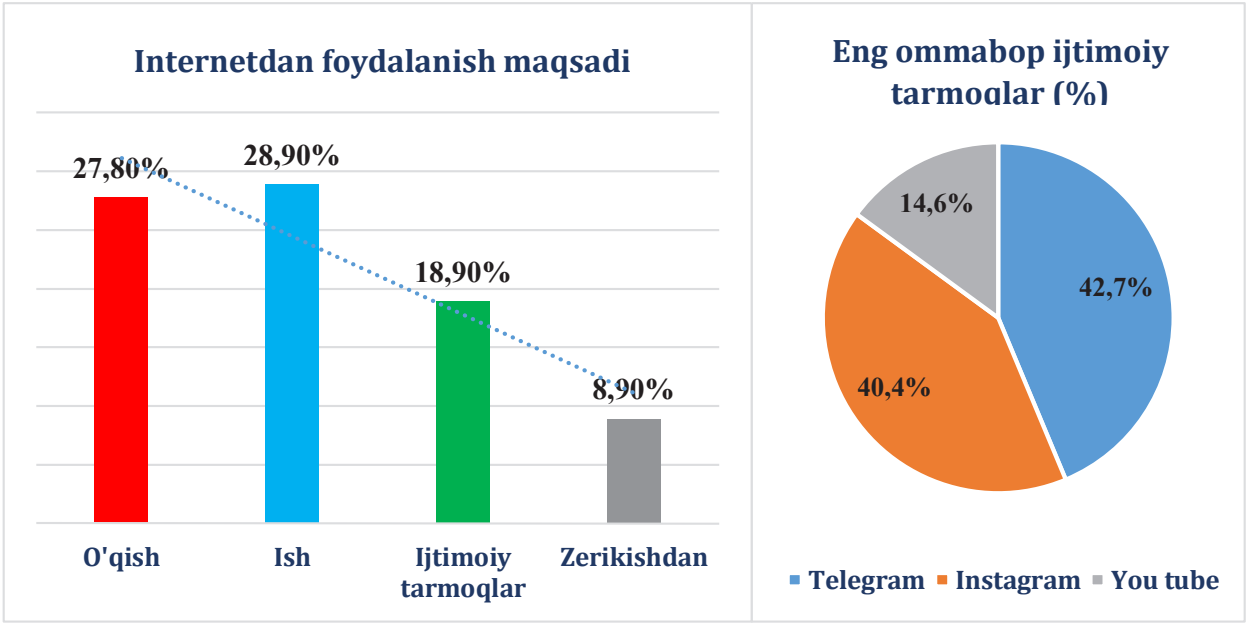


2-rasm. Telefon qurilmasidan foydalanish va ijtimoiy tarmoqlarda vaqt o'tkazish davriyligi.

Ijtimoiy tarmoqlarga alohida sarflangan vaqtda 1-2 soat guruhi 36.4% bilan birinchi o'rinda, 3-4 soat guruhi 34.1% bilan ikkinchi o'rinda. Kumulyativ hisobda respondentlarning 70.5% kuniga 1-4 soat ijtimoiy tarmoqlarda o'tkazadi. 5 soat va undan ortiq foydalanuvchilar jami 27.3% ni tashkil etadi. Shuningdek, 9-10 soatlik foydalanuvchilarning mavjudligi (2.3%) ijtimoiy tarmoq qaramligi belgilarini ko'rsatishi mumkin.

5.3. Foydalanish maqsadi va platforma tanlovi

Respondentlarning ish maqsadida internet ishlatishi 28.9% bilan birinchi o'rinda, o'qish maqsadi 27.8% bilan ikkinchi o'rinda. Ijtimoiy tarmoq uchun alohida foydalanish 18.9%, zerikishdan foydalanish 8.9% ni tashkil etadi. Diqqatni jalb etuvchi metodologik nuqta: ushbu savoldagi ulushlar jami 83.9% — ya'ni 16.1% javob berilmagan yoki kategoriyalarga to'g'ri taqsimlanmagan. Bu ma'lumotlar to'liqligida muammo borligini ko'rsatadi.



3-rasm. Internet foydalanish maqsadi va eng mashhur ijtimoiy tarmoqlar taqsimoti.

Platforma tanlovi bo‘yicha Telegram 42.7% bilan yetakchilik qiladi. Instagram 40.4% bilan deyarli teng ko‘rsatkich namoyish etadi — bu ikki platforma o‘rtasida jiddiy raqobat mavjudligini ko‘rsatadi. YouTube 14.6% bilan uchinchi o‘rinda. YouTube ning nisbatan pastroq ko‘rsatkichi “ijtimoiy tarmoq” atamasi doirasida respondentlar tomonidan u platformaning boshqacha tasavvur qilinishi bilan izohlanishi mumkin.

5.4. Internet va ijtimoiy tarmoqlarga munosabat

Respondentlarning 55.6% ijtimoiy tarmoqlardan foydalanishdan zavqlanishini bildirgan, 42.2% esa zavqlanmasligini ta’kidlagan. Faqat 2.2% “o‘rtacha” deb javob bergan. Shunday bo‘lsa-da, foydalanuvchilarning 42.2%i zavq olmasligiga qaramasdan davom ettirayotgani e’tiborli — bu qaramlik yoki majburiy foydalanish belgilarini ko‘rsatishi mumkin.

Internet foydali deb hisoblovchilar 84.3% — bu juda yuqori ko‘rsatkich. Foydali emas deydiganlar atigi 15.7%. Bu umumiy munosabat pozitiv ekanini ko‘rsatadi. Ammo quyida keltirilgan farzand masalasidagi javob bilan solishtirilganda kognitiv ziddiyat yaqqol ko‘zga tashlanadi.

Respondentlarning aksariyati — 71.1% — internetda o‘yin o‘ynamasligini bildirgan. Internet orqali ba’zida o‘yin o‘ynashga vaqt sarflaydiganlar 18.9%, doimiy o‘ynaydigan foydalanuvchilar esa 10.0%ni tashkil qiladi. Bu ko‘rsatkich yoshlarning internet foydalanishi asosan o‘yin emas, kommunikatsiya va ma’lumot olishga yo‘nalganligini tasdiqlaydi.

Savol	Ha	Yo‘q	Boshqa
IT’dan zavqlanasizmi?	55.6%	42.2%	2.2%
Internet foydali deb bilasizmi?	84.3%	15.7%	—
Internetda o‘yin o‘ynaysizmi?	10.0%	71.1%	18.9%
Internet hayotingizni o‘zgartirdimi?	31.1%	23.3%	45.6%
Farzandingiz IT ishlatishiga rozimisiz?	45.6%	54.4%	—

Respondentlarning 45.6%i ta’kidlashicha, internet ularning hayotini qisman o‘zgartirganini ta’kidlashgan— bu eng katta guruh. Shuningdek, respondentlarning 31.1%i ularning turmush darajasiga internet mutloq zarurligini, yashash turmush darajasiga internetning hech qanday ta’siri yo‘q deydiganlar 23.3%ni tashkil etadi. Demak, respondentlarning 76.7% internetnig hayotlariga u yoki bu darajada ta’sir ko‘rsatganini tan olmoqda.

Eng diqqatga sazovor natija: respondentlarning 54.4% farzandining ular kabi internet va ijtimoiy tarmoqlardan foydalanishiga rozi emasligini bildirgan. Faqat 45.6% ruxsat berardi degan. Bu “o‘zim uchun yaxshi, bolam uchun xavfli” sindromini — ya’ni kognitiv dissonansni aks ettiradi. 84.3% internetni foydali deb bilishi va 54.4%ning farzandiga ruxsat bermasligi o‘rtasidagi keskin qarama-qarshilik alohida sifatli tadqiqot (focus-group) orqali chuqurroq o‘rganishni taqozo etadi.

5.5. SWOT tahlili

So‘rovnoma natijalari bilan bir qatorda, muammoni har tomonlama o‘rganib uni to‘liqroq ochib berish maqsadida Swot tahlilidan ham foydalanildi. Swot tahlilida mavzuning kuchli tomonlari va zaif tomonlari, imkoniyatlari va tahdidlari ko‘rib chiqilgan.

Kuchli tomonlari (s) - internet axborot almashishning eng tez va qulay vositalaridan biri; - internet orqali insonlar masofaviy ta’lim olishlari, ilm o‘rganishlari va o‘z ko‘nikmalarini rivojlantirishlari mumkun; - internetda masofadan turib ishlash orqali turli davlatlardan yangi do‘stlar orttirish; - rivojlanish, yangi g‘oyalarga ega bo‘lish.	**Zaif tomonlari (W)** - internetda nazoratsiz va me’yoridan ortiq foydalanish bizning eng qimmatli vaqtimizni samarasiz sarflanishiga olib keladi; - kampiyuter va telefondan ko‘p foydalanish insonning sog‘ligiga ham salibiy ta’sir ko‘rsatadi; - internetda vaqt o‘tkazish ish va o‘qishning susayishiga olib keladi; - internetdan samarasiz foydalanish insonning kundalik hayotiga ham ta’sir qiladi.
Imkoniyatlar (O) - internetda online kurslar orqali yangi bilimlarga ega bo‘lamiz; - o‘qish va ish yuzasidan internetda o‘zimizga kerakli ma’lumotlarni tezkor ravishda olishimiz mumkun; - internet orqali har xil bizneslar yo‘lga qo‘ysa bo‘ladi - uyimizga kerakli xomashyo yoki uy rozg‘or buyumlarini internet orqali buyurtma bersak bo‘ladi.	**Tahdidlar (T)** - kiber jinoyatlariga uchrab qolishimiz mumkun; - internetda ko‘p foydalanish qaramlikni yuzaga keltiradi; - noto‘g‘ri foydalanish orqali jinoyatchilik ham ko‘payadi - internetdagi har xil qisqa video roliklar inson psixalogiyasi yomonlashishiga olib keladi.

Tahlil natijalariga ko‘ra, SWOT tahlining kuchli tomonlari va imkoniyatlar qismi bir-biriga uzviy bog‘liqdir. Internet insonlarga eng birinchi o‘rinda axborot almashish xizmati vazifasini bajaradi ya’ni insonlar yaqinlari bilan masofadan turib suxbatlashadilar, ijtimoiy tarmoqlar orqali dunyo yangiliklaridan habardor bo‘lishadi va qolaversa uyda o‘tirgan holda masofadan turib ishlash yokida onlayn biznes qilish imkonini ham beradi va bu orqali yangi do‘stlar ham orttirish mumkundir. Internetning imkoniyatlari biz insonlar uchun juda ko‘pdir va u biz uchun bir qancha qulayliklarni keltirib chiqazadi, albatta undan to‘g‘ri va samarali foydalansak. Masalan: hozirgi kunnda o‘qish va ish uchun juda qulaydir chunki bizga kerakli har qanday ma’lumotni internet tezkor ravishda topishimizga yordam beradi. Yoshlar orasida

eng ommalashgani esa bu onlayn platformalardan til o‘rganishdir, nafaqat yoshlar balki yoshi kattalar insonlar ham internet orqali ilm olishmoqda.

SWOT tahlilining zaif tomonlari va tahdidalariga keladigan bo‘lsak, birinchi navbatda vaqt muammosidir ya’ni insonlar internetdan me’yoridan ortiq foydalanib vaqtlarini behudaga sarflamoqdalar. Kompiyuter va telefonlarda ko‘p vaqt o‘tkazish esa qaramlikga olib keladi va sog‘ligimiz uchun zararlidir. Bundan tashqari internetdagi har xil qisqa video roliklar orqali insonllarning eslab qolish darajasi, psixalogiyasi ham buzilyapti va bu videolar insonllarni o‘zlariga o‘rgatib ularning qimmatli vaqtlarini zoye ketqazishiga sabab bo‘lyapti. Shunindek internetda shaxsiy ma’lumotlarning himoyasizligi sabab ham turli xil kiber jinoyatlar yuzaga kelmoqda.

6. Umumiy xulosa va tavsiyalar

So‘rovnoma ma’lumotlari O‘zbekistonning shaharlashgan yosh aholisi — ayniqsa 18-23 yoshli talabalar orasida internetning kundalik turmushning ajralmas qismiga aylanganligi, ammo foydalanish sifati jihatidan hali shakllanib bo‘lmaganligini ko‘rsatadi. Respondentlarning 62.3% kuniga 5+ soat telefon ishlatishi va 40%ning kuniga 5-6 soat ijtimoiy tarmoqlarda o‘tkazishi intensiv foydalanishni tasdiqlaydi. Shu bilan birga, 84.3%ning internetni foydali deb bilishi umumiy munosabat pozitiv ekanini ko‘rsatadi. Quyida tahlil natijalaridan kelib chiqqan beshta asosli tavsiya keltiriladi.

1. Respondentlarning 18.9% asosiy maqsad sifatida “ijtimoiy tarmoq”, 8.9% zerikishdan deb belgilagan. Bu foydalanishning passiv xarakter kasb etganini ko‘rsatadi. Universitetlar va umumta’lim maktablarida strukturlangan “maqsadli raqamli foydalanish” modullari joriy etilishi lozim. Ushbu dasturlar o‘qish va ish samaradorligini oshirishga yo‘naltirilgan bo‘lib, maqsadli foydalanish segmentini hozirgi 56.7%dan 70%+ gacha ko‘tarishi mumkin.
2. Respondentlarning 62.3%i kuniga 5 soatdan ortiq telefon ishlatmoqda — bu xalqaro normalardan sezilarli darajada yuqori. Ta’lim muassasalari doirasida o‘qituvchilar va talabalar uchun “qurilmasiz vaqt” zonalari hamda sifatli foydalanish standartlari joriy etilishi zarur. Bu siyosat faqat cheklovga asoslanmasligi, balki muqobil ko‘nikmalar — kitob o‘qish, ilmiy tadqiqot, kasbiy rivojlanish — ni rag‘batlantirishni ham o‘z ichiga olishi kerak.
3. Respondentlarning 54.4%i farzandiga ruxsat bermasligini bildirgan. Bu nazorat istagi mavjudligini, lekin uning amalga oshirish usullari noaniqligini ko‘rsatadi. Mutlaq taqiq strategiyasining samarasizligi xalqaro tadqiqotlar tomonidan tasdiqlangan. Buning o‘rniga ta’lim muassasalari va jamoat tashkilotlari orqali “raqamli ota-onalik” workshoplari tashkil etilishi, ongli nazorat va muloqot usullari o‘rgatilishi zarur.
4. Hozirgi so‘rovnomaning 51.1%i Toshkent shahridan — bu viloyatlar realligini aks ettirmaydi. Kelajakda o‘tkaziladigan tadqiqotlarda viloyatlar, yosh guruhlari va ish turi bo‘yicha stratifikatsiyalangan kvota tanlanmasi qo‘llanishi shart. Shuningdek, savol bloklarida 100% tashkil etmaydigan javoblar muammosi bartaraf etilishi, ko‘p javobli savollarda yig‘indi ulush alohida ko‘rsatilishi kerak. Aksincha, hozirgi ma’lumotlar asosida umumiy siyosat tavsiyalari chiqarish xavfli soddalashtirishga olib keladi.

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TOURISM AS A TOOL FOR ECONOMIC DIVERSIFICATION IN UZBEKISTAN



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Abstract: The article examines tourism's role as a tool for economic diversification in Uzbekistan. In recent years, the country has increasingly promoted tourism as a strategic sector to reduce dependence on traditional sectors such as agriculture, natural resources, and manufacturing. The study is based on a qualitative analysis of secondary data, including government reports, statistical data, and previous academic research. The findings indicate that tourism has contributed to economic diversification by generating employment, increasing foreign exchange earnings, stimulating small and medium-sized enterprises, and supporting regional development. However, the sector experiences several obstacles, including sensitivity to external shocks, seasonal fluctuations in demand, infrastructure limitations, and differences in service quality

Key words: Tourism development, Economic diversification, Tourism-Led Growth Hypothesis, Sustainable tourism, Economic growth, Employment.



INTRODUCTION

Tourism has become one of the world's largest industries and an important source of income for many developing countries. In recent years, Uzbekistan has increasingly recognized tourism as a strategic opportunity to diversify the economy and reduce dependence on traditional sectors. Uzbekistan has significant potential for tourism expansion. While approximately 1 million tourists visited the country in 2016, the number increased to 2.7 million in 2017 and to more than 5 million in 2018. In 2025, Uzbekistan welcomed over 10 million foreign visitors.[1]

Located on the ancient Silk Road, Uzbekistan has a rich historical heritage shaped by various civilizations and religions. There are more than 7,400 cultural heritage sites and historical monuments registered nationwide. In addition to cultural tourism, the country is famous for its diverse natural landscapes, which create new opportunities for eco-tourism, active tourism, and winter tourism. Furthermore, Uzbekistan is becoming an important destination for pilgrimage tourism due to its Islamic heritage and the presence of historically significant religious sites associated with prominent scholars and religious figures such as Imam al-Bukhari and Bahauddin Naqshband.

Another important factor contributing to growth of tourism in Uzbekistan is the country's high level of public safety and social stability. Compared to many developing tourist destinations, Uzbekistan maintains a low crime rate, particularly in major tourist cities such as Tashkent, Samarkand, and Bukhara. This creates a safer environment for international visitors and strengthens the country's image as a secure destination for cultural and historical tourism. The perception of safety is especially important in the tourism industry, as tourists are more likely to visit destinations that provide political stability, secure public spaces, and reliable transport infrastructure.

These combinations of cultural, religious and natural attractions as well as low crime rate make the country a growing tourism destination in Central Asia.

Tourism contributes to economic growth and diversification by increasing GDP, generating foreign exchange earnings, and creating employment opportunities in sectors like hospitality, transportation, and services. For example, in 2023, 6.6 million foreign tourists visited Uzbekistan, generating approximately $2.14 billion in revenue.[2] In 2025/early 2026, tourism contributed 3.5% to the nation's GDP. However, over-dependence on tourism can lead to a fragile economy. External circumstances, such as pandemics, natural disasters, or political instability, can lead to a complete collapse of the tourism sector. Furthermore, increased demand for land and goods can increase prices, which may lead to tourism-driven inflation, making necessities unaffordable for local people.

Although previous research highlights tourism's impact on economic growth, there is limited analysis of its potential to drive economic diversification in Uzbekistan. Considering both benefits and challenges, the article explores the following question: Can tourism serve as a sustainable tool for economic diversification in Uzbekistan, and what risks accompany this strategy?

LITERATURE REVIEW

The Tourism-Led Growth Hypothesis (TLGH) suggests that tourism development can drive economic growth in a country. Many empirical studies support TLGH. For example, research using time-series analysis finds a positive impact of tourism expansion in developing economies[3], including increased employment and investment in infrastructure. If tourism acts as a key sector in a country, it may also support economic diversification by expanding sectors such as hospitality, transportation, cultural industries, and local services.

In classical theory, Adam Smith emphasized the importance of market expansion and division of labor for economic growth. Tourism contributes to growth by expanding markets, increasing demand for goods and services, encouraging specialization in sectors such as hospitality and transportation, and integrating domestic economies into global trade networks. Adam Smith argued that market expansion drives growth, which applies directly to modern tourism infrastructure.

Further, Paul Romer introduced the endogenous growth model, highlighting the role of human capital, knowledge, and innovation. According to this model, Tourism fosters knowledge, skill devel-

[1] Statistics Agency of Uzbekistan. Tourism indicators report (2025). Available at: https://stat.uz/en/press-center/news-of-committee/65972-11-ojda-zbekistonga-turistlar-tashrifi-ilk-bor-10-milliondan-oshdi-4 U.S. Department of Commerce. Uzbekistan Travel and Tourism Market Report (2024). Available at: https://www.trade.gov/country-commercial-guides/uzbekistan-travel-and-tourism#:~:text=Located%20in%20the%20heart%20of,billion%20of%20tourism%20services%20exports

[3] Ahmad, W., Majeed, T., & Andlib, Z. Tourism Led Growth Hypothesis: Empirical Evidence From Five South Asian Countries. Bulletin of Business and Economics, 9(1), 51–59 (2020). Available at: https://www.researchgate.net/publication/343602140_Tourism_Led_Growth_Hypothesis_Empirical_Evidence_From_Five_South_Asian_Countries

opment, entrepreneurial activity, and international knowledge transfer, supporting long-run growth dynamics. From this perspective, tourism can also contribute to economic diversification by encouraging skill development, entrepreneurship, and knowledge transfer.

In countries that rely heavily on a limited number of sectors, tourism is widely considered a tool for economic diversification. By creating demand across various industries- including hospitality, food production, cultural services, transportation, and entertainment-tourism stimulates the development of new economic activities. As tourism grows, it can encourage entrepreneurship and support small or medium-sized businesses, broadening the economic base and reducing dependence on traditional sectors.

Several data-driven studies have analyzed the connection between tourism and economic growth in various countries. Recent research by Samitas et al. (2024) confirms the ongoing "tourism-led growth" in Greece, identifying a significant long-term relationship where a 1% increase in arrivals boosts GDP by approximately 0.08%.[4] Tourism remains a powerhouse for creating jobs and bringing in foreign currency. Recent insights from the World Travel & Tourism Council (2024) highlight that the industry now fuels nearly 10% of the global economy and acts as a critical engine for sustainable development.[5]

Empirical evidence generally supports the positive relationship between tourism development and economic growth, particularly in developing countries. However, the direction of causality remains contested. While some studies confirm that tourism is crucial for economic growth, other studies suggest the reverse connection – where economic growth itself stimulates tourism expansion- giving rise to the Growth Led Tourism Hypothesis. For example, In the Maldives, tourism drives economic growth as visitors spend on hotels, transport, and restaurants, generating income, employment, and tax revenue. As a result, tourism-led development has helped reduce poverty to near zero and increase life expectancy to 81 years.[6]

However, in the United Arab Emirates, economic growth initially driven by oil enabled major infrastructure development, which later supported tourism expansion. Today, tourism plays a central role in diversification, with the non-oil sector contributing about 77.5% of real GDP.[7]

Understanding the direction of causality is particularly important for Uzbekistan, where tourism has been promoted as a strategic sector for economic diversification. Therefore, determining whether tourism acts as a driver of economic growth or simply benefits from expanded economic development is vital for policymakers to evaluate the effectiveness of tourism-oriented development strategies.

Although numerous studies examine the relationship between economic growth and tourism, limited research specifically analyzes how tourism contributes to economic diversification in Uzbekistan. This study aims to address this gap by examining the role of tourism in supporting sectoral diversification in the Uzbek economy.

METHODOLOGY

This study applies a mixed-method research approach combining both qualitative and quantitative analysis in order to examine the role of tourism in supporting economic diversification in Uzbekistan. The research follows a descriptive and analytical design, focusing on tourism development trends, government reforms, regional tourism distribution, and the economic impact of tourism between 2016 and 2025. The combination of qualitative and quantitative methods allows the study to evaluate not only statistical tourism performance but also the broader structural and theoretical significance of tourism within the Uzbek economy.

The qualitative component of the research is based on a review of academic literature, economic theories, government strategies, policy documents, and international tourism reports related to tourism development and economic diversification. Particular attention is given to the Tourism-Led Growth Hypothesis (TLGH), endogenous growth theory, and theories of structural economic transformation. Previous empirical studies examining the relationship between tourism and economic growth in developing economies were also analyzed to compare Uzbekistan's experience with international tourism-oriented economies such as the Maldives and the United Arab Emirates.

The quantitative component of the study focuses on the analysis of secondary statistical data related to international tourist arrivals, tourism service exports, tourism revenue, employment generation, tourism infrastructure development, and tourism's contribution to GDP. In addition, regional tourism indicators from major destinations including Tashkent, Samarkand, Bukhara, Khiva, the Fergana Valley, and

4 Samitas, A. et al. Tourism-led growth and economic performance in Greece (2024). https://ersj.eu/journal/3424

5 World Travel & Tourism Council (WTTC). Economic Impact Research 2024 (2024). Available at: https://wttc.org/research/economic-impact

6 The World Bank. Maldives – Data and Economic Indicators. Available at: https://data.worldbank.org/country/maldives

7 New Zealand Ministry of Foreign Affairs and Trade. UAE Trade and Economic Update – March 2025 (2025). Available at: https://www.mfat.govt.nz/en/trade/mfat-market-reports/uae-trade-and-economic-update-march-2025

Karakalpakstan were examined in order to evaluate the spatial distribution of tourism activity and its contribution to regional economic development.

The research relies entirely on secondary data obtained from official and academic sources. These include publications and statistical reports from the Statistics Agency of Uzbekistan, the Ministry of Tourism and Cultural Heritage, the World Bank, the World Travel and Tourism Council (WTTC), government development strategies, international trade reports, and previous peer-reviewed academic studies. The use of official statistical databases and international reports increases the reliability and validity of the research findings while allowing for the identification of long-term tourism development trends.

The study examines tourism development, government reforms, infrastructure modernization, and regional tourism policies as the primary independent variables influencing economic diversification. The dependent variables include GDP contribution, tourism export revenue, employment generation, regional economic development, and the expansion of service-based economic activity. Through this framework, the research evaluates whether tourism functions as a sustainable mechanism for reducing dependence on traditional sectors of the Uzbek economy.

The analysis is primarily based on trend analysis and comparative analysis. Trend analysis was used to identify changes in tourism indicators over time, particularly in visitor numbers, tourism exports, employment, and infrastructure development. Comparative analysis was applied to evaluate similarities and differences between Uzbekistan's tourism strategy and international tourism development models. The study also incorporates theoretical analysis through the application of the Tourism-Led Growth Hypothesis and endogenous growth theory to assess tourism's long-term contribution to economic diversification and structural transformation.

Despite the usefulness of this methodological approach, several limitations should be acknowledged. The study depends mainly on secondary statistical data, which may contain inconsistencies across reporting institutions and years. Some tourism indicators for 2025 are also based on preliminary government estimates rather than finalized annual reports. Furthermore, the research focuses on macroeconomic and structural trends and does not include primary research methods such as surveys, interviews, or field observations involving tourists or local businesses.

Nevertheless, the selected methodology provides a comprehensive framework for examining tourism as a tool for economic diversification in Uzbekistan and allows for both theoretical and empirical evaluation of the sector's economic significance.

ANALYSIS

Since 2016, tourism has become one of the key sectors that the government of Uzbekistan aims to reform and revitalize. The expansion of tourism is expected to increase employment and create new business opportunities. In addition, tourism development contributes to economic diversification, supports regional development, improves income and quality of life, and increases foreign exchange earnings while strengthening the country's image as an attractive destination for international investors.

A new era of tourism development began in 2017, bringing several important changes. One of the most significant reforms was visa liberalization, which now allows citizens from more than 80 countries to enter Uzbekistan without a visa. At the same time, the introduction of the electronic visa system simplified entry procedures for citizens of over 100 countries. Tourism capacity has also increased due to infrastructure development, including the construction of new hotels, the modernization of airports, and the expansion of high-speed railway connections.

By 2025, the number of international visitors reached approximately 11.7 million. During this period, Uzbekistan's overall real GDP growth reached around 7.7 percent, the highest rate since 2021, while tourism's contribution to GDP reached about 3.5 percent. The government aims to increase the tourism sector's share of GDP to 7 percent by 2030. [8] To achieve this goal, the state has prioritized regional development as a mechanism for redistributing economic benefits beyond the capital, with tourist flows serving as a key indicator of spatial economic rebalancing. Although Tashkent continues to function as the principal entry gateway, attracting over 3.5 million visitors, the strategic expansion of tourism in inland regions reflects a measurable reduction in regional disparities. In particular, Samarkand's capacity to accommodate more than 2 million visitors underscores the effectiveness of large-scale investments such as the Silk Road Samarkand complex. Concurrently, the expansion of the Afrosiyob high-speed rail corridor has strengthened tourism-driven economic activity in western provinces, facilitating approximately 1.35 million visitors in Bukhara and 900,000 in Khiva. Furthermore, around 500,000 craft-oriented tourists are drawn to the Fergana Valley, while approximately 65,000 eco-tourists visit Nukus and Muynak. Collectively, these dynamics illustrate the role of sustainable tourism in fostering rural employment and enhancing local economic resilience through the monetization of region-specific cultural and environmental assets.

[8] Gazeta.uz – Uzbekistan plans to attract more tourists in 2026 https://www.gazeta.uz/en/2026/04/02/tourism/

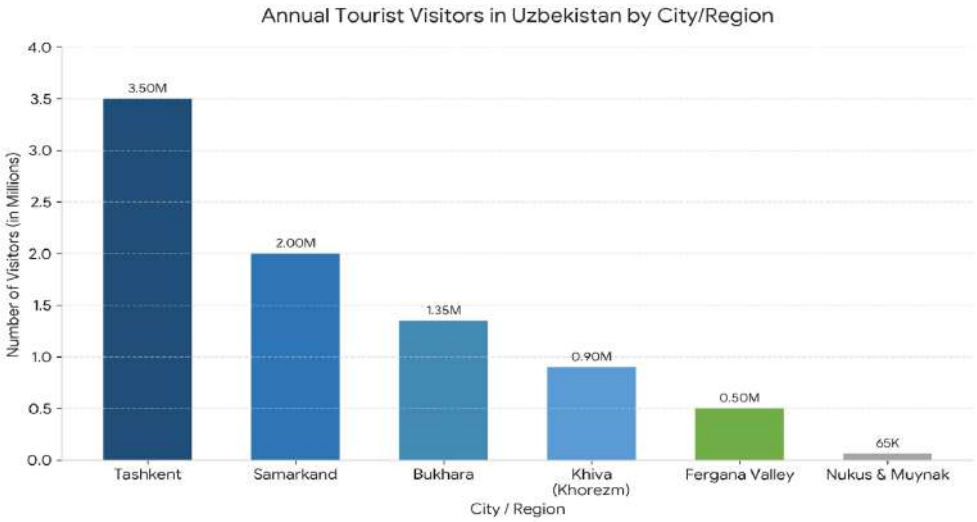


Table 1 . Regional Distribution of Tourism in Uzbekistan in 2025

Beyond its contribution to output employment and regional development, tourism has emerged as a significant driver of structural transformation in Uzbekistan's economy, particularly through export diversification and income generation. Tourism service exports increased significantly from approximately $214 million in 2016 to around $4.4 billion by 2025[9], indicating a substantial shift toward service-based external revenues. This transition is economically important because it reduces the country's historical dependence on commodity exports and enhances resilience to price volatility in primary sectors such as natural gas and gold. In parallel, tourism investment projects and infrastructure expansion had created more than 16,000 new jobs. Tourism and its related industries accounted for approximately 3.5 percent of total employment, supporting more than 500,000 jobs[10], reflecting the sector's growing role

9 Kun.uz – Uzbekistan's tourism exports hit $4.8 billion amid surge in visitor numbers https://kun.uz/en/news/2026/01/15/uzbekistans-tourism-exports-hit-48-billion-amid-surge-in-visitor-numbers

10 Government of Uzbekistan. Development measures for tourism sector in Uzbekistan https://gov.uz/en/uzbektourism/news/view/120827

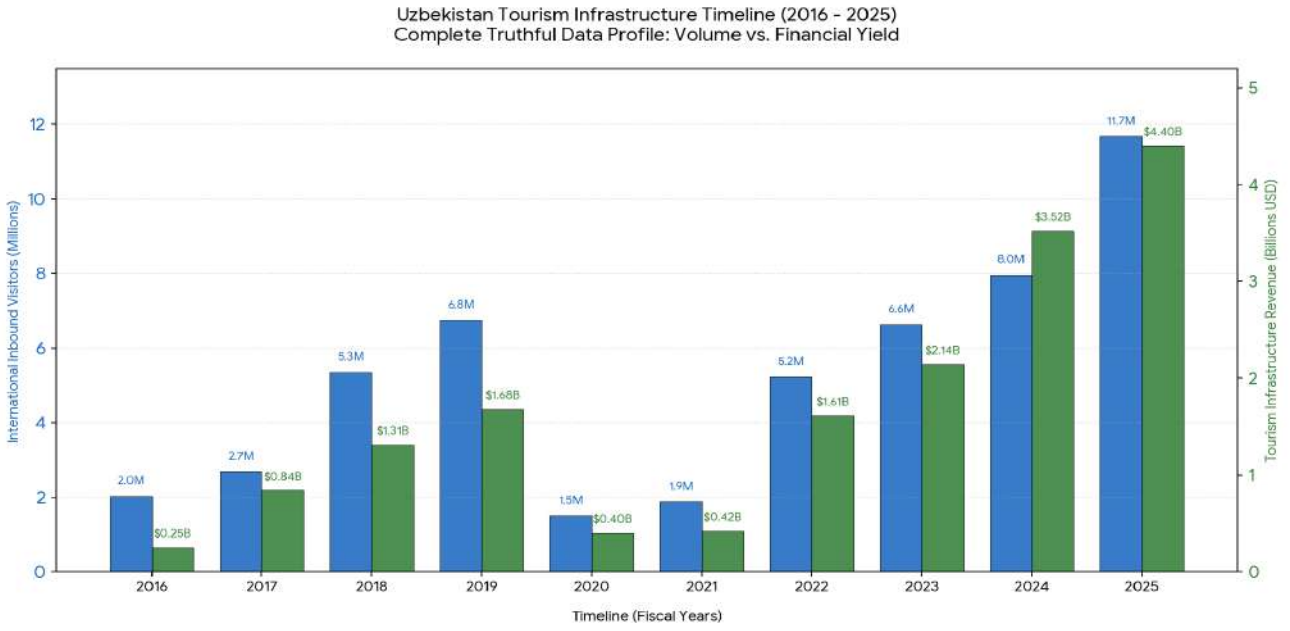


Table 2. Uzbekistan Tourism Infrastructure Timeline (2016-2025). Visitor growth and Revenue

in labor market reallocation toward services. Moreover, the multiplier effects of tourism extend into small and medium-sized enterprises, particularly in handicrafts, transport, and catering, strengthening inter-sectoral linkages within the domestic economy. Overall, these dynamics suggest that tourism is not only a growth sector but also a mechanism for gradual economic diversification and structural upgrading. Therefore, these developments support the Tourism-Led Growth Hypothesis, which suggests that tourism expansion can contribute to economic growth and diversification.

Despite its clear contribution to economic growth and employment, tourism in Uzbekistan is still quite vulnerable to both external shocks and internal structural challenges, which limits how far it can go in supporting real economic diversification. The sector is especially sensitive to global events like political instability, pandemics, climate changes, and economic downturns, all of which quickly affect tourist arrivals and reduce income. A clear example is the COVID-19 pandemic, when visitor numbers dropped sharply to around 1.5 million in 2020, causing serious job losses in areas such as guiding, handicrafts, and hospitality.[11]

Another important issue is seasonality. Tourism activity is heavily concentrated in peak seasons, especially in cities like Samarkand and Bukhara, where overcrowding, pressure on infrastructure, and rising prices often occur. In contrast, during off-peak months, activity slows down significantly, and many workers in the sector face reduced hours or temporary unemployment, which creates income instability.

There are also longer-term structural limitations that affect how evenly tourism benefits are spread across the country. Regions such as the Fergana Valley, Karakalpakstan, and Surkhandarya still have weaker transport connections and limited accommodation options, which makes it harder for tourism-driven growth to reach these areas. On top of that, service quality in some parts of the sector is still inconsistent compared to international standards. Together, these issues make tourism less stable and reduce its ability to fully support balanced and inclusive economic diversification across regions.

To address these issues, the “Uzbekistan-2030” Strategy sets priority goals to increase the number of visitors. The strategy includes the development of 20 tourism clusters, the establishment of 4,000 new accommodation facilities, and the creation of 25 mountain tourist routes alongside 175 designated tourist mahallas and villages. [12]These measures aim to reduce regional imbalances and increase the sector’s contribution to GDP, thereby strengthening its role in economic diversification. However, while these policies are directionally important, their effectiveness will depend on implementation quality, particularly in improving transport accessibility and service standards in less-developed regions.

CONCLUSION

This study examined the role of tourism as a tool for economic diversification in Uzbekistan and evaluated both the opportunities and limitations associated with tourism-oriented development strategies. The findings demonstrate that tourism has evolved into one of the country’s most dynamic service sectors, contributing significantly to GDP growth, employment creation, foreign exchange earnings, and regional development. Since 2016, large-scale reforms such as visa liberalization, infrastructure modernization, expansion of transport networks, and investment in tourism facilities have accelerated the growth of international tourist arrivals and strengthened Uzbekistan’s position as an emerging destination in Central Asia.

The research further shows that tourism contributes to structural transformation by stimulating related industries including hospitality, transportation, handicrafts, catering, cultural services, and small and medium-sized enterprises. In addition, the expansion of tourism beyond Tashkent into regions such as Samarkand, Bukhara, Khiva, the Fergana Valley, and Karakalpakstan demonstrates the sector’s growing role in reducing regional disparities and promoting local economic activity. Cultural heritage, pilgrimage tourism, natural landscapes, and the country’s relatively high level of public safety collectively increase Uzbekistan’s attractiveness for international visitors and strengthen its tourism potential.

At the same time, the study indicates that tourism alone cannot guarantee stable and sustainable economic diversification. The sector remains vulnerable to external shocks such as pandemics, global economic crises, climate-related challenges, and geopolitical instability. The COVID-19 pandemic clearly illustrated the fragility of tourism-dependent activities, as international arrivals and tourism revenues declined sharply within a short period. Furthermore, issues including seasonal concentration of tourist flows, uneven regional infrastructure, limited transport accessibility in remote areas, and inconsistencies in service quality continue to constrain the sector’s long-term

11 Statistics Agency of Uzbekistan. Tourism in Uzbekistan 2020: Statistical Report (2021). Available at: https://stat.uz/images/uploads/reliz2021/turizm_2020_en.pdf

12 Development Strategy Center of Uzbekistan. Tourism Development Strategy and Economic Diversification in Uzbekistan (2021). Available at: https://strategy.uz/index.php?news=2142&lang=en#:~:text=Taking%20into%20account%20that%20the,%E2%80%A2

effectiveness.

Overall, the evidence partially supports the Tourism-Led Growth Hypothesis in the context of Uzbekistan. Tourism has become an important driver of economic modernization and diversification; however, its long-term success depends on continuous policy reforms, investment in infrastructure and human capital, improvement of service standards, and stronger integration of tourism with regional development strategies. Therefore, tourism should be viewed not as a single solution to economic diversification, but as a complementary mechanism within a broader framework of sustainable economic transformation. By maintaining balanced regional development, protecting cultural and environmental resources, and strengthening institutional support for the tourism industry, Uzbekistan can further enhance the sector's contribution to inclusive and resilient economic growth.

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