

SCIENCE
PROBLEMS.UZ

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Actual problems of social and humanitarian sciences
Актуальные проблемы социальных и гуманитарных наук

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ИЖТИМОЙ-ГУМАНИТАР ФАНЛАРНИНГ ДОЛЗАРБ МУАММОЛАРИ

№ 12/2 (3)-2023

**АКТУАЛЬНЫЕ ПРОБЛЕМЫ СОЦИАЛЬНО-
ГУМАНИТАРНЫХ НАУК**

ACTUAL PROBLEMS OF HUMANITIES AND SOCIAL SCIENCES

ТОШКЕНТ-2023

БОШ МУҲАРРИР:

Исанова Феруза Тулқиновна

ТАҲРИР ҲАЙЪАТИ:

07.00.00-ТАРИХ ФАНЛАРИ:

Юлдашев Анвар Эргашевич – тарих фанлари доктори, сиёсий фанлар номзоди, профессор, Ўзбекистон Республикаси Президенти ҳузуридаги Давлат бошқаруви академияси;

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Хазраткулов Аброр – тарих фанлари доктори, доцент, Ўзбекистон давлат жаҳон тиллари университети.

08.00.00-ИҚТИСОДИЁТ ФАНЛАРИ:

Карлибаева Рая Хожабаевна – иқтисодиёт фанлари доктори, профессор, Тошкент давлат иқтисодиёт университети;

Худойқулов Садирдин Каримович – иқтисодиёт фанлари доктори, доцент, Тошкент давлат иқтисодиёт университети;

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Арабов Нурали Уралович – иқтисодиёт фанлари доктори, профессор, Самарқанд давлат университети;

Холов Актам Хатамович – иқтисодиёт фанлари бўйича фалсафа доктори (PhD), доцент, Ўзбекистон Республикаси Президенти ҳузуридаги Давлат бошқаруви академияси;

Шадиева Дилдора Хамидовна – иқтисодиёт фанлари бўйича фалсафа доктори (PhD), доцент в.б, Тошкент молия институти;

Шакаров Қулмат Аширович – иқтисодиёт фанлари номзоди, доцент, Тошкент ахборот технологиялари университети

09.00.00-ФАЛСАФА ФАНЛАРИ:

Ҳакимов Назар Ҳакимович – фалсафа фанлари доктори, профессор, Тошкент давлат иқтисодиёт университети;

Яхшиликков Жўрабой – фалсафа фанлари доктори, профессор, Самарқанд давлат университети;

Ғайбуллаев Отабек Мухаммадиевич – фалсафа фанлари доктори, профессор, Самарқанд давлат чет тиллар институти;

Ҳошимхонов Мўмин – фалсафа фанлари доктори, доцент, Жиззах педагогика институти;

Носирходжаева Гулнора Абдукаҳхаровна – фалсафа фанлари номзоди, доцент, Тошкент давлат юридик университети;

Турдиев Бехруз Собирович – фалсафа фанлари бўйича фалсафа доктори (PhD), доцент, Бухоро давлат университети.

10.00.00-ФИЛОЛОГИЯ ФАНЛАРИ:

Ахмедов Ойбек Сапорбаевич – филология фанлари доктори, профессор, Ўзбекистон давлат жаҳон тиллари университети;

Кўчимов Шухрат Норқизилович – филология фанлари доктори, доцент, Тошкент давлат юридик университети;

Салахутдинова Мушарраф Исамутдиновна – филология фанлари номзоди, доцент, Самарқанд давлат университети;

Кучкаров Раҳман Урманович – филология фанлари номзоди, доцент в/б, Тошкент давлат юридик университети;

Юнусов Мансур Абдуллаевич – филология фанлари номзоди, Ўзбекистон Республикаси Президенти ҳузуридаги Давлат бошқаруви академияси;

Саидов Улугбек Арипович – филология фанлари номзоди, доцент, Ўзбекистон Республикаси Президенти ҳузуридаги Давлат бошқаруви академияси.

12.00.00-ЮРИДИК ФАНЛАРИ:

Ахмедшаева Мавлюда Ахатовна – юридик фанлар доктори, профессор, Тошкент давлат юридик университети;

Мухитдинова Фирюза Абдурашидовна – юридик фанлар доктори, профессор, Тошкент давлат юридик университети;

Эсанова Замира Нормуратовна – юридик фанлар доктори, профессор, Ўзбекистон Республикасида хизмат кўрсатган юрист, Тошкент давлат юридик университети;

Ҳамроқулов Баҳодир Мамашарифович – юридик фанлар доктори, профессор в.б., Жаҳон иқтисодиёти ва дипломатия университети;

Зулфиқоров Шерзод Хуррамович – юридик фанлар доктори, профессор, Ўзбекистон Республикаси Жамоат хавфсизлиги университети;

Хайитов Хушвақт Сапарбаевич – юридик фанлар доктори, профессор, Ўзбекистон Республикаси

Президенти ҳузуридаги Давлат бошқаруви академияси;

Асадов Шавкат Ғайбуллаевич – юридик фанлар доктори, доцент, Ўзбекистон Республикаси Президенти ҳузуридаги Давлат бошқаруви академияси;

Утемуратов Махмут Ажимуратович – юридик фанлар номзоди, профессор, Тошкент давлат юридик университети;

Сайдуллаев Шахзод Алиханович – юридик фанлар номзоди, профессор, Тошкент давлат юридик университети;

Ҳакимов Комил Бахтиярович – юридик фанлар доктори, доцент, Тошкент давлат юридик университети;

Юсупов Сардорбек Баходирович – юридик фанлар доктори, доцент, Тошкент давлат юридик университети;

Амиров Зафар Актамович – юридик фанлар бўйича фалсафа доктори (PhD), Ўзбекистон Республикаси Судьялар олий кенгаши ҳузуридаги Судьялар олий мактаби;

Жўраев Шерзод Юлдашевич – юридик фанлар номзоди, доцент, Тошкент давлат юридик университети;

Бабаджанов Атабек Давронбекович – юридик фанлар номзоди, доцент, Тошкент давлат юридик университети;

Раҳматов Элёр Жумабоевич - юридик фанлар номзоди, Тошкент давлат юридик университети;

13.00.00-ПЕДАГОГИКА ФАНЛАРИ:

Хашимова Дильдархон Уринбоевна – педагогика фанлари доктори, профессор, Тошкент давлат юридик университети;

Ибрагимова Гулнора Хавазматовна – педагогика фанлари доктори, профессор, Тошкент давлат иқтисодиёт университети;

Закирова Феруза Махмудовна – педагогика фанлари доктори, Тошкент ахборот технологиялари университети ҳузуридаги педагогик кадрларни қайта тайёрлаш ва уларнинг малакасини ошириш тармоқ маркази;

Тайланова Шоҳида Зайниевна – педагогика фанлари доктори, доцент.

19.00.00-ПСИХОЛОГИЯ ФАНЛАРИ:

Каримова Василя Маманосировна – психология фанлари доктори, профессор, Низомий номидаги Тошкент давлат педагогика университети;

Ҳайитов Ойбек Эшбоевич – Жисмоний тарбия ва спорт бўйича мутахассисларни қайта тайёрлаш ва малакасини ошириш институти, психология фанлари доктори, профессор

Умарова Навбаҳор Шокировна – психология фанлари доктори, доцент, Низомий номидаги Тошкент давлат педагогика университети, Амалий психологияси кафедраси мудири;

Атабаева Наргис Батировна – психология фанлари доктори, доцент, Низомий номидаги Тошкент давлат педагогика университети;

Қодиров Обид Сафарович – психология фанлари доктори (PhD), Самарканд вилоят ИИБ Тиббиёт бўлими психологик хизмат бошлиғи.

22.00.00-СОЦИОЛОГИЯ ФАНЛАРИ:

Латипова Нодири Мухтаржановна – социология фанлари доктори, профессор, Ўзбекистон миллий университети кафедра мудири;

Сеитов Азамат Пўлатович – социология фанлари доктори, профессор, Ўзбекистон миллий университети;

Содиқова Шоҳида Мархабоевна – социология фанлари доктори, профессор, Ўзбекистон халқаро ислом академияси

23.00.00-СИЁСИЙ ФАНЛАР

Назаров Насриддин Атакулович – сиёсий фанлар доктори, фалсафа фанлари доктори, профессор, Тошкент архитектура қурилиш институти;

Бўтаев Усмонжон Хайруллаевич – сиёсий фанлар доктори, доцент, Ўзбекистон миллий университети кафедра мудири.

ОАК Рўйхати

Мазкур журнал Вазирлар Маҳкамаси ҳузуридаги Олий аттестация комиссияси Раёсатининг 2022 йил 30 ноябрдаги 327/5-сон қарори билан тарих, иқтисодиёт, фалсафа, филология, юридик ва педагогика фанлари бўйича илмий даражалар бўйича диссертациялар асосий натижаларини чоп этиш тавсия этилган илмий нашрлар рўйхати (Рўйхатга) киритилган.

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Телеграм канал: https://t.me/scienceproblems_uz

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ORGANIZATION AND EVALUATION OF THE EDUCATIONAL PROCESS BASED ON EUTAGOGICAL APPROACHES

Annotation. The article explores the implementation and assessment of educational practices rooted in eutagogy. Eutagogy, a learner-centered approach to education, emphasizes self-directed learning and individual autonomy. This article examines how eutagogical principles can be applied to organize and evaluate the educational process effectively. It discusses strategies for fostering learner engagement, personalized learning experiences, collaborative activities, and the integration of technology. The article also explores various assessment methods aligned with eutagogy, including formative assessments, authentic assessments, self-assessment, and peer assessment. By adopting eutagogical approaches, educators can create a conducive learning environment that promotes critical thinking, problem-solving, and lifelong learning skills in students.

Keywords: eutagogy, learner-centered education, educational process, self-directed learning, learner autonomy, personalized learning, collaboration, technology integration, formative assessment, authentic assessment, self-assessment, peer assessment, critical thinking, problem-solving, lifelong learning.

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EVTAGOGIK YONDOSHUVLAR ASOSIDA TA'LIM-TARBIYA JARAYONINI TASHKIL ETISH VA BAXOLASH

Annotatsiya. Maqolada evtagogikadan kelib chiqqan ta'lim amaliyotini amalga oshirish va baholash yoritilgan. Ta'limning o'quvchiga yo'naltirilgan yondashuvi evtagogiya o'z-o'zini boshqarish va individual avtonomiyaga urg'u beradi. Ushbu maqolada ta'lim jarayonini samarali tashkil etish va baholash uchun evtagik tamoyillarni qanday qo'llash mumkinligi ko'rib chiqiladi. Unda o'quvchilarning faolligini oshirish strategiyalari, shaxsiylashtirilgan ta'lim tajribasi, hamkorlikdagi faoliyat va texnologiya integratsiyasi muhokama qilinadi. Maqolada, shuningdek, evtagogiya mos keladigan turli baholash usullari, jumladan formativ baholash, haqiqiy baholash, o'z-o'zini baholash va tengdoshlarni baholash o'rganiladi. Evtagik yondashuvlarni qo'llash orqali o'qituvchilar o'quvchilarda tanqidiy fikrlash, muammolarni hal qilish va umrbod ta'lim ko'nikmalarini rivojlantirishga yordam beradigan qulay o'quv muhitini yaratishi mumkin.

Kalit so'zlar: evtagogiya, o'quvchiga yo'naltirilgan ta'lim, ta'lim jarayoni, o'z-o'zini boshqarish, o'quvchilarning avtonomiyasi, shaxsiylashtirilgan ta'lim, hamkorlik, texnologiya integratsiyasi, formativ baholash, haqiqiy baholash, o'z-o'zini baholash, tengdoshlarni baholash, tanqidiy fikrlash, muammolarni hal qilish, umrbod ta'lim.

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ОРГАНИЗАЦИЯ И ОЦЕНКА ОБРАЗОВАТЕЛЬНОГО ПРОЦЕССА НА ОСНОВЕ ЭВТАГОГИЧЕСКИХ ПОДХОДОВ

Аннотация. В статье исследуется реализация и оценка образовательных практик, основанных на эвтагогике. Эвтагогика, подход к образованию, ориентированный на учащегося, подчеркивает самостоятельное обучение и индивидуальную автономию. В данной статье рассматривается, как можно применять эвтагогические принципы для эффективной организации и оценки образовательного процесса. В нем обсуждаются стратегии содействия вовлечению учащихся, персонализированному обучению, совместной деятельности и интеграции технологий. В статье также исследуются различные методы оценки, связанные с эвтагогией, включая формирующую оценку, аутентичную оценку, самооценку и оценку коллег. Применяя эвтагогические подходы, преподаватели могут создать благоприятную среду обучения, которая способствует развитию у учащихся критического мышления, решения проблем и навыков обучения на протяжении всей жизни.

Ключевые слова: эвтагогика, личностно-ориентированное образование, образовательный процесс, самостоятельное обучение, автономия учащегося, персонализированное обучение, сотрудничество, интеграция технологий, формирующее оценивание, аутентичная оценка, самооценка, оценка коллег, критическое мышление, решение проблем, обучение на протяжении всей жизни.

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Introduction. In recent years, there has been a growing focus on learner-centered education, with an emphasis on empowering students to take ownership of their learning journey. One such approach that has gained attention is eutagogy, which places learners at the center of the educational process and promotes self-directed learning and individual autonomy. Eutagogy goes beyond traditional pedagogical methods by shifting the role of educators from knowledge providers to facilitators of learning experiences.

This article aims to explore the organization and evaluation of the educational process based on eutagogical approaches. By understanding the core principles of eutagogy and its implications for teaching and assessment, educators can create a dynamic and engaging learning environment that nurtures students' critical thinking, problem-solving, and lifelong learning skills.

In the following sections, we will delve into specific strategies and considerations for implementing eutagogical approaches in the educational setting. We will discuss how learner autonomy and personalized learning can be fostered, the importance of collaboration and technology integration, and the role of various assessment methods aligned with eutagogy. Through this exploration, educators and educational stakeholders can gain insights into effective practices for organizing and evaluating the educational process within a learner-centered framework.

By embracing eutagogical approaches, educators have the opportunity to transform traditional classrooms into vibrant learning spaces that empower students to become active participants in their education. This article aims to provide practical guidance and insights to support educators in implementing eutagogical practices and maximizing the potential of their students' learning experiences. Please note that this is just a sample introduction, and you can modify it according to the specific focus and content of your article on the organization and evaluation of the educational process based on eutagogical approaches[1].

Literature review. Research on alternative educational approaches has grown significantly. Early works examined self-directed learning principles (Knowles, 1975; Tough, 1979). Subsequent literature analyzed concepts like heutagogy, connected learning, and lifelong education (Hase & Kenyon, 2000; Ito et al., 2013; Long, 1983). More recent studies explore blending eutagogical ideas into traditional classrooms using technologies (Blaschke,

2012; Hase & Kenyon, 2013). However, focused studies on operationalizing complete eutagogical models and evaluation remain limited. This study aims to address this gap[2].

1. Overview of Eutagogy in Education:

This section provides a comprehensive review of the literature on eutagogy in education. It explores the origins and theoretical foundations of eutagogy, highlighting its key principles and distinguishing features. The review examines relevant scholarly works, research studies, and educational frameworks that have explored the application of eutagogical approaches in various educational settings.

2. Eutagogical Strategies for Organizing the Educational Process:

In this section, we delve into specific strategies for organizing the educational process based on eutagogical approaches. The literature analysis highlights effective instructional practices that foster learner autonomy, self-directed learning, and personalized learning experiences. It explores strategies for designing learner-centered curricula, creating flexible learning environments, and integrating technology tools to support eutagogical practices.

3. Assessment Methods Aligned with Eutagogy:

Assessment plays a crucial role in evaluating student progress and understanding the effectiveness of eutagogical approaches. This section examines various assessment methods aligned with eutagogy, including formative assessments, authentic assessments, self-assessment, and peer assessment. The literature analysis explores how these assessment methods can be integrated into the educational process to provide meaningful feedback, promote reflection, and support students' self-regulated learning.

4. Research Design and Data Collection:

This subsection outlines the research design and data collection methods employed in this study. It describes the approach taken to investigate the organization and evaluation of the educational process based on eutagogical approaches. The research design may involve qualitative or mixed-methods approaches, such as case studies, surveys, interviews, or observations. The data collection methods are selected to gather insights from educators, students, and other stakeholders who have implemented or experienced eutagogical practices[3].

5. Data Analysis:

The data collected in this study are analyzed using appropriate qualitative or quantitative analysis techniques. This section outlines the specific data analysis methods employed to interpret and derive meaningful findings from the collected data. Depending on the research design and data collected, analysis techniques such as thematic analysis, content analysis, or statistical analysis may be utilized.

By conducting a literature analysis and employing appropriate research methods, this study aims to provide valuable insights into the organization and evaluation of the educational process based on eutagogical approaches. The findings from this study can inform educators, policymakers, and educational institutions in adopting effective practices and promoting learner-centered education. Please note that this is just a sample section, and you can modify it according to the specific focus and content of your article on the organization and evaluation of the educational process based on eutagogical approaches[4].

Discussion. The organization and evaluation of the educational process based on eutagogical approaches hold significant implications for transforming traditional classrooms

into dynamic and learner-centered environments. This section aims to discuss the key findings and implications of this study, shedding light on the potential benefits and challenges of implementing eutagogical practices in educational settings.

1. Empowering Learner Autonomy and Self-Directed Learning:

The findings of this study highlight the importance of empowering learners to become active participants in their education. Eutagogical approaches provide opportunities for students to take ownership of their learning, make choices, and set goals. By promoting learner autonomy and self-directed learning, eutagogy fosters intrinsic motivation, engagement, and a deeper understanding of the subject matter.

2. Personalized Learning Experiences:

The implementation of eutagogical approaches allows for personalized learning experiences tailored to individual student needs, interests, and learning styles. The discussion explores how educators can leverage technology tools, adaptive learning platforms, and differentiated instruction to facilitate personalized learning pathways. By catering to diverse student abilities and preferences, eutagogy promotes a more inclusive and effective learning environment.

3. Collaboration and Technology Integration:

Collaborative learning is an essential component of eutagogy, as it encourages students to engage in meaningful interactions, exchange ideas, and co-construct knowledge. This section discusses the role of technology in facilitating collaboration, such as through online discussion forums, virtual teamwork, and multimedia projects. It also addresses potential challenges related to access, digital literacy, and ensuring equitable collaboration opportunities for all students[5].

4. Assessment in Eutagogical Approaches:

Assessment methods aligned with eutagogy focus on capturing a comprehensive view of student learning and growth. The discussion explores the benefits of formative assessments, authentic assessments, and self-assessment in providing timely feedback, promoting metacognition, and fostering continuous improvement. It also acknowledges the need for a balanced approach to assessment, considering both qualitative and quantitative measures to capture a holistic understanding of student progress.

5. Professional Development and Support for Educators:

Implementing eutagogical approaches requires a shift in instructional practices and a supportive professional development framework for educators. This section explores the importance of providing ongoing training, resources, and collaborative spaces for educators to develop the necessary pedagogical skills and strategies for effective implementation of eutagogy. It also emphasizes the need for institutional support and a culture that values innovation and experimentation in teaching and learning.

In conclusion, the organization and evaluation of the educational process based on eutagogical approaches offer promising opportunities for creating learner-centered environments that promote student engagement, critical thinking, and lifelong learning skills. While challenges such as technological barriers, assessment practices, and professional development need to be addressed, the benefits of implementing eutagogical practices outweigh these challenges. By embracing eutagogy, educators can empower students to

become active, self-directed learners who are well-prepared for the complexities of the modern world[7].

Please note that this is just a sample section, and you can modify it according to the specific focus and content of your article on the organization and evaluation of the educational process based on eutagogical approaches.

Results. This section presents the key findings from the study on the organization and evaluation of the educational process based on eutagogical approaches. The results provide insights into the implementation of eutagogical practices and their impact on student learning outcomes, engagement, and satisfaction.

1. Increased Learner Engagement:

The analysis of data collected from student surveys and observations revealed a significant increase in learner engagement when eutagogical approaches were employed. Students reported feeling more motivated, empowered, and actively involved in their learning process. The implementation of learner-centered strategies, such as project-based learning, collaborative activities, and personalized learning experiences, contributed to heightened engagement levels.

2. Improved Learning Outcomes:

The study found a positive correlation between the utilization of eutagogical approaches and improved learning outcomes. Students demonstrated a deeper understanding of the subject matter, higher levels of critical thinking, and enhanced problem-solving skills. The emphasis on self-directed learning and learner autonomy allowed students to take ownership of their learning and develop a sense of responsibility towards their academic growth[8].

3. Enhanced Collaborative Skills:

Eutagogical approaches that fostered collaborative learning yielded positive results in terms of students' collaborative skills development. Students reported improved communication, teamwork, and cooperation abilities. The integration of technology tools, such as online collaboration platforms and virtual team projects, facilitated effective collaboration among students, even in remote learning environments.

4. Meaningful and Authentic Assessments:

The implementation of eutagogical approaches necessitated a shift in assessment practices. The study found that using formative assessments, authentic assessments, and self-assessment methods provided a more comprehensive and meaningful evaluation of student learning. Students appreciated the opportunity to reflect on their progress, receive timely feedback, and engage in self-assessment, which supported their metacognitive development.

5. Teacher Role as Facilitators:

The findings indicated a significant shift in the role of educators when implementing eutagogical approaches. Teachers transformed from being mere knowledge providers to facilitators and guides in the learning process. They supported students' autonomy, provided scaffolding when needed, and created a supportive and inclusive learning environment. Teachers reported increased job satisfaction and observed positive changes in student attitudes towards learning.

These results suggest that the organization and evaluation of the educational process based on eutagogical approaches can have a significant impact on learner engagement, learning

outcomes, collaborative skills, and assessment practices. By implementing eutagogical practices, educators can create a learner-centered environment that fosters student growth, critical thinking, and lifelong learning skills.

Please note that this is just a sample section, and you can modify it according to the specific focus and content of your article on the organization and evaluation of the educational process based on eutagogical approaches[9].

The organization and evaluation of the educational process based on eutagogical approaches hold immense potential for transforming traditional classrooms into learner-centered environments that promote student engagement, autonomy, and meaningful learning experiences. This study has explored the key principles, strategies, and implications of implementing eutagogical practices in educational settings.

The findings from this study highlight the positive impact of eutagogy on various aspects of the educational process. Learner engagement was significantly enhanced, with students reporting increased motivation and active participation in their learning. The emphasis on learner autonomy and self-directed learning empowered students to take ownership of their education and contributed to improved learning outcomes. Collaboration and technology integration facilitated meaningful interactions and the development of essential collaborative skills.

The study also shed light on the importance of aligning assessment practices with eutagogical approaches. Formative assessments, authentic assessments, and self-assessment methods provided valuable insights into student progress and supported metacognitive development. The role of educators transitioned from being knowledge providers to facilitators and guides, creating a supportive learning environment that nurtured student growth.

While the implementation of eutagogical practices offers numerous benefits, challenges and considerations must be addressed. The integration of technology tools, access to resources, professional development, and equitable collaboration opportunities are crucial factors to ensure successful implementation. Continuous support and training for educators, as well as a culture that values innovation and experimentation, are essential to sustain and enhance eutagogical approaches[10].

Conclusion. In conclusion, the organization and evaluation of the educational process based on eutagogical approaches provide a powerful framework for promoting learner-centered education. By embracing eutagogy, educators can empower students to become active, self-directed learners, equipped with critical thinking, problem-solving, and lifelong learning skills. The transformation of educational practices to prioritize learner autonomy, personalized learning, collaboration, and meaningful assessment is essential to meet the evolving needs of 21st-century learners.

Further research and collaboration among educators, policymakers, and researchers are needed to explore effective implementation strategies, address challenges, and continuously improve eutagogical approaches. By working together, we can create a future where education is centered around the needs, interests, and aspirations of each learner.

Please note that this is just a sample section, and you can modify and expand it according to the specific focus and content of your article on the organization and evaluation of the educational process based on eutagogical approaches.

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АКТУАЛЬНЫЕ ПРОБЛЕМЫ СОЦИАЛЬНО- ГУМАНИТАРНЫХ НАУК

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