

# SCIENCE PROBLEMS.UZ

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

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# 2024

# **SCIENCEPROBLEMS.UZ**

## **ИЖТИМОЙ-ГУМАНИТАР ФАНЛАРНИНГ ДОЛЗАРБ МУАММОЛАРИ**

*№ S/1 (4) - 2024*

**АКТУАЛЬНЫЕ ПРОБЛЕМЫ СОЦИАЛЬНО-  
ГУМАНИТАРНЫХ НАУК**

**ACTUAL PROBLEMS OF HUMANITIES AND SOCIAL SCIENCES**

**ТОШКЕНТ-2024**

## **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;

Мавланов Уктам Махмасабирович – тарих фанлари доктори, профессор, Ўзбекистон Республикаси Президенти ҳузуридаги Давлат бошқаруви академияси;

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

Турсунов Равшан Нормуратович – тарих фанлари доктори, Ўзбекистон Миллий Университети;

Холикулов Ахмаджон Боймаҳамматович – тарих фанлари доктори, Ўзбекистон Миллий Университети;

Габриэльян Софья Ивановна – тарих фанлари доктори, доцент, Ўзбекистон Миллий Университети.

### *08.00.00-ИҚТИСОДИЁТ ФАНЛАРИ:*

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

Насирходжаева Дилафруз Сабитхановна – иқтисодиёт фанлари доктори, профессор, Тошкент давлат иқтисодиёт университети;

Остонокулов Азамат Абдукаримович – иқтисодиёт фанлари доктори, профессор, Тошкент молия институти;

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

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

Азизов Шерзод Ўктамович – иқтисодиёт фанлари доктори, доцент, Ўзбекистон Республикаси Божхона институти;

Ҳожаев Азизхон Саидалоҳонович – иқтисодиёт фанлари доктори, доцент, Фарғона политехника институти

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;

Шакарров 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;

Саидова Камола Усканбаевна – фалсафа фанлари доктори, “Tashkent International University of Education” халқаро университети;

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

Ўроқова Ойсулув Жамолиддиновна – фалсафа фанлари доктори, доцент, Андижон давлат тиббиёт институти, Ижтимоий-гуманитар фанлар кафедраси мудир;

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;

Ҳасанов Шавкат Аҳадович – филология фанлари доктори, профессор, Самарқанд давлат университети;

Бахронова Дилрабо Келдиёровна – филология фанлари доктори, профессор, Ўзбекистон давлат жаҳон тиллари университети;

Мирсанов Ғайбулло Қулмуродович – филология фанлари доктори, профессор, Самарқанд давлат чет тиллар институти;

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 ФАНЛАР:

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;

Қаюмова Насиба Ашуровна – педагогика фанлари доктори, профессор, Қарши давлат университети;

Тайланова Шохидат Зайниевна – педагогика фанлари доктори, доцент;

Жуманиёзова Муҳайё Тожиевна – педагогика фанлари доктори, доцент, Ўзбекистон давлат жаҳон тиллари университети;

Ибрахимов Санжар Урунбаевич – педагогика фанлари доктори, Иқтисодиёт ва педагогика университети;

Жавлиева Шахноза Баходировна – педагогика фанлари бўйича фалсафа доктори (PhD), Самарқанд давлат университети;

Бобомуротова Латофат Элмуродовна – педагогика фанлари бўйича фалсафа доктори (PhD), Самарқанд давлат университети.

#### 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 Навбахор Шокировна – психология фанлари доктори, доцент, Низомий номидаги Тошкент давлат педагогика университети, Амалий психология кафедраси мудири;

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

Шамшетова Анжим Караматдиновна – психология фанлари доктори, доцент, Ўзбекистон давлат жаҳон тиллари университети;

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

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

#### 22.00.00-СОЦИОЛОГИЯ ФАНЛАРИ:

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

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

#### 23.00.00-СИЁСИЙ ФАНЛАР

Назаров Насриддин Атақулович – 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 рўйхатига киритилган.

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100070. Тошкент шаҳри, Яккасарой тумани, Кичик Бешёғоч кўчаси, 70/10-уй. Электрон манзил: [scienceproblems.uz@gmail.com](mailto:scienceproblems.uz@gmail.com)

#### Боғланиш учун телефонлар:

(99) 602-09-84 (telegram).

**МУНДАРИЖА****07.00.00 – ТАРИХ ФАНЛАРИ**

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**08.00.00-ИҚТИСОДИЁТ ФАНЛАРИ**

**Zhao Rong**

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**RESEARCH ON THE CONSTRUCTION OF CORE CURRICULUM STANDARDS FOR CROSS-  
BORDER E-COMMERCE MAJORS BASED ON HIGHER VOCATIONAL EDUCATION IN INNER  
MONGOLIA**

**Abstract.** Taking the cross-border e-commerce major of Inner Mongolia higher vocational education as the research object, this paper analyses the current situation of cross-border e-commerce major curriculum and teaching quality of higher vocational education in Inner Mongolia through the study of domestic and international cross-border e-commerce major curriculum standards, and constructs the core curriculum standard of cross-border e-commerce major of higher vocational education in Inner Mongolia on the basis of this. In addition, the implementation plan of the core curriculum for cross-border e-commerce majors including specific measures such as curriculum setting, teaching methods, and selection of teaching materials is explored, with a view to providing reference value for the teaching reform and talent cultivation of cross-border e-commerce majors in Inner Mongolia's higher vocational education.

**Keywords:** Inner Mongolia; Higher vocational education; Cross-border e-commerce; Professional core curriculum; Standards

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**ИССЛЕДОВАНИЕ ПО РАЗРАБОТКЕ ОСНОВНЫХ СТАНДАРТОВ УЧЕБНОЙ  
ПРОГРАММЫ ДЛЯ СПЕЦИАЛЬНОСТЕЙ ТРАНСГРАНИЧНОЙ ЭЛЕКТРОННОЙ  
КОММЕРЦИИ НА ОСНОВЕ ВЫСШЕГО ПРОФЕССИОНАЛЬНОГО ОБРАЗОВАНИЯ ВО  
ВНУТРЕННЕЙ МОНГОЛИИ**

**Аннотация.** Принимая в качестве объекта исследования специальность «трансграничная электронная коммерция» высшего профессионального образования Внутренней Монголии, в данной статье анализируется текущая ситуация с основной учебной программой по трансграничной электронной коммерции и качество преподавания в высшем профессиональном образовании во Внутренней Монголии посредством исследования. внутренних и международных стандартов основной учебной программы по трансграничной электронной коммерции и на основе этого разрабатывает основной стандарт учебной программы по специальности трансграничной электронной коммерции высшего профессионального образования во Внутренней Монголии. Кроме того, изучается план реализации основной учебной программы по специальностям трансграничной электронной коммерции, включая конкретные меры, такие как составление учебной программы, методы обучения и выбор учебных материалов, с целью обеспечить справочную ценность для реформы преподавания и талантов. развитие специальностей трансграничной электронной коммерции в системе высшего профессионального образования Внутренней Монголии.

**Ключевые слова:** Внутренняя Монголия; высшее профессиональное образование; трансграничная электронная коммерция; профессиональная основная учебная программа; стандарты

**Zhao Rong**

Jahon iqtisodiyoti va diplomatiya universiteti o'qituvchisi va tayanch doktoranti, Ichki Mo'g'uliston biznes va savdo kasb-hunar kolleji

## **ICHKI MO'G'ULISTONDA OLIY KASBIY TA'LIMGA ASOSLANGAN TRANSCHEGARAVIY ELEKTRON TIJORAT YO'NALISHLARI UCHUN ASOSIY O'QUV DASTURLARI STANDARTLARINI QURISH BO'YICHA TADQIQOTLAR**

**Annotatsiya.** Tadqiqot obyekti sifatida Ichki Mo'g'uliston oliy kasb-hunar ta'limining transchegaraviy elektron tijorat yo'nalishini olgan holda, ushbu maqola o'rganish orqali Ichki Mo'g'ulistonda transchegaraviy elektron tijorat asosiy o'quv dasturi va oliy kasbiy ta'limning o'qitish sifatining hozirgi holatini tahlil qiladi. Mahalliy va xalqaro transchegaraviy elektron tijoratning asosiy o'quv dasturlari standartlari va shu asosda Ichki Mo'g'ulistondagi oliy kasbiy ta'limning transchegaraviy elektron tijorat yo'nalishining asosiy o'quv dasturi standartini ishlab chiqadi. Bundan tashqari, transchegaraviy elektron tijorat yo'nalishlari bo'yicha asosiy o'quv dasturini amalga oshirish rejasi, jumladan, o'quv rejasini tuzish, o'qitish usullari va o'quv materiallarini tanlash kabi aniq chora-tadbirlar, o'quv islohoti va iste'dod uchun mos qiymatni ta'minlash maqsadida o'rganilgan. Ichki Mo'g'uliston oliy kasb-hunar ta'limida transchegaraviy elektron tijorat yo'nalishlarini o'stirish.

**Kalit so'zlar:** Ichki Mo'g'uliston; oliy kasbiy ta'lim; transchegaraviy elektron tijorat; professional asosiy o'quv dasturi; standartlar

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**Introduction.** With the acceleration of global economic integration, cross-border e-commerce has become an important part of global trade. As an important border province in China, Inner Mongolia has great potential for cross-border e-commerce development. In order to adapt to the needs of cross-border e-commerce development, Inner Mongolia higher vocational education also needs to strengthen the construction of cross-border e-commerce professional and improve the quality of talent cultivation. Therefore, this study aims to construct the core curriculum standard of cross-border e-commerce profession in Inner Mongolia higher vocational education, which provides reference for the teaching of cross-border e-commerce profession in Inner Mongolia higher vocational education.

**Overview of domestic and international research on curriculum standards for cross-border e-commerce majors**

**Overview of domestic research on curriculum standards for cross-border e-commerce majors**

With the development of globalisation, cross-border e-commerce has become one of the important forms of international trade. In order to cultivate talents with professional knowledge and skills in cross-border e-commerce, domestic colleges and universities and vocational education institutions have opened relevant courses. This paper provides an overview of the research on the domestic cross-border e-commerce professional curriculum standards.

**Development of curriculum standards.** The development of curriculum standards for cross-border e-commerce majors in China is mainly done by education departments and industry associations. The education sector is responsible for developing the basic framework and syllabus of the curriculum, while the industry associations provide advice on industry trends and enterprise needs.

**Course content.** Domestic cross-border e-commerce professional course content mainly includes the following aspects: (1) cross-border e-commerce basic knowledge:

including the definition of cross-border e-commerce, the development history, characteristics and advantages of cross-border e-commerce and other aspects of knowledge. (2) Cross-border e-commerce platform operation: including the knowledge of construction, operation and management of cross-border e-commerce platform. (3) Cross-border e-commerce marketing strategy: including the knowledge of cross-border e-commerce marketing strategy, channels, tools and techniques. (4) Cross-border e-commerce logistics management: including knowledge of cross-border e-commerce logistics processes, modes, technologies and services. (5) Cross-border e-commerce laws and regulations: including knowledge of cross-border e-commerce related laws and regulations, intellectual property protection and consumer rights protection.

**Course characteristics.** The characteristics of domestic cross-border e-commerce professional courses are mainly manifested in the following aspects:(1) Practical: cross-border e-commerce is a highly practical industry, so the courses focus on practical operation and case analysis, so that the students can really master the practical operation skills of cross-border e-commerce. (2) Industry Orientation: The course content is closely related to the development trend of the cross-border e-commerce industry and the needs of enterprises, focusing on cultivating students' industry adaptability and innovation ability. (3) International perspective: cross-border e-commerce is an international industry, and the course focuses on cultivating students' international perspective and cross-cultural communication ability.

**Course evaluation.** The evaluation of domestic cross-border e-commerce professional courses is mainly carried out in the following aspects: (1) Teaching effect: Evaluate the knowledge and skills mastered by students in the course of course learning, as well as the degree of understanding and awareness of the cross-border e-commerce industry. (2) Employment rate: to evaluate the employment situation and employment quality of students after graduation, as well as their ability to adapt to and innovate in the cross-border e-commerce industry. (3) Industry recognition: to evaluate the contribution and impact of the course on the industry, as well as the degree of industry recognition and support for the course. In summary, the development and implementation of domestic cross-border e-commerce professional curriculum standards is of great significance for cultivating cross-border e-commerce talents and promoting the development of the cross-border e-commerce industry[1].

### **Overview of foreign research on cross-border e-commerce professional curriculum standards**

With the development of globalisation, cross-border e-commerce has become an important part of international trade. In order to cultivate cross-border e-commerce talents, many colleges and training institutions have begun to offer relevant courses. (1) USA: Cross-border e-commerce courses in the United States are mainly provided by private universities and vocational colleges. Among them, the cross-border e-commerce course of the State University of New York is one of the earliest cross-border e-commerce courses in the United States. The course covers the basic concepts of cross-border e-commerce, market analysis, international logistics, payment and risk management. (2) Australia: cross-border e-commerce courses in Australia are mainly offered by the Australian National University and the Australian University of Technology. Among them, the cross-border e-commerce courses of the Australian National University cover market analysis, international logistics, payment and risk

management of cross-border e-commerce. (3) Canada: The cross-border e-commerce programmes in Canada are mainly provided by the Ontario Institute of Technology and the University of British Columbia. Among them, the cross-border e-commerce courses of the Ontario Institute of Technology cover market analysis, international logistics, payment and risk management of cross-border e-commerce. (4) Singapore: Cross-border e-commerce programmes in Singapore are mainly provided by the National University of Singapore and Nanyang Technological University. Among them, the cross-border e-commerce courses of Nanyang Technological University cover market analysis, international logistics, payment and risk management of cross-border e-commerce. In general, the standards of foreign cross-border e-commerce professional courses mainly cover the basic concepts of cross-border e-commerce, market analysis, international logistics, payment and risk management. In addition, some courses will also cover aspects such as laws and policies of cross-border e-commerce[2].

### **Analysis of the current situation of cross-border e-commerce professional curriculum of higher vocational education in Inner Mongolia**

#### **Curriculum setting of cross-border e-commerce in Inner Mongolia's higher vocational education**

The curriculum of cross-border e-commerce in Inner Mongolia's higher vocational education is as follows: (1) public foundation courses: higher mathematics; university English; computer foundation; microeconomics; macroeconomics; principles of management; marketing; financial management; statistics. (2) Professional Foundation Courses: Introduction to E-commerce; Cross-border E-commerce Platform Construction; Cross-border E-commerce Laws and Regulations; Cross-border E-commerce Logistics Management; Cross-border E-commerce Payment and Settlement; Cross-border E-commerce Risk Management; Cross-border E-commerce Data Analysis; Cross-border E-commerce Marketing Strategies; Cross-border E-commerce Innovation and Development. (3) Professional Elective Courses: International Trade Practice; International Business Negotiation; International Marketing; International Finance; International Business Law; International Business English; International Business Culture; International Business Strategy. (4) Practical teaching links: cross-border e-commerce practical training; cross-border e-commerce internship; cross-border e-commerce project practice; cross-border e-commerce entrepreneurship practice. The above is the curriculum of cross-border e-commerce major in Inner Mongolia's higher vocational education, which aims to cultivate students with knowledge and skills in cross-border e-commerce platform construction, cross-border e-commerce laws and regulations, cross-border e-commerce logistics management, cross-border e-commerce payment and settlement, cross-border e-commerce risk management, cross-border e-commerce data analysis, cross-border e-commerce marketing strategy, and cross-border e-commerce innovation and development, in order to satisfy the needs of cross-border e-commerce industry[3].

#### **Analysis of teaching quality of cross-border e-commerce professional courses in Inner Mongolia's higher vocational education**

The teaching quality of cross-border e-commerce professional courses for higher vocational education in Inner Mongolia is analysed as follows:(1) Teaching objectives are clear: The teaching objectives of cross-border e-commerce professional courses should be clear, including the knowledge, skills and abilities that students should master. The teaching

objectives should be in line with the needs of the industry so that students can be successfully employed after graduation. (2) Rich teaching content: the teaching content of cross-border e-commerce professional courses should be rich, including the basic concepts of cross-border e-commerce, cross-border e-commerce operation mode, cross-border e-commerce laws and regulations and other aspects. At the same time, it should focus on practical teaching, so that students can master relevant skills through practice. (3) Flexible teaching methods: the teaching methods of cross-border e-commerce professional courses should be flexible, including lectures, case studies, practical operations and other teaching methods. At the same time, it should focus on interactive teaching, so that students can actively participate in classroom discussions and practical operations. (4) Sufficient teaching resources: the teaching resources of cross-border e-commerce professional courses should be sufficient, including the resources of teaching materials, cases, practice platforms and other aspects. At the same time, it should focus on cooperation with industry enterprises to provide students with practice opportunities and employment channels. (5) Scientific teaching assessment: the teaching assessment of cross-border e-commerce professional courses should be scientific, including the assessment of exams, assignments, practical operations and other aspects. At the same time, it should focus on the assessment of students' comprehensive quality, including the assessment of students' innovation ability, teamwork ability and other aspects. In conclusion, the teaching quality of cross-border e-commerce professional courses in Inner Mongolia's higher vocational education should focus on practical teaching, co-operation with industry enterprises, and scientific assessment in order to cultivate cross-border e-commerce talents with practical ability and innovation.

### **The construction of core curriculum standards for cross-border e-commerce professional in Inner Mongolia's higher vocational education**

**Formulation of principles.** The principle of formulating the core curriculum standard of cross-border e-commerce professional in Inner Mongolia higher vocational education should include the following aspects: (1) Adapt to market demand: the formulation of the core curriculum standard should take into account the market demand for cross-border e-commerce talents, and aim to cultivate professionals who meet the market demand. (2) Highlight the practicality: cross-border e-commerce is a highly practical profession, so the core curriculum standard should highlight the practicality and focus on cultivating students' practical operation ability. (3) Highlighting innovation: cross-border e-commerce is a field of constant innovation, and the core curriculum standards should focus on cultivating students' innovation ability, so that they can continue to innovate in their future work. (4) Highlighting internationalisation: cross-border e-commerce is a field involving international trade, and the core curriculum standards should focus on cultivating students' international perspective and cross-cultural communication skills. (5) Highlighting comprehensiveness: cross-border e-commerce involves knowledge from a variety of fields, and the core curriculum standards should focus on cultivating students' comprehensive abilities so that they can deal with complex issues in their work. (6) Highlighting sustainability: cross-border e-commerce is a constantly evolving field, and the core curriculum standards should focus on cultivating students' sense of sustainability so that they can continue to develop in their future work. The above are the principles for the development of core curriculum standards for cross-border e-commerce in higher vocational education in Inner Mongolia, and the development of these

principles can ensure the scientific and practicality of the core curriculum standards, so as to better cultivate cross-border e-commerce professionals[4].

**Construction process.** (1) Demand research: first of all, it is necessary to research the demand for cross-border e-commerce majors in higher vocational education in Inner Mongolia, to understand the development trend of the industry, the demand of enterprises for talents, and the students' willingness to be employed and other aspects of the situation. (2) Formulate course objectives: according to the results of the demand research, formulate the course objectives of cross-border e-commerce major of higher vocational education in Inner Mongolia, and make clear the cultivation objectives and the knowledge, skills and abilities that students should have. (3) Determine the course content: according to the course objectives, determine the core course content of the cross-border e-commerce major of higher vocational education in Inner Mongolia, including basic courses, professional courses and practical courses. (4) Formulate the course outline: according to the course content, formulate the course outline of cross-border e-commerce major of higher vocational education in Inner Mongolia, and make clear the teaching objectives, teaching content, teaching methods, assessment methods, etc. of each course. (5) Preparation of teaching materials: according to the course outline, prepare teaching materials for cross-border e-commerce speciality of higher vocational education in Inner Mongolia, including teacher's book and student's book. (6) Teacher training: in order to ensure the quality of teaching, it is necessary to train the teachers of cross-border e-commerce speciality in Inner Mongolia higher vocational education to improve their teaching level and professionalism. (7) Implementation of teaching: According to the course outline and teaching materials, the teaching of cross-border e-commerce major of higher vocational education in Inner Mongolia is implemented, including classroom teaching, experimental teaching and internship teaching. (8) Evaluating the effect: During the teaching process, it is necessary to evaluate the learning effect of the students, including the examination results, the quality of homework, the performance of internship, etc., so as to adjust the teaching content and methods in time and improve the teaching effect.

### **Content and characteristics of the core curriculum standards**

**Content of programme standards.** (1) Basic knowledge of cross-border e-commerce: including the concept of cross-border e-commerce, development history, development trend, domestic and international market situation, etc. (2) Cross-border e-commerce platform construction: including the construction, operation, and maintenance of cross-border e-commerce platform. (3) Cross-border e-commerce marketing strategy: including the formulation, implementation and evaluation of cross-border e-commerce marketing strategy. (4) Cross-border e-commerce logistics management: including cross-border e-commerce logistics process, mode, technology, service, etc. (5) Cross-border e-commerce laws and regulations: including cross-border e-commerce related laws and regulations, intellectual property rights protection, consumer rights protection, etc. (6) Cross-border e-commerce risk management: including cross-border e-commerce risk identification, assessment, control, etc. (7) Cross-border e-commerce data analysis: including the collection, analysis and application of cross-border e-commerce data. (8) Cross-border e-commerce innovation and entrepreneurship: including ideas, methods, practice of cross-border e-commerce innovation and entrepreneurship, etc.

**Characteristics of programme standards.** (1) Practical: the course content is closely related to actual cross-border e-commerce operations, focusing on cultivating students' practical operation ability. (2) International perspective: the course content covers domestic and international cross-border e-commerce market situation, cultivating students' international perspective and cross-cultural communication ability. (3) Comprehensive: the course content covers all aspects of cross-border e-commerce, focusing on cultivating students' comprehensive quality and ability. (4) Keeping up with the times: the course content is constantly updated with the development of the cross-border e-commerce market, keeping the teaching content up-to-date. (5) Integration of industry-university-research: the course content is closely related to the actual operation of cross-border e-commerce, focusing on the integration of industry-university-research, and cultivating students' practical application ability.

### **Implementation and Evaluation of Core Curriculum Standards for Cross-border E-commerce Professionals in Higher Vocational Education in Inner Mongolia**

**Implementation programme.** The implementation plan of the core curriculum standard for cross-border e-commerce in higher vocational education in Inner Mongolia shall include the following contents: (1) Curriculum: according to the core curriculum standard, formulate a specific curriculum plan, including compulsory courses and elective courses. (2) Teaching plan: according to the curriculum setting programme, formulate a teaching plan, specifying the teaching objectives, teaching contents, teaching methods, teaching time, teaching evaluation, etc. of each course. (3) Selection of teaching materials: according to the core curriculum standards and teaching plan, select teaching materials that meet the requirements and ensure that the teaching content is in line with the standards. (4) Teaching team construction: establish a teaching team that meets the requirements, including teachers with relevant professional background and practical experience and industry experts. (5) Teaching Facilities Construction: Establish teaching facilities that meet the requirements, including classrooms, laboratories, computer rooms, network equipment and so on. (6) Teaching quality assurance: establish teaching quality assurance mechanism, including teaching evaluation, teaching supervision, teaching improvement, etc.[5].

**Assessment methodology.** The assessment methods of the core curriculum standards for cross-border e-commerce in higher vocational education in Inner Mongolia should include the following: (1) Teaching evaluation: through student evaluation, teacher evaluation, peer evaluation and other ways to assess the quality of teaching. (2) Student employment: conduct tracking surveys on the employment of graduates to assess the impact of teaching quality on student employment. (3) Industry recognition: To understand the recognition of the profession by the industry and assess the impact of teaching quality on industry recognition. (4) Teaching improvement situation: according to the assessment results, timely teaching improvement will be made to improve teaching quality.

In summary, through this paper's study of the core curriculum standards of cross-border e-commerce in Inner Mongolia's higher vocational education, we can see that the core curriculum standards of the profession should include the basic knowledge of cross-border e-commerce, cross-border e-commerce platform operation, cross-border e-commerce marketing strategy, cross-border e-commerce laws and regulations. The setting and teaching of these courses will help to cultivate students' cross-border e-commerce practical ability and

innovation ability, and improve their competitiveness and employability in the field of cross-border e-commerce. At the same time, this paper also puts forward some suggestions for the development of cross-border e-commerce majors in Inner Mongolia's higher vocational education, such as strengthening practical teaching, improving the level of teachers, and strengthening cooperation with enterprises. It is believed that the implementation of these measures will help promote the development of cross-border e-commerce profession in Inner Mongolia's higher vocational education and contribute to the development of China's cross-border e-commerce industry.

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*№ S/1 (4) – 2024*

## АКТУАЛЬНЫЕ ПРОБЛЕМЫ СОЦИАЛЬНО- ГУМАНИТАРНЫХ НАУК

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