

SCIENCE PROBLEMS.UZ

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

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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;

Яхшиликов 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 Жамолiddиновна – 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

Боғланиш учун телефонлар:

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

МУНДАРИЖА**07.00.00 – ТАРИХ ФАНЛАРИ**

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12.00.00 – ЮРИДИК ФАНЛАР*Исломқулова Шоҳсанам Ваҳобжон қизи*ВРАЧНИНГ КАСБИЙ ЖАВОБГАРЛИГИНИ СУҒУРТА ҚИЛИШНИ ФУҚАРОЛИК-ҲУҚУҚИЙ
ТАРТИБГА СОЛИШНИНГ ОМИЛЛАРИ ВА ЗАРУРИЯТИ 210-215*Sarvinov Sunnatillaeva*PROCEDURAL CHALLENGES IN THE REGULATION OF ABUSE OF DOMINANT POSITION IN
UZBEKISTAN 216-222**13.00.00 – ПЕДАГОГИКА ФАНЛАРИ***Soliyev Ibodulloxon Ismatullayevich*FACTORS AFFECTING THE EFFICIENCY OF REFORMS IN THE MANAGEMENT SYSTEM OF
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13.00.00-ПЕДАГОГИКА ФАНЛАР

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**FACTORS AFFECTING THE EFFICIENCY OF REFORMS IN THE MANAGEMENT SYSTEM OF
HIGHER EDUCATION INSTITUTIONS**

Abstract. Socio-economic development in the 20th century and the present period is explained by the sharp increase of the human factor in the composition of resources. On the one hand, this resource has risen to a new level in terms of quality, and on the other hand, society's investments are increasingly directed to its creation. In the article, the opinions about the role of higher education in the formation of human capital are scientifically based.

Keywords: higher education, financial sustainability, venture, outsourcing, crowdsourcing, branding, philanthropic

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**ФАКТОРЫ, ВЛИЯЮЩИЕ НА ЭФФЕКТИВНОСТЬ РЕФОРМ В СИСТЕМЕ УПРАВЛЕНИЯ
ВУЗАМИ**

Аннотация. Социально-экономическое развитие в XX веке и современном периоде объясняется резким увеличением человеческого фактора в составе ресурсов. С одной стороны, этот ресурс поднялся на новый качественный уровень, а с другой стороны, инвестиции общества все больше направляются на его создание. В статье научно обоснованы мнения о роли высшего образования в формировании человеческого капитала.

Ключевые слова: высшее образование, финансовая устойчивость, венчурный бизнес, аутсорсинг, краудсорсинг, брендинг, филантропия.

Soliyev Ibodulloxon Ismatullayevich

iqtisod fanlari nomzodi, dotsent,
"Ta'lim menejmenti" kafedrasi doktoranti (DSc)
Namangan davlat universiteti

**OLIIY TA'LIM MUASSASALARINI BOSHQARISH TIZIMIDA ISLOXOTLARNING
SAMARADORLIGIGA TA'SIR KO'RSATUVCHI OMILLAR**

Annotatsiya. XX asr va hozirgi davrdagi ijtimoiy-iqtisodiy taraqqiyot resurslar tarkibida inson omilining keskin ortib borishi bilan izohlanadi. Bir tomondan, bu resurs sifat jihatidan yangi bosqichga ko'tarilgan bo'lsa, ikkinchi tomondan, jamiyat sarmoyalari uni yaratishga tobora ko'proq yo'naltirilmoqda. Maqolada oliy ta'limning inson kapitalini shakllantirishdagi o'rni haqidagi fikrlar ilmiy asoslangan.

Kalit so'zlar: oliy ta'lim, moliyaviy barqarorlik, venchur, outsorsing, kraudsorsing, brending, xayriya

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Introduction. Higher education is a developing and self-developing system. It is responsible for inculcating the accumulated experience in the minds of new generations and creating conditions for the further development of education, science, technology, and society in general. It operates on the basis of its own laws, develops under the direct influence of socio-economic and political conditions [1]. The share of highly educated professionals in the total number of employment in the national economy is observed in all countries. This need is also unique to Uzbekistan. Therefore, in the Strategy of Actions on the priority directions of the further development of the Republic of Uzbekistan in 2017-2021, it is determined to seriously increase the admission quotas of undergraduate and master's degrees to the country's higher educational institutions every year.

During the past period, Uzbekistan went through a new period of its development. Attainment of national well-being and economic stability, as well as ensuring peace and tranquility were recognized as the main strategic goals. In particular, in these processes, special attention was paid to the development of the educational system. This is because the most important measure in achieving any desired strategy and noble goals is the potential personnel with modern thinking skills.

Materials and methods. During the years of independence, scientists of our country conducted a number of scientific studies on the issues of reforming the higher education system in Uzbekistan. Several treatises and articles have been written to study the theoretical and practical aspects of this topic. These include Sh. Kurbanov, E. Seitkhalilov, R. Ahliddinov, M. Saidov, L. Allaev, D. Scientific works of Vasieva, R.Urazbaeva, S.Karimbekov, R.Siddikov, etc., researching current issues of higher education reform, can be included. In the works of the above-mentioned scientists, the general issues of higher education reform in Uzbekistan were studied[2].

The next five years in the life of our country and people were full of unprecedented and unimaginable innovations. It was during this period that democratic changes took place in our country's economy, culture and spirituality, socio-political life, way of life, outlook and thinking. In general, it was a period of great growth, development and positive changes in all spheres. In this five-year period, democratic values, democratic-legal freedoms of citizens were decided, and the way was opened for freedom of press and speech. Giving society democratic legal and press freedom requires great courage and courage from the leader of any country which Shavkat Mirziyoev was able to find this strength and courage in himself. With these services, the President proved that he is a charismatic person and took a special place in the history of Uzbekistan as a democratic president. All these were a real gift for our people. My purpose in saying this is that education loves freedom.

The changes that took place as a result of the reforms in the educational system, including higher education, are of great historical importance from the socio-political, legal, economic and spiritual point of view. The implemented reforms not only brought great positive

changes in our country, but also brought our country's reputation to a new level in the international arena. A number of regulatory documents have been adopted in this regard.

The President critically analyzed the deficiencies in education and showed ways to eliminate them. It is important to develop the education system, increase the qualifications and prestige of pedagogues in society, raise the spirituality of the young generation, adapt the spiritual and educational environment to the needs of the times, increase the prestige of the teaching profession, educate new era pedagogues, develop the science of pedagogy, introduce innovative education and information and communication technologies into education showed the need to seriously approach the issues of attention and, at the same time, increase the salary of teachers and motivate them, great work has been done in these issues [3].

Results and discussion. Currently, the higher education institution (HEI) has to operate in conditions where market relations are wide and deep. Therefore, the importance of the financial stability of HEIs is increasing more and more. The rational establishment of economic processes serves the consistent and high efficiency of educational and scientific-research processes in HEIs, effective use of scientific-pedagogical potential and material-technical base. It can be seen that the financial and economic possibilities and stability of HEIs are of particular importance, and in this regard, the development of measures to assess the quality of education through economic diagnostics remains an objective necessity [4].

In recent years, large scale work is being carried out in our country to create a higher education system that meets the priority directions of socio-economic development and the requirements of international standards. For example, in 2017, the Ministry of Innovative Development, in 2017-2020, a total of 18 scientific organizations, 10 scientific centers, 4 technological parks, a fund and a national venture fund were established. In general, the government of our country is implementing reforms to increase the level of education of the population, to further develop the quality education system, and to introduce international standards into it [5].

President Sh.M. Mirziyoev said the following about the issue of personnel training in our country: "Heads of networks submit information on the need for personnel to the Ministry of Higher Education and the Ministry of Economy. Then, unthought-out proposals for quotas for training specialists are developed. As a result, the problem of the quality of personnel and their employment is increasing year by year" [6]. In view of the urgency of the problems in this field, our President emphasized that the Minister of Higher and Secondary Special Education will personally respond to eliminate these shortcomings and ensure fundamental and qualitative changes.

In our country, a number of reforms have been implemented in order to reform all stages of the education system and finally to produce personnel with a broad outlook and modern thinking through the modern higher education system. Of course, the centralized management of the former Soviet Union and the incomplete implementation of market relations in the economy and the preservation of the state monopoly in ownership led to a period of stagnation in the educational system, as well as in the socio-economic spheres.

From 1965 to 1970, localism in the recruitment of professors and teachers, the introduction of nepotism, familiarity when entering a higher education institution, help in exchange for something (material or moral interest), and the good conditions for many scientists to leave their homelands for developed countries.

At the same time, strict state control over the education system in socialist countries made this system vulnerable to the economic and political decline that engulfed these countries. As a result, in the early 1990s, financial problems for the educational system of the newly independent countries, the content and quality of education, its use and demand by everyone, problems related to the material and technical base had negative consequences to a certain extent.

Based on the above problems, at that time countries and their governments had to solve a number of urgent problems aimed at reforming the education system. These are:

- clearly identifying and eliminating the factors that derailed a strong educational system, primarily the departure of teaching staff and the loss of strong aspects of the previous system;

- defining the objectives of the new educational system that meet the requirements of the time and are understandable, its organizational and methodical restructuring in accordance with the new goals and objectives;

- establishment of a new management system that ensures effective reform of all stages of education in accordance with the principles of the market economy and global requirements.

The government of Uzbekistan, deeply aware of these problems, in 1997 was the first among the CIS countries to develop and approve the National Personnel Training Program, which envisages the gradual reform of the entire system of education.

This program made it possible to fundamentally reorganize the country's education system, improve the structure and content of education. Instead, this process can be said to be carried out in the following four stages.

The first stage is the preparatory stage of 1991-1997, during which the main problems and contradictions of the educational system, its incompatibility with the fundamental economic and political changes in society were studied and determined;

The second stage covers the years 1997-2001. This period is the initial stage of the formation of a new national policy on personnel training;

The third stage is the years 2001-2005, in which the large-scale reform of the continuing education system entered an active stage.

The fourth stage is the period after 2005, which can be recognized as the period of continuous and consistent improvement and development of the education system.

However, today's education system and the results achieved in the country, which was founded by great scholars and two times of renaissance, cannot be said to be a happy situation. The reason is that during the past period, admission quotas to higher education institutions were sharply reduced, evening and part-time education was completely closed, due to the lack of adequate incentives and conditions for the work of professors and teachers at the retirement age, it led to the resignation of some of them.

Also, since 2000, there has been a sharp decrease in the number of postgraduate and doctoral students. In particular, only 15.6% of graduate students and 8.6% of doctoral students successfully completed their studies.

At the same time, the introduction of the test system in the higher education system was one of the factors that changed this situation to a more negative side. As a result, a group of managers and technical staff began to perform the role of the admissions committee instead of the prestigious professors who take the entrance exams. There have been cases where the

management and even hiring of professors and teachers with high professional knowledge and skills is at the discretion of this category of managers-employees. Acquaintance and localism have become more prevalent when entering higher education institutions to study and work.

Above, the period after 2005 in the higher education system was recognized as a period of continuous and consistent improvement and development of the education system. However, it can be said that a new era, a new form and principle has entered the education system, as well as all directions and fields, since 2016. The reason is that when the President of the Republic of Uzbekistan Shavkat Mirziyoyev came to power, a true assessment of negative situations in the fields of education and science at the state level, recognition of mistakes and shortcomings began [7].

Today, the formation of an innovative educational environment in developed countries requires the introduction and implementation of the principles of an innovative approach to the management of higher education institutions. Therefore, the innovative approach is recognized as an important factor in the development of higher education institutions in accordance with the social, economic, and cultural changes taking place in society, the increase in the quality of education, and the training of qualified, strong competitive personnel. Therefore, in the USA, Great Britain, Germany, France, Japan, South Korea, Canada, Singapore, Turkey, Russia, new trends in innovative management of HEIs - venture financing, benchmarking, franchising, outsourcing (including IT outsourcing) ; out + source), crowdsourcing (crowd + sourcein), branding (branding), philanthropic activity (philanthropic activity) are being introduced.

In foreign countries, special attention is being paid to deepening the process of socio-economic integration, the content of personnel training in accordance with international qualification requirements, improving the educational process of the institution, and strengthening the scientific methodical base. The use of methods aimed at ensuring quality and learning best practices, such as benchmarking, tuning method, system of keeping indicators in balance, total quality management, quality assurance, key indicators of efficiency, continuous quality improvement, which show the characteristics of mechanisms that ensure quality and competitiveness in higher education, is gaining scientific and practical importance.

Today, in many countries, one of the urgent tasks is to develop and reform effective innovative principles to make education accessible to the majority, to have equal opportunities, and to promote its effectiveness.

The significance of quality higher education in fostering social development and ensuring economic stability across nations is burgeoning. Presently, the global community places considerable emphasis on higher education, expecting it to undertake a diverse array of responsibilities aimed at fostering economic growth and nurturing knowledge societies. In addition to conventional educational pursuits, research, and innovation endeavors, higher education institutions are increasingly called upon to actively engage in national development initiatives and to sustain the ongoing augmentation of their intellectual and innovative capacities.

Higher education is gradually becoming a full-fledged subject of market relations, operating on the basis of the principles of "academic capitalism". This encourages him to actively change his management structure and tasks, acquire new sources of funding, search

for new teaching methods and control knowledge. The activities of higher education institutions, therefore, their management is becoming more and more corporate.

As the role of higher education institutions changes in many countries, so does the nature of their relationship with central authorities. State control is gradually being lost. Over the past decades, almost all over the world, large-scale reforms are being implemented in the management of higher education at both the systemic and institutional levels in order to give more freedom to dynamism, flexibility, and efficiency, which are considered to be the specific criteria of the competitiveness of the higher education system taken separately[8].

According to the World Bank, "in 2009, the coverage of the higher education system was 33% in countries with higher than average income, 17% in countries with lower average income, 24% in China, 46% in Turkey, 40% in Malaysia, ..., 10% in Uzbekistan, ... with higher education in Uzbekistan overall coverage has declined (from 17% in 1991 to 9% in 2011) and is now considered low by regional and international standards. Two more countries of the region, Kazakhstan and the Kyrgyz Republic, have a coverage level of 40 and 49%, respectively, ... for comparison, the coverage of the higher education system in the neighboring countries of Uzbekistan is 40-50%, while in Russia and high-level OECD countries, this indicator is 75 %. In Europe and Central Asia, the average coverage of the system is 56%[9]. In the Republic of Uzbekistan, supply exceeds demand in almost all sectors of the economy, that is, the needs of citizens are being met in terms of quality, price, and delivery time. As an exception, in the current period, the demand is higher than the supply in the management of training of highly qualified personnel in the social sphere, at the undergraduate and graduate levels of higher education. However, according to UNESCO, more people will receive university education in the next 30 years than in the entire history of civilization[10].

These opinions of our international experts and scientists increase the relevance of training competitive, talented, educated and enterprising highly qualified personnel based on supply and demand in HEIs of the republic, and require the formation of a brand strategy of higher education institutions.

Looking at the current state of reforms, we feel the need to further fill the methodological gap in reforms or reformism. The abstract aspects of questions such as where to start and end reforms, the sequence and harmony of sections to be reformed, the mechanism of turning changes into reforms, identifying weak cells and applying the necessary ointment, standards for assessing the boomerang effect of changes, etc. are highlighted. It is felt that there is also a slowness in distinguishing systemic problems from problems and providing systematic solutions to them. At this point, in response to these situations, it is possible to propose the establishment of an independent state or non-state structure - the Institute for the Study of Higher Education Problems in Uzbekistan, aimed at researching the problems and prospects of higher education. This scientific-research institution, as a result of systematic research, would have fulfilled the strategic task of solving the fundamental problems of higher education and defining its perspective. Higher education in Uzbekistan cannot be advanced without a systematic and strategic approach, without scientific calculations [11].

As a product of higher education reforms, our country has witnessed the opening of opportunities for all citizens desiring tertiary education. Specifically, irrespective of age, provisions have been established to facilitate access to higher education through day, evening, and intensive study formats. This ensures that every citizen, regardless of age, nationality, or

demographic status, can fully exercise their constitutional rights. Furthermore, individuals with significant professional experience now have the opportunity to enroll in higher education institutions without the need for standardized exams, but rather through interviews and recommendations from their respective employers' higher organizations. Notably, in the 2021/2022 academic year, a total of 71 organizations in our Republic were granted the authority to recommend their employees with a minimum of 5 years of service for enrollment in part-time and evening programs at state higher education institutions. The introduction of this rule, allowing for the recommendation of employees to pursue education based on differentiated payment contracts without standardized testing, following interviews, was received as unexpected news by our populace. It is worth mentioning that each organization has the capacity to issue such recommendations for up to 100 employees. This particular reform in higher education has been tailored to align with the principles of market dynamics.

Regarding the reform of higher education, the right of citizens to receive higher education, the issue of covering high school and college graduates with higher education was one of the acute problems waiting to be solved. The sharp difference in the ratio of school and college graduates to universities has led to the departure of thousands of young people to near and far countries due to the fact that they cannot satisfy the needs of young people who crave for knowledge. Thanks to measures taken at the initiative of the President, in 2017-2021, this number increased from 9 percent to 28 percent. The level of coverage of school graduates with higher education will be increased to 50 percent in 2030. Taking this into account, state grants for student admission to higher educational institutions will be doubled.

The number of higher education institutions increased to 141, admission places increased from 66 thousand to 182 thousand. Training of specialists was started in 26 branches of educational institutions of foreign countries. Gradual increase of the coverage level of higher education, formation of a healthy competitive environment in the system, optimization of study loads, introduction of digital technologies into the educational process, ensuring financial independence of higher education institutions, increasing the salary of professors and teachers by an average of 3.5 times are the initial results of higher education reforms.

Another important aspect of higher education reforms was the issue of applying to several higher education institutions at the same time. We used to look with envy at the admission process of foreign institutions of higher education, which have been operating in our country for many years. After all, it was possible to submit documents to all foreign higher educational institutions in our country at the same time. This situation makes us both surprised and envious. The President of the Republic of Azerbaijan stated that "Giving our young people the opportunity to submit documents to several higher educational institutions at the same time, I think, will serve to expand their educational rights." Our young people got such an opportunity in no time [12].

In the past decade, the term "world-class university" has become a phrase not only for improving the quality of teaching and research, but also, more importantly, for developing the ability to absorb, adapt and compete in the global education market. The paradox of HEIs in the world is that "everyone wants to create such a university, but no one knows what it is and how to get it"[13]. Young people are now looking to attend the best institutions that are economically viable for them, and governments are looking to maximize the return on their investment in universities.

When it comes to higher education reforms, there is more talk about academic freedom, financial independence of universities, introduction of module-credit system, management optimization, student scholarships. Unfortunately, all these are only organizational and domestic issues and means of improving the quality of higher education. We believe that the quality and fate of higher education depends on the quality of an 80-minute classroom session in our setting. The development of science and the perspective of the nation, in fact, begins with this 80-minute audience training, the threshold of the audience, the dialogue between the master and the student, and the enlightening conversation between the giver and receiver of knowledge. Therefore, the quality of audience training, or the symbolic 80 Minutes platform, should be at the center of higher education reform. Teaching style, strategy, tactics, and technical equipment must be given priority attention. In short, it is desirable to pay more attention to the content and essence, which lies at the heart of quality, rather than to forms and means in educational reforms.

Conclusion. Today, there are 114 higher education institutions in the republic, 93 of them are local and 21 are foreign higher education institutions and their branches. In particular, in the last 3 years, 6 new higher education institutions, 17 branches and 14 branches of foreign higher education institutions were established.

329 educational fields and 582 master's specialties were included in the classification of Higher Education Fields and Specialties based on the suggestions of personnel customers.

In the 2019/2020 academic year, part-time education was introduced in 59 higher education institutions, and evening education was introduced in 10 higher education institutions.

The number of students studying in higher educational institutions of the republic is 410 thousand in the field of bachelor's education, and 13 thousand in the specialty of master's, and has increased by 1.7 times in the last 3 years.

54.8% of students are humanitarian and pedagogical, 25.2% are production-technical, 5.2% are social sphere, economy and law, 5.9% are agriculture and water management, 4.4% are health care and social welfare, 4, 5 percent are studying in the fields of education and specialties related to service knowledge.

40.8% of master's students are humanitarian and pedagogical, 23.3% are production-technical, 13.3% are social sphere, economy and law, 5.9% are agriculture and water management, 13.5% are health care and social welfare, 3.2 percent are studying in the fields of education related to service knowledge.

The admission parameters for the academic year 2019/2020 were 121 thousand and increased by 18% compared to the previous year and 92% compared to 2016.

Starting from the 2018/2019 academic year in 16 higher educational institutions of the republic, personnel training activities were launched on the basis of joint educational programs in cooperation with foreign higher educational institutions[14]. The main principles of the state policy in the field of higher education are as follows:

- higher education is aimed at training highly qualified personnel for branches and sectors of the economy;
- education and upbringing are humane and democratic in nature;
- continuity and integration of higher education with general secondary, secondary special, vocational and post-university education;

- the education system is secular;
- accessibility of education within the framework of state educational standards;
- a unified and differentiated approach to the selection of educational programs;
- promoting knowledge and talent;
- harmonization of state and community management in the higher education system;
- integrating higher education, science and manufacturing.

Taking into account the perspective of the country, the main goal of higher education is to prepare qualified, competitive, highly educated specialists who can meet the requirements of the time, contribute to the development of science, culture, economy, and social spheres of the republic, who can think independently, and who have high spirituality.

The main tasks of higher education include:

- ensuring the quality of teaching in accordance with the state educational standard, qualification requirements, curriculum and academic programs;
- organization of the educational process (internship) taking into account the suggestions of personnel consumers;
- training of highly qualified specialists, as well as scientific and pedagogical personnel;
- systematic improvement of personnel training methods taking into account the modern achievements of science, culture, technique, technology, economy, the social perspective of the country's economy and culture;
- formation of a humanitarian spirit in young people, instilling in their education universal human values and love for the Motherland, society, family and environment based on the idea of national patriotism;
- implementation of interactive teaching methods, innovative pedagogical and information communication technologies, independent education, distance education system;
- development and practical application of the mechanisms of harmony of science and production in higher education;
- development of science, technology, technology with the help of scientific-creative activities and scientific researches of scientific-pedagogical personnel and students, preparation of recommendations on the application of the obtained results in the economy of the country and in the educational process;
- creation of competition in the market of educational services based on the development of state and non-state higher education institutions;
- improving the management of higher education institutions and expanding their independence, conducting public management in the form of trustee boards;
- conducting scientific and methodical research on ensuring the quality of education and personnel training, to monitor graduates' careers and employment;
- development of mutually beneficial international cooperation in the field of higher education.

The higher education system consists of:

- state and non-state higher education institutions that ensure the implementation of educational programs in educational areas and specialties in accordance with the state educational standard and qualification requirements;
- scientific-pedagogical institutions conducting research work on normative-legal and scientific-methodological support of higher education;

- competent state bodies for the management of higher education, as well as enterprises, institutions and organizations subordinate to them [15].

In recent years, the emergence of non-state and private entities, as well as numerous foreign higher education institutions and branches, within the higher education system has been regarded as a favorable development. This expansion not only broadens the accessibility of higher education but also fosters healthy competition between state and non-state educational institutions, thereby instigating market dynamics within the system. The resultant focus on producing high-quality graduates underscores the imperative of creating competitive educational offerings for each higher education institution. This strategic emphasis on quality assurance signals a thoughtful approach to education reforms, ensuring that the system evolves in line with the demands of the contemporary landscape.

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