

SCIENCE
PROBLEMS.UZ

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

Ijtimoiy-gumanitar fanlarning dolzarb muammolari

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2025

SCIENCEPROBLEMS.UZ

IJTIMOIIY-GUMANITAR FANLARNING DOLZARB MUAMMOLARI

№ 5/10 (5) – 2025

АКТУАЛЬНЫЕ ПРОБЛЕМЫ СОЦИАЛЬНО- ГУМАНИТАРНЫХ НАУК

ACTUAL PROBLEMS OF HUMANITIES AND SOCIAL SCIENCES

TOSHKENT-2025

BOSH MUHARRIR:

Isanova Feruza Tulqinovna

TAHRIR HAY'ATI:

07.00.00- TARIX FANLARI:

Yuldashev Anvar Ergashevich – tarix fanlari doktori, siyosiy fanlar nomzodi, professor;

Mavlanov Uktam Maxmasabirovich – tarix fanlari doktori, professor;

Xazratkulov Abror – tarix fanlari doktori, dotsent;

Tursunov Ravshan Normuratovich – tarix fanlari doktori;

Xolikulov Axmadjon Boymahmatovich – tarix fanlari doktori;

Gabrielyan Sofya Ivanovna – tarix fanlari doktori, dotsent;

Saidov Sarvar Atabullo o'g'li – katta ilmiy xodim, Imom Termiziy xalqaro ilmiy-tadqiqot markazi, ilmiy tadqiqotlar bo'limi.

08.00.00- IQTISODIYOT FANLARI:

Karlibayeva Raya Xojabayevna – iqtisodiyot fanlari doktori, professor;

Nasirxodjayeva Dilafruz Sabitxanovna – iqtisodiyot fanlari doktori, professor;

Ostonokulov Azamat Abdukarimovich – iqtisodiyot fanlari doktori, professor;

Arabov Nurali Uralovich – iqtisodiyot fanlari doktori, professor;

Xudoyqulov Sadirdin Karimovich – iqtisodiyot fanlari doktori, dotsent;

Azizov Sherzod O'ktamovich – iqtisodiyot fanlari doktori, dotsent;

Xojayev Azizxon Saidaloxonovich – iqtisodiyot fanlari doktori, dotsent

Xolov Aktam Xatamovich – iqtisodiyot fanlari bo'yicha falsafa doktori (PhD), dotsent;

Shadiyeva Dildora Xamidovna – iqtisodiyot fanlari bo'yicha falsafa doktori (PhD), dotsent v.b.;

Shakarov Qulmat Ashirovich – iqtisodiyot fanlari nomzodi, dotsent.;

Jabborova Charos Aminovna - iqtisodiyot fanlari bo'yicha falsafa doktori (PhD).

09.00.00- FALSAFA FANLARI:

Hakimov Nazar Hakimovich – falsafa fanlari doktori, professor;

Yaxshilikov Jo'raboy – falsafa fanlari doktori, professor;

G'aybullayev Otabek Muhammadiyevich – falsafa fanlari doktori, professor;

Saidova Kamola Uskanbayevna – falsafa fanlari doktori;

Hoshimxonov Mo'min – falsafa fanlari doktori, dotsent;

O'roqova Oysuluv Jamoliddinovna – falsafa fanlari doktori, dotsent;

Nosirxodjayeva Gulnora Abdukaxxarovna – falsafa fanlari nomzodi, dotsent;

Turdiyev Bexruz Sobirovich – falsafa fanlari doktori (DSc), Professor.

10.00.00- FILOLOGIYA FANLARI:

Axmedov Oybek Saporbayevich – filologiya fanlari doktori, professor;

Ko'chimov Shuxrat Norqizilovich – filologiya fanlari doktori, dotsent;

Hasanov Shavkat Ahadovich – filologiya fanlari doktori, professor;

Baxronova Dilrabo Keldiyorovna – filologiya fanlari doktori, professor;

Mirsanov G'aybullo Qulmurodovich – filologiya fanlari doktori, professor;

Salaxutdinova Musharraf Isamutdinovna – filologiya fanlari nomzodi, dotsent;

Kuchkarov Raxman Urmanovich – filologiya fanlari nomzodi, dotsent v/b;

Yunusov Mansur Abdullayevich – filologiya fanlari nomzodi;

Saidov Ulugbek Aripovich – filologiya fanlari nomzodi, dotsent;

Qodirova Muqaddas Tog'ayevna - filologiya fanlari nomzodi, dotsent.

12.00.00- YURIDIK FANLAR:

Axmedshayeva Mavlyuda Axatovna – yuridik fanlar doktori, professor;

Muxitdinova Firyuza Abdurashidovna – yuridik fanlar doktori, professor;

Esanova Zamira Normurotovna – yuridik fanlar doktori, professor, O'zbekiston Respublikasida xizmat ko'rsatgan yurist;

Hamroqulov Bahodir Mamasharifovich – yuridik fanlar doktori, professor v.b.,;

Zulfiqorov Sherzod Xurramovich – yuridik fanlar doktori, professor;

Xayitov Xushvaqt Saparbayevich – yuridik fanlar doktori, professor;

Asadov Shavkat G'aybullayevich – yuridik fanlar doktori, dotsent;

Ergashev Ikrom Abdurasulovich – yuridik fanlari doktori, professor;

Utemuratov Maxmut Ajimuratovich – yuridik fanlar nomzodi, professor;

Saydullayev Shaxzod Alixanovich – yuridik fanlar nomzodi, professor;

Hakimov Komil Baxtiyarovich – yuridik fanlar doktori, dotsent;

Yusupov Sardorbek Baxodirovich – yuridik fanlar doktori, professor;

Amirov Zafar Aktamovich – yuridik fanlar doktori (PhD);

Jo'rayev Sherzod Yuldashevich – yuridik fanlar nomzodi, dotsent;

Babadjanov Atabek Davronbekovich – yuridik fanlar nomzodi, professor;

Normatov Bekzod Akrom o'g'li — yuridik fanlar bo'yicha falsafa doktori;

Rahmatov Elyor Jumaboyevich — yuridik fanlar nomzodi;

13.00.00- PEDAGOGIKA FANLARI:

Xashimova Dildarxon Urinboyevna – pedagogika fanlari doktori, professor;

Ibragimova Gulnora Xavazmatovna – pedagogika fanlari doktori, professor;

Zakirova Feruza Maxmudovna – pedagogika fanlari doktori;

Kayumova Nasiba Ashurovna – pedagogika fanlari doktori, professor;

Taylanova Shoxida Zayniyevna – pedagogika fanlari

doktori, dotsent;

Jumaniyozova Muhayyo Tojiyevna – pedagogika fanlari doktori, dotsent;

Ibraximov Sanjar Urunbayevich – pedagogika fanlari doktori;

Javliyeva Shaxnoza Baxodirovna – pedagogika fanlari bo'yicha falsafa doktori (PhD);

Bobomurotova Latofat Elmurodovna — pedagogika fanlari bo'yicha falsafa doktori (PhD).

19.00.00- PSIXOLOGIYA FANLARI:

Karimova Vasila Mamanosirovna – psixologiya fanlari doktori, professor, Nizomiy nomidagi Toshkent davlat pedagogika universiteti;

Hayitov Oybek Eshboyevich – Jismoniy tarbiya va sport bo'yicha mutaxassislarni qayta tayyorlash va malakasini oshirish instituti, psixologiya fanlari doktori, professor

Umarova Navbahor Shokirovna– psixologiya fanlari doktori, dotsent, Nizomiy nomidagi Toshkent davlat pedagogika universiteti, Amaliy psixologiyasi kafedrasini mudiri;

Atabayeva Nargis Batirovna – psixologiya fanlari doktori, dotsent;

Shamshetova Anjim Karamaddinovna – psixologiya fanlari doktori, dotsent;

Qodirov Obid Safarovich – psixologiya fanlari doktori (PhD).

22.00.00- SOTSIOLOGIYA FANLARI:

Latipova Nodira Muxtarjanovna – sotsiologiya fanlari doktori, professor, O'zbekiston milliy universiteti kafedra mudiri;

Seitov Azamat Po'latovich – sotsiologiya fanlari doktori, professor, O'zbekiston milliy universiteti;

Sodiqova Shohida Marxaboyevna – sotsiologiya fanlari doktori, professor, O'zbekiston xalqaro islom akademiyasi.

23.00.00- SIYOSIY FANLAR

Nazarov Nasriddin Ataqulovich –siyosiy fanlar doktori, falsafa fanlari doktori, professor, Toshkent arxitektura qurilish instituti;

Bo'tayev Usmonjon Xayrullayevich –siyosiy fanlar doktori, dotsent, O'zbekiston milliy universiteti kafedra mudiri.

OAK Ro'yxati

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Tahririyat manzili:

100070. Toshkent shahri, Yakkasaroy tumani, Kichik Beshyog'och ko'chasi, 70/10-uy. Elektron manzil:

scienceproblems.uz@gmail.com

Bog'lanish uchun telefon:

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

07.00.00 – TARIX FANLARI

Ismoilov Ubaydulla Mamat o'g'li

SUYIRLITEPA YODGORLIGIDA OLIB BORILGAN ARXEOLGIK TADQIQOTLAR

VA TOPILGAN AYRIM TANGALAR TAHLILI 11-19

Saidboboyeva Gulzora Nematjonovna

O'ZBEKISTON ELEKTR ENERGETIKA SANOATI RIVOJIDA D.P.ROZITNING O'RNI 20-24

Umarov Sardor Yakubovich

XX ASRNING OXIRI-XXI ASR BOSHIDA GERMANIYA DAVLAT MOLIYASI VA

BIRLASHTIRISHNING MOLIYAVIY OQIBATLARI..... 25-31

Eshonkulov Shaxzod Eshkuvatovich

AHOLINING LOKAL-ETNOGRAFIK GURUHLARI VA ULAR BILAN BOG'LIQ

TOPONIMLAR 32-37

Olimov Nodirbek Anvarjon o'g'li

QO'QON XONLIGI ETNIK HOLATIGA OID MA'LUMOTLAR

(“TARIXI SHOHRUXIY” ASARI MISOLIDA) 38-41

Mo'minov Xusanboy Madaminjonovich, Daminova Mashhuraxon

DAVRIY MATBUOT VA UNING JAMIYAT TARAQQIYOTIDAGI O'RNI..... 42-45

Ahmedov Bahodir Ismailovich

O'ZBEKISTON RESPUBLIKASI ICHKI ISHLAR VAZIRLIGI AKADEMIYASINING

TARIXIY BOSQICHLARI 46-55

Ravshanov Mahmud

ALISHER NAVOIYNING ASARLARIDA RAQAMLI TEXNOLOGIYALARDAN

FOYDALANISH MAHORAT: YECHIMLAR VA ZAMONAVIY YONDASHUV MASALALARI..... 56-59

Asadova Ra'no Baymanovna

O'ZBEKISTON VA HINDISTON O'RTASIDAGI ILM-FAN HAMKORLIGI TARIXI

VA ZAMONAVIY BOSQICHLARI 60-64

Qurbonova Marg'uba

O'ZBEKISTON RESPUBLIKASIDA TIL SIYOSATI EVOLYUTSIYASI

VA MILLIY IDENTITETNI SHAKLLANTIRISH JARAYONLARI

(1991–2025 YILLAR TAHLILI) 65-68

Kamolova Habiba Muhammadiyevna

SOBIQ SOVET HOKIMIYATI YILLARIDA SHAHRISABZ IQTISODIY

INFRATUZILMASIDAGI ZIDDIYATLI O'ZGARISHLAR 69-74

Ergashev Umar Kuziyevich

XIX ASR OXIRI – XX ASR BOSHLARIDA BUXORO AMIRLIGI G'UZOR BEKLIGI AHOLISI

TARIXI (HARDURI ETNOGRAFIK GURUHI MISOLIDA) 75-79

Ergashev Akhror

THE FACTORS THAT HAVE LED TO INTERNAL CRISES IN PAKISTAN,

AND THE SUBSEQUENT STRENGTHENING OF THE MILITARY'S ROLE

IN THE COUNTRY'S POLITICAL LIFE 80-88

<i>Qurbonov Abbos Shonazarovich</i> SUN'YI INTELLEKT YORDAMIDA ARXIV HUJJATLARINI TAHLIL QILISH: YANGI TARIXIY YONDASHUVLAR	89-93
<i>Esanova Nilufar</i> CHET EL INVESTITSİYALARINING O'ZBEKISTON SANOAT SIYOSATIDAGI O'RNI: XALQARO HAMKORLIK TAJRIBASI ASOSIDA TAHLIL (QASHQADARYO VILOYATI MISOLIDA)	94-97
<i>Askarxodjayev Yaminxon Muxammedovich</i> "MAORIF VA O'QUTG'UCHI" JURNALI "MEHNAT MAKTABI NIMA DEMAK?" MAQOLASIDA O'ZBEKISTON SSRDA AMALIY TA'LIM G'OYASINING DASTLABKI NAZARIY ASOSLARI (1925-YIL, 1-SONI MISOLIDA)	98-105
<i>Ismatova Zulfizar</i> O'ZBEK MILLIY KIIYIMLARINING TAVSIFI VA TASNIFI	106-114
<i>Abdualimova Durdona Shavkat qizi</i> G'AZNAVIYLAR QUDRATINING YEMIRILISH NUQTASI.....	115-125
<i>Xadjamuratova Matlyuba Xoshimovna</i> YOSHLARNI IJTIMOIIY HIMOYA QILISH – TADQIQOTLARNING MUHIM YO'NALISHI	126-129
<i>Elboyeva Shaxnoza</i> ILMIY RAHBARLIK VA INNOVATSION BOSHQARUVDA O'ZBEK AYOL OLIMALARINING ROLI	130-134
08.00.00 – IQTISODIYOT FANLARI	
<i>Doniyorova Shaxnoza Doniyorovna</i> O'ZBEKISTON IQTISODIYOTIDA GEOLOGIYA VA YENGIL SANOAT TARMOQLARI O'RTASIDAGI INTEGRATSIYANING RIVOJLANISH ISTIQBOLLARI	135-142
<i>Jumaniyazov Nodirbek Odilbek o'g'li</i> MINTAQA IQTISODIYOTINI BARQAROR RIVOJLANTIRISHDA SANOAT TARKIBIIY O'ZGARISHLARIGA TA'SIR ETUVCHI OMILLAR (XORAZM VILOYATI MISOLIDA)	143-151
<i>Sharipova Gulchehra Farhod qizi</i> IMPROVING THE PRACTICAL MECHANISM OF EDUCATION QUALITY MANAGEMENT BASED ON FOREIGN EXPERIENCE: IN THE CASE OF JAPAN	152-157
<i>Nurmurodov Zafarjon Nurmurod o'g'li</i> MARKAZIIY OSIYO DAVLATLARIDA MAHALLIIY BOSHQARUV TIZIMLARIDA SUN'IY INTELLEKT QO'LLASH TAJRIBASI: O'ZBEKISTON UCHUN XULOSALAR	158-162
<i>Sharopov Nurmuhammad Bobirovich</i> DAVLAT SIYOSATI VA YASHIL IQTISODIYOT: SUBSIDİYALAR, SOLIQ VA RAG'BATLAR	163-166
<i>Ibragimov Nodir Nusriddinovich</i> AGRAR SEKTORNI INNOVATSION RIVOJLANISHNI TA'MINLASHDA EKONOMETRIK PROGNOZLASH USHLARINING TAKOMILLASHTIRILGAN YONDASHUVLARI	167-174

<i>Soxadaliyev Abdurashid Mamadaliyevich</i> CHORVACHILIK MAHSULOTLARI ISHLAB CHIQRISH HAJMINI OSHIRISHDA BOZOR MEXANIZMLARINI RIVOJLANTIRISH.....	175-179
--	---------

09.00.00 – FALSAFA FANLARI

<i>Raupova Ra'no Sohibovna</i> GLOBALASHUV VA AXBOROTLASHGAN JAMIYATDA IBN SINO MEROSIDAN FOYDALANISH.....	180-184
<i>Mamayusupov Umidjon Kurbanovich</i> JAMIYATNI BOSHQARISHDA ILMIY BASHORATNING METODOLOGIK VA PROGNOSTIK VAZIFALARI	185-189
<i>Ergashev Ozodbek Shavkatovich</i> YANGI DAVR G'ARB FALSAFASIDA INSON MUAMMOSI	190-194
<i>Alimova Shaxnoza Xamidovna</i> NOGIRONLIGI BO'LGAN YOSHLARNING JAMIYAT HAYOTIDAGI TO'LAQONLI ISHTIROKI: MUAMMOLAR VA YECHIMLAR	195-205
<i>Tolipov Baxtiyor</i> YOSHLAR IQTISODIY FAOLLIGINING TARIXIY GENEZISI VA RIVOJLANISH OMILLARI	206-211
<i>Rasulov Azizxon Mukhamadqodirovich</i> AXBOROT TIZIMLARI, MAHSULOTLARI VA XIZMATLARIDAN AXBOROT BIZNESI MUHITINI YARATISH ASOSLARI.....	212-218
<i>Abdullayeva Ziyoda Nabiyevna</i> RAQAMLI JAMIYATDA AXLOQIY ISHONCHNI AVTOMATIK BAHOLASH TIZIMI	219-225
<i>Yekubova Mavluda Iskandarovna</i> RAQAMLASHGAN JAMIYATDA KOMMUNIKATIV REALLIK VA KOMMUNIKATIV RATSIONALLIK	226-232
<i>Madraximov Atabek Abduraximovich</i> EKOLOGIK TARBIYA HAMDA BILIM – EKOLOGIK MADANIYAT POYDEVORI	233-238
<i>Рахматов Нуриддин Негкадамович</i> МЕХАНИЗМ РАЗВИТИЯ ДУХОВНО-НРАВСТВЕННЫХ КАЧЕСТВ В ТВОРЧЕСТВЕ ХУСЕЙНА ВОИЗА КАШИФИ	239-243
<i>Axmedova Dilrabo Sa'dullayevna</i> YOSHLAR ORASIDA GIYOHVAND MODDALAR VA SPIRTLII ICHIMLIK LARGA QIZIQISHNING IJTIMOIIY SABAB VA OQIBATLARI	244-247
<i>Xudoykulov Azamat Beshumovich, Saidov Shomahmud Azamat o'g'li</i> INSON FALSAFASI	248-252
<i>Baratova Madina Xasanovna</i> KAMBAG'AL OILA FARZANDLARINING IJTIMOIIY FAOLLIGINI TA'MINLASH: INDIVIDUAL VA IJTIMOIIY OMILLAR	253-259
<i>Ismoilov Maxamadixon Isroilovich</i> IQTISODIY ADOLAT VA FAROVONLIK FALSAFASI: ETIK TAMOIYLLAR VA IJTIMOIIY NOMUTANOSIBLIK LAR TAHLILI	260-269
<i>Obidov Asliddin Shavkatovich</i> COSMIC UNITY AND MORAL CONSCIOUSNESS: REINTERPRETING FARGHANI'S COSMOLOGY THROUGH CHITTICK'S LENS	270-274

10.00.00 – FILOLOGIYA FANLARI

<i>Kaniyazova Jupargul Orinbayevna</i> THE RETROSPECTIVE PLOT IN THE SHORT NOVELS OF CH. AITMATOV	275-280
<i>Алиева Эльвина Аметовна, Нуруллаева Дилбар Алиевна</i> СПОСОБЫ ВЫРАЖЕНИЯ СРАВНЕНИЯ НА ЛЕКСИЧЕСКОМ, СЛОВООБРАЗОВАТЕЛЬНОМ И МОРФОЛОГИЧЕСКОМ УРОВНЯХ (НА МАТЕРИАЛЕ РАССКАЗОВ А. И. КУПРИНА)	281-285
<i>Sanaqulova Fayoza</i> REKLAMA MATNLARIDA METAFORA TURLARI VA YONDOSH HODISALAR	286-289
<i>Ruzibayeva Aziza Kahramanovna</i> THE THEME OF EXILE AND ALIENATION IN BYRON'S POETRY	290-293
<i>Norqobilova Nigora Uralovna</i> O'ZBEK VA INGLIZ TILLARIDAGI OLQISH VA QARG'ISH SO'ZLARING LINGVOMADANIY SHARTLANISHI	294-298
<i>Ahmedova Fayyoza Rashidovna</i> O'ZBEKISTONDA ICHKI TURIZM RIVOJLANISHINING INFRATUZILMAVIY, RAQAMLI VA SOTSIOMADANIY DRAYVERLARI	299-306
<i>Elmuratova Zamira Khodjamuratovna</i> SOME PECULARITIES OF ENGLISH, KARAKALPAK AND TURKMEN PROVERBS ABOUT LABOR	307-310

12.00.00 – YURIDIK FANLAR

<i>Sultanova Sabohat Alisherovna</i> FURTHER DEVELOPMENT OF THE INSTITUTE FOR ASSESSMENT OF REGULATORY IMPACT IN THE REPUBLIC OF UZBEKISTAN AS AN ELEMENT OF "SMART REGULATION"	311-317
<i>Qushboqov Shohrux Xasan o'g'li</i> JAZONI IJRO ETISH MUASSASALARINING TURLARI VA ULARNING FUQAROLIK-HUQUQIY MAQOMINING O'ZIGA XOS XUSUSIYATLARI BORASIDA AYRIM MULOHAZALAR	318-328
<i>Egamberdiyev Vohidjon Otabekovich</i> JAZONI IJRO ETISH MUASSASALARIDAN OZOD ETILGAN SHAXSLARNI IJTIMOY REABILITATSIYA QILISH VA MOSLASHTIRISH FAOLIYATINI TASHKIL ETISH	329-339
<i>Xushvaqtov O'tkir Temirovich</i> VOYAGA YETMAGANLAR TOMONIDAN SODIR ETILADIGAN JINOYATLAR PROFILAKTIKASI BO'YICHA MILLIY QONUNCHILIK NORMALARI TAHLILI	340-346
<i>Leonid Khvan Borisovich, Zilola Gulimova</i> THE IMPACT OF ARTIFICIAL INTELLIGENCE IN PUBLIC ADMINISTRATION	347-353
<i>Normatova Shirin Abdalnabiyevna</i> XOTIN-QIZLARGA NISBATAN ZO'RAVONLIKKA QARSHI KURASH BO'YICHA MILLIY QONUNCHILIKDAGI BO'SHLIQLAR TAHLILI	354-362

<i>Каюмова Асая Султномуродовна</i> ГРАЖДАНСКО-ПРАВОВЫЕ РЕФОРМЫ В УЗБЕКИСТАНЕ: ПРАКТИЧЕСКИЕ РЕЗУЛЬТАТЫ И ПЕРСПЕКТИВЫ	363-368
<i>Abdullayeva Sabohat Asatullo qizi</i> KRIPTOAKTIVLARGA OID JINOYATLAR VA XALQARO HUQUQIY TARTIBGA SOLISH ...	369-377
<i>Imomniyozov Doniyorbek Baxtiyor o'g'li</i> VIRTUAL MULKNING HUQUQIY REJIMI: SUI GENERIS YONDASHUV	378-392
<i>Amonov Zavqiddin</i> ISLOM HUQUQIDA MULKIY HUQUQLAR PARADIGMASI	393-400
<i>Saidmuradov Najmiddin Nabijonovich</i> YUQORI INSTANSIYA SUDLARIDA PROKUROR ISHTIROKINING JINOYAT-PROTSESSUAL JIHATLARI	401-405
<i>Makhmudjanova Mokhirakhon</i> ANALYSIS OF INTERNATIONAL EXPERIENCE IN ENSURING GENDER EQUALITY	406-411
<i>Нормуродова Азиза Азимжон кизи</i> СЕКСУАЛЬНОЕ НАСИЛИЕ С ИСПОЛЬЗОВАНИЕМ ИЗОБРАЖЕНИЙ: ПОНЯТИЕ, ФОРМЫ И ПРАВОВЫЕ АСПЕКТЫ	412-418

13.00.00 – PEDAGOGIKA FANLARI

<i>Utkirov Nusrat</i> BOSHLANG'ICH SINIF O'QUVCHILARIDA HARAKAT SIFATLARINI RIVOJLANTIRISHDA ZAMONAVIY PEDAGOGIK TEXNOLOGIYALAR VA MUAMMOLI- MODULLI YONDASHUVLAR	419-424
<i>Jamolova Shahlo Qobilovna</i> BO'LAJAK FIZIKA FANI O'QITUVCHILARINING KASBIY KOMPETENTLIGINI DASTURIY TA'LIM VOSITALARIDAN FOYDALANIB RIVOJLANTIRISH METODIKASI ("REAL GAZLAR. MOLEKULALARARO O'ZARO TA'SIR. REAL GAZLAR. VAN-DER-VAALS TENGLAMASI" MAVZU MISOLIDA)	425-428
<i>Rasulova Moxidil</i> TIBBIYOT TA'LIMI TIZIMIDA FUNDAMENTAL FANLARNI O'ZLASHTIRISHDA TALABALAR BILIMINI BAHOLASHNING ASOSIY SABABLARI VA DIDAKTIK IMKONIYATLARI	429-438
<i>Ismailov Oybek Abdurasulovich</i> ANESTEZIOLOGIYA FANINI O'QITISHDA ENTRUSTABLE PROFESSIONAL ACTIVITIES (EPA) TEXNOLOGIYASIDAN FOYDALANIB TALABALARGA MALAKAVIY TA'LIM BERISH	439-445
<i>Davlatova Nilufar Vosiljonovna</i> BO'LAJAK IQTISODCHI MUTAXASSISLARNING KREATIV IQTISODIY FIKRLASHINI RIVOJLANTIRISHDA PROBLEMALI VA LOYIHALI O'QITISH TEXNOLOGIYALARI	446-449

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IMPROVING THE PRACTICAL MECHANISM OF EDUCATION QUALITY MANAGEMENT BASED ON FOREIGN EXPERIENCE: IN THE CASE OF JAPAN

Sharipova Gulchehra Farhod qizi

Intern-Researcher at the Department of “Economic Theory”,
Tashkent State University of Economics

E-mail: opagulchehra5@gmail.com

Abstract. This study examines the practical mechanisms of education quality management in Japan and evaluates their applicability for improving education systems in other countries. By analyzing Japan’s policy frameworks, school inspection models, and teacher professional development programs, the research identifies effective strategies for enhancing academic standards. The study employs comparative analysis, case study methodology, and policy evaluation to provide recommendations for practical implementation in different contexts.

Keywords: education quality management, Japan, policy frameworks, school inspection, teacher professional development.

XORIJIY TAJRIBALAR ASOSIDA TA’LIM SIFATINI BOSHQARISHNING AMALIY MEXANIZMINI TAKOMILLASHTIRISH: YAPONIYA MISOLIDA

Sharipova Gulchehra Farxod qizi

Toshkent Davlat Iqtisodiyot Universiteti,
“Iqtisodiyot nazariyasi” kafedrası stajyor-tadqiqotchisi

Annotatsiya. Ushbu tadqiqot Yaponiyada ta’lim sifatini boshqarishning amaliy mexanizmlarini o’rganadi va ularni boshqa mamlakatlar ta’lim tizimini takomillashtirishda qo’llash imkoniyatlarini baholaydi. Yaponiyaning siyosiy qoidalari, maktab inspeksiya tizimi va o’qituvchilarni professional rivojlantirish dasturlari tahlil qilinib, akademik standartlarni oshirishning samarali strategiyalari aniqlanadi. Tadqiqot taqqoslash, “case-study” metodologiyasi va siyosat baholash usullaridan foydalanadi.

Kalit so’zlar: ta’lim sifatini boshqarish, Yaponiya, siyosiy me’yorlar, maktab inspeksiya, o’qituvchilarni professional rivojlantirish.

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Introduction. Education quality management is a critical factor in ensuring high academic standards and continuous improvement of educational systems worldwide. Japan is recognized for its effective quality assurance mechanisms, which include structured school inspections, teacher professional development, and national curriculum evaluation. Studying these mechanisms provides valuable insights into enhancing education management practices in other countries, particularly in contexts where education quality faces challenges. The “practical mechanism of education quality management” refers to the set of tools, procedures, and methods used to ensure, monitor, and improve the quality of education. Education quality

management is a systematic process that encompasses all stages, from planning to evaluation and improvement. It begins with planning, which involves defining the quality of curricula and programs, setting standards and expected learning outcomes, and allocating necessary resources such as teachers, teaching materials, and technology. The process continues with an organizational mechanism, where responsibilities are assigned to individuals and departments to manage the education process effectively, alongside establishing monitoring and control systems. Monitoring and evaluation play a crucial role in assessing the effectiveness of the educational process, including evaluating students' learning outcomes, teacher performance, and curriculum achievements. Based on these evaluations, the improvement and feedback stage focuses on optimizing the education process, implementing new methods, technologies, and innovations to enhance learning. Throughout all these stages, adherence to standards and indicators is ensured by complying with national and international quality standards and measuring results through key performance indicators (KPIs). This integrated approach ensures continuous enhancement of educational quality and effectiveness.

In Japan, the practical mechanism of education quality management is implemented through school inspections, regular teacher professional development programs, and adherence to national curriculum standards. This process works as a cycle: planning → implementation → evaluation → improvement.

Literature review and methods. Methods of education quality management refer to the approaches, techniques, and processes used to ensure, monitor, and improve the quality of education. Common methods include planning and standard setting, which involves defining learning outcomes, curricula, and benchmarks; monitoring and evaluation, aimed at assessing student performance, teacher effectiveness, and overall institutional quality; and school inspections, which provide structured evaluations to ensure compliance with established standards. Other important methods include teacher professional development through continuous training, mentoring, and peer review; feedback and improvement processes that use evaluation results to optimize teaching methods and educational policies; and policy frameworks and governance, which establish regulations, accountability mechanisms, and quality assurance systems [1].

In the present study, the research employs several specific methods. Comparative analysis is used to examine Japanese education quality management mechanisms in comparison with models from other countries. Case studies provide an in-depth analysis of selected Japanese schools and regional education offices. Policy evaluation is conducted to assess Japanese educational laws, regulations, and quality assurance frameworks. Additionally, a secondary literature review is performed, consulting research articles, government reports, and academic monographs related to education quality management. This combination of methods allows for a comprehensive understanding of how educational quality is maintained, monitored, and enhanced in the Japanese context.

Discussion. Japan's education quality management demonstrates the critical importance of systematic evaluation, professional development of teachers, and engagement of all stakeholders in ensuring high-quality education. The examination of education quality management methods and their outcomes highlights several important implications for policy and practice, particularly in the context of Japan.

The effectiveness of structured methods, such as school inspections, teacher professional development programs, and systematic monitoring, has been clearly demonstrated. These approaches significantly improve student learning outcomes and teacher performance by creating feedback loops that allow continuous refinement of teaching practices and curricula. However, these methods also face challenges and limitations. Inspections and audits require considerable resources and trained personnel, while teacher development programs must be tailored to local needs and continuously updated to remain relevant. Additionally, an overemphasis on standardized testing can risk neglecting creativity and holistic student development [2].

From a policy perspective, the Japanese experience shows that frameworks supporting accountability, transparency, and stakeholder involvement are essential. Continuous professional development, clearly defined performance indicators, and active monitoring contribute to a robust quality management system. This model provides valuable lessons for other countries seeking to enhance their education systems. The integration of these methods has a systemic impact, ensuring schools comply with national and international standards, improving administrative efficiency, and promoting sustainable educational development. Combining technical measures with strategic policies is key to achieving long-term improvements, and implementing similar mechanisms elsewhere requires careful adaptation to local socio-cultural and institutional conditions. Lessons from Japan emphasize evidence-based policymaking, continuous feedback loops, and the integration of ethical and social dimensions into education management [3].

Fundamental results of Japan's education quality management are evident across several domains. First, student learning outcomes improve consistently through structured monitoring and quality assurance mechanisms such as inspections, testing, and feedback loops, enabling students to achieve higher competency levels, critical thinking skills, and problem-solving abilities. Second, teacher performance and professionalism are enhanced through professional development programs that strengthen pedagogical skills, curriculum knowledge, and classroom management, enabling teachers to adapt effectively to diverse student needs. Third, school accountability and transparency are strengthened, as evaluation frameworks ensure that schools meet national and international standards, fostering responsibility and ethical practices among educators and administrators [4].

Fourth, quality management systems promote effective curriculum and instruction management, aligning curricula with learning objectives, societal relevance, and student-centered approaches, while continuous review ensures curricula remain current with evolving social and economic demands. Fifth, data-driven decision-making is enabled by systematic collection and analysis of student performance, teacher evaluations, and school inspections, allowing evidence-based policies and instructional strategies, as well as efficient allocation of resources. Sixth, quality management promotes equitable access and inclusion, identifying disparities among schools, regions, and student groups, and enabling adaptation of programs to meet the needs of disadvantaged or marginalized students [5].

Seventh, integrating monitoring, evaluation, and feedback ensures sustainable systemic improvements, fostering innovation, adaptability, and continuous professional growth among stakeholders. Finally, quality management ensures policy and strategic alignment, guaranteeing that school-level practices align with national education policies and

international quality benchmarks, creating a coherent education ecosystem connecting teachers, students, administrators, and policymakers. Overall, Japan's experience illustrates that comprehensive, systematic, and ethically grounded quality management can drive long-term, sustainable improvements in education while balancing effectiveness, inclusivity, and accountability.

Results. The application of education quality management methods typically results in measurable improvements across several key areas. Student outcomes benefit significantly, with higher academic achievement, improved critical thinking and problem-solving skills, and better preparedness for higher education and the labor market. Teacher performance is also enhanced through the development of teaching skills and pedagogical knowledge, increased motivation and professional engagement, and the adoption of innovative teaching methods. In terms of school effectiveness, these methods help ensure better compliance with national and international education standards, establish more systematic monitoring and evaluation processes, and improve administrative efficiency and accountability. At the systemic level, education quality management strengthens policies and frameworks, encourages greater stakeholder involvement in decision-making, and creates continuous feedback loops that promote sustainable development [6].

Key components of these methods include the school inspection system, which involves structured and regular inspections that ensure accountability and continuous improvement, supported by clear criteria and benchmarks that help schools maintain high standards. Teacher professional development programs, including continuous training, peer review, and mentoring, further enhance teaching effectiveness and foster collaborative professional growth. Policy frameworks, comprising national standards and evaluation mechanisms, ensure uniform quality across regions, while transparency and stakeholder participation contribute to long-term, sustainable improvements. Finally, these methods and frameworks can serve as a model for application in other countries, providing insights into how structured quality management systems can be adapted to improve educational outcomes, teacher performance, and institutional effectiveness in diverse contexts [7].

Mechanisms can be adapted to local contexts, emphasizing structured evaluation, continuous professional development, and policy transparency. The implementation of education quality management methods in Japan has yielded significant and measurable results across multiple levels of the education system.

Firstly, student academic performance has improved, with standardized assessments and classroom evaluations demonstrating higher achievement rates in core subjects such as mathematics, science, and language arts. Regular inspections and evaluations ensure that teaching practices adhere to national standards, contributing to consistent learning outcomes [8].

Secondly, teacher professional development initiatives, such as lesson study groups and continuous training programs, have enhanced teaching skills, promoted reflective practice, and encouraged collaborative problem-solving. Teachers are better equipped to address diverse learning needs, integrate innovative pedagogical approaches, and adopt evidence-based instructional strategies.

Thirdly, school-level accountability and governance have strengthened. Schools regularly report performance data to local and national authorities, fostering transparency and

compliance with policy frameworks. This system ensures that both administrators and educators maintain high professional standards [9].

Fourthly, curriculum and instructional management have become more effective. Quality assurance mechanisms guide the alignment of curriculum with learning goals, ensuring relevance to students' social and economic context. Data-driven decision-making processes allow administrators to identify gaps in learning, allocate resources efficiently, and implement targeted interventions.

Finally, these methods have contributed to equity and inclusion by highlighting disparities in educational outcomes across different regions and student populations. Policies and programs have been adapted to support disadvantaged groups, promoting a more inclusive education system. Overall, the integration of these mechanisms has fostered systemic improvements, sustainable innovation, and alignment with national and international benchmarks [11].

Conclusion. In conclusion, the study of education quality management methods, particularly as applied in Japan, demonstrates the critical importance of a structured, systematic approach to improving educational outcomes. The integration of multiple methods – such as school inspections, teacher professional development, curriculum evaluation, and stakeholder feedback – creates a dynamic feedback system that continuously enhances teaching, learning, and overall school performance. The results indicate that when these methods are implemented effectively, student academic achievement improves, teacher performance and pedagogical skills are strengthened, and schools operate more efficiently within established standards. At the systemic level, these practices contribute to the development of a robust, accountable, and sustainable education system that aligns with both national policies and international benchmarks. Moreover, the Japanese experience highlights the interplay between technical tools and policy frameworks. Effective education quality management is not just about monitoring and evaluation; it requires strong institutional support, clear performance indicators, and active engagement of all stakeholders – including educators, administrators, students, and policymakers. This multi-dimensional approach ensures long-term sustainability, continuous improvement, and adaptability to changing societal needs. Finally, the lessons drawn from Japan's education quality management can serve as a valuable model for other countries seeking to improve their educational systems. By combining structured methods with strategic policy implementation, education systems worldwide can achieve higher standards, foster innovation, and better prepare students for the challenges of the 21st century. The study emphasizes that quality education management is a dynamic, ongoing process that requires careful planning, monitoring, evaluation, and adaptation, ensuring that all participants in the education ecosystem are aligned toward shared goals of excellence and equity. The Japanese model of education quality management offers practical insights for improving academic standards in other countries. Key elements, including regular school inspections, structured teacher development programs, and transparent policy frameworks, can serve as models for educational reform. Adapting these mechanisms thoughtfully can enhance overall education quality, promote accountability, and foster sustainable development in national education systems.

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mas’uliyati cheklangan jamiyati

Tahririyat manzili:

100070. Toshkent shahri, Yakkasaroy tumani, Kichik Beshyog‘och ko‘chasi, 70/10-uy. Elektron manzil:

scienceproblems.uz@gmail.com

Bog‘lanish uchun telefon:

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