

SCIENCE
PROBLEMS.UZ

ISSN 2181-1342

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

Ijtimoiy-gumanitar fanlarning dolzarb muammolari

1-maxsus
son (6-jild)

2026

SCIENCEPROBLEMS.UZ

IJTIMOIIY-GUMANITAR FANLARNING DOLZARB MUAMMOLARI

№ S/1 (6) – 2026

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- SOTSILOGIYA 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

Mazkur jurnal Vazirlar Mahkamasi huzuridagi Oliy attestatsiya komissiyasi Rayosatining 2022-yil 30-noyabrdagi 327/5-son qarori bilan tarix, iqtisodiyot, falsafa, filologiya, yuridik va pedagogika fanlari bo'yicha ilmiy darajalar yuzasidan dissertatsiyalar asosiy natijalarini chop etish tavsiya etilgan ilmiy nashrlar ro'yxatiga kiritilgan.

“Ijtimoiy-gumanitar fanlarning dolzarb muammolari” elektron jurnali 2020-yil 6-avgust kuni 1368-sonli guvohnoma bilan davlat ro'yxatiga olingan.

Muassis: “SCIENCEPROBLEMS TEAM” 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).

07.00.00 – TARIX FANLARI

<i>Алимджанов Бахтиёр Абдихакимович</i> «НА ЭТОМ СЪЕЗДЕ ИДЕЙНОМУ РАЗБРОДУ НУЖНО ПОЛОЖИТЬ КОНЕЦ», ИЛИ КАК СОЮЗ АРХИТЕКТОРОВ УЗБЕКИСТАНА НАЧАЛ МЫСЛИТЬ	11-17
<i>Esanova Nilufar</i> O'ZBEKISTON VA JANUBIY KOREYA O'RTASIDA OG'IR SANOAT TARMOQLARINING RIVOJLANISHIDAGI O'RNI	18-21
<i>Muminov Azizbek Ziyoviddinovich</i> JIZZAX VILOYATI JOYLASHGAN TABIIY OBYEKT LARNING TARIXIY-GEOGRAFIK TASNIFI VA TURISTIK SALOHİYATI	22-27
<i>Ne'matov Xumoyun To'liqin o'g'li</i> SHOHRUX MIRZO VA USMONIYLAR O'RTASIDAGI DIPLOMATIK ALOQALAR TARIXI	28-33
<i>Khudoyorov Noyibjon Maripjonovich, Ruziboev Samandarbek Sobirjon o'g'li</i> THE POLICY OF DEKULAKIZATION AND CONFISCATION OF PEASANT HOUSEHOLDS IN KAZAKHSTAN, 1929–1933.....	34-43
<i>Шамшетдинова Дилафруза Исмайлловна</i> ТЕХНОЛОГИЧЕСКИЙ ПРОГРЕСС И ТРАНСФОРМАЦИЯ КУЛИНАРНЫХ ТРАДИЦИЙ В СЕЛЬСКОЙ МЕСТНОСТИ КАРАКАЛПАКСТАНА (1960-1980 ГГ.).....	44-48

08.00.00 – IQTISODIYOT FANLARI

<i>Kasimova Gulyar Axmatovna, Xaydarova Durdona Shuxratjon qizi</i> DAVLAT TIBBIY SUG'URTASI MEXANIZMIDA DORI-DARMON XARIDLARINING SAMARADORLIGINI OSHIRISH	49-56
<i>Abdullayev Abdulla Fayzulla o'g'li</i> AXBOROT MAHSULOTLARI BIZNESINI RIVOJLANTIRISHNING KO'P OMILLI EKONOMETRIK MODEL: OLS VA ARDL TAQQOSLASH	57-64

09.00.00 – FALSAFA FANLARI

<i>Tashanov Abduxoliq</i> BUZG'UNCHI G'OYALARINING IJTIMOIIY-SIYOSIY VA AXLOQIY MUAMMOLARI	65-71
<i>Jo'rayev Ahmad Muhammadiyevich</i> TASAVVUF TA'LIMOTIDA DINIY BAG'RIKENGLIK VA MILLATLARARO TOTUVLIK MASALALARI	72-78
<i>Tursunkulova Shaxnoza Tuychiyevna</i> TASAVVUFNING FALSAFIY JIHATLARI XUSUSIDA.....	79-84
<i>Ibraximova Dilorom Saloydinovna</i> RAQAMLI MUHITDA ESTETIK IDROKNING XUSUSIYATLARI.....	85-88
<i>Muxammadiyeva Oliy Narzullayevna</i> OILA INSTITUTINI MUSTAHKAMLASH KONSEPSIYASI - OILA VA JAMIYAT IJTIMOIY BARQARORLIGINING MEZONI.....	89-92

<i>Matchanova Barno</i> MAFKURA VA MILLIY MAFKURA TUSHUNCHALARI: MAZMUN-MOHİYATI VA IJTIMOİY FUNKSIYALARI.....	93-98
<i>Uraqov Nodirbek Boboqulovich</i> BAG'RIKENGLIK G'OYASINING TASAVVUFİY-FALSAFIY TAHLILI (Maxdumi A'zamning "Risolai tanbeh ul-ulamo" asari asosida).....	99-104
<i>Raxmatov Alisher Obidovich</i> IJTIMOİY FALSAFADA INTEGRATSIYANING RIVOJLANISH BOSQICHLARI.....	105-108
<i>O'sarkulov Oybek Murodilovich</i> MILLIY IDENTIKLIKNING TRANSFORMATSIYASI VA IJTIMOİY INTEGRATSIYA: O'ZBEKISTONDAGI KOREYS DIASPORASI TAJRIBASI.....	109-115
<i>Fayziyev Xurshid Jumayevich</i> VOLTERNING "BAG'RIKENGLIK HAQIDA" ASARIDA JAN KALASNING QATL ETILISHI VA UNING OQIBATLARINI AKS ETTIRILISHI	116-121
<i>Shadmonova Zebiniso Amrulloevna</i> OILA SHAXS KAMOLOTINING ASOSIY IJTIMOİY MUHITI VA JAMIYAT BARQARORLIGINING OMILI SIFATIDA.....	122-126
<i>Idiboyev Abror Jamolovich</i> JAMIYAT IJTIMOİY-MA'NAVIY BARQARORLIKNI TA'MINLASHDA - YOSHLAR HUQUQIY TARBIYASINING O'RNI	127-130
<i>Ahmadjonov To'liqinbek Akramjon o'g'li</i> RAQAMLI OLAMNING YOSHLAR ONGIGA TA'SIRI.....	131-136
<i>Sodiqov Islombek Otabek o'g'li</i> RAQAMLI MADANIYAT TUSHUNCHASI VA UNING RIVOJLANISH BOSQICHLARI	137-141
<i>Abdurahimov Ravshanbek O'ktam o'g'li</i> HUQUQIY DEMOKRATIK JAMIYAT QURISH SHAROITIDA YOSHLAR HUQUQIY ONGINING SHAKLLANISH OMILLARI	142-146
10.00.00 – FILOLOGIYA FANLARI	
<i>Duvlaeva Nozigul Xolmuxammat qizi</i> INGLIZ VA O'ZBEK MATNLARIDA STILISTIK TASVIR VOSITALARI	147-151
<i>Зикруллаева Хусния Бахтияровна</i> СТРУКТУРА, ПРОИСХОЖДЕНИЕ И НОРМАТИВНЫЕ ОСОБЕННОСТИ ЗАИМСТВОВАННЫХ ТЕРМИНОВ В УЗБЕКСКОМ НАУЧНО-ТЕХНИЧЕСКОМ ТЕКСТЕ.....	152-156
<i>Turdiyeva Dilorom Soliyevna</i> PEDAGOGICAL STRATEGIES FOR INCLUSIVE LEARNING	157-162
<i>Eshmuratov Umidjon Temurovich</i> INGLIZ VA O'ZBEK TILLARIDAGI AFORIZMLARNING SEMANTIK XUSUSIYATLARI	163-167
<i>Avlayeva Saida Bozorovna</i> INGLIZ VA O'ZBEK TILLARIDA COVID-19 PANDEMIYASI SHAROITIDA SHAKLLANGAN KISHILAR JAMOALARINI IFODALOVCHI NEOLOGIZMLAR.....	168-172
<i>Ubaydullaeva Dilfuza Akmal qizi</i> JURNALISTLARNI TAYYORLASHDA NUTQ MADANIYATI KOMPETENSIYALARINING STRUKTURASI	173-181

<i>Alimova Shaxnoza Yaxshiboyevna</i> ASSOTSIIATIV TAJRIBA PSIXOLINGVISTIKA USULI SIFATIDA	182-187
<i>Xudayberganov Nizomaddin Uktambay o'g'li, Mansurova Shaxinabonu Najmiddin qizi</i> O'ZBEK TILIDA SON VA SIFAT SO'Z TURKUMLARINI POS TEGGLASH ASOSIDA O'QITISH METODIKASINI TAKOMILLASHTIRISH TAMOIYILLARI	188-193
12.00.00 – YURIDIK FANLAR	
<i>Абдуллаева Дильдора Эльмуродовна</i> ПРАВОВОЕ РЕГУЛИРОВАНИЕ ИНВЕСТИЦИОННОЙ ДЕЯТЕЛЬНОСТИ В СТАРТАП ПРОЕКТЫ В РЕСПУБЛИКЕ УЗБЕКИСТАН НА ПРИМЕРЕ ДЕЯТЕЛЬНОСТИ АКСЕЛЕРАТОРОВ И ИНКУБАТОРОВ.....	194-198
<i>Fayzullayeva Shaxlo Jumanioz qizi</i> THEORETICAL AND LEGAL ASPECTS OF INCLUSION OF COPYRIGHT OBJECTS IN INTERNATIONAL TRADE.....	199-204
<i>Qalandarov Aminjon Amondullayevich</i> KORPORATSIYALARDA AFFILLANGAN SHAXSLAR INSTITUTINING HUQUQIY TABIATI VA TARTIBGA SOLINISHI	205-212
<i>Uralov Sarbon Sardorovich</i> JINOYAT-PROTSESSUAL QONUNCHILIKDA VIDEOKONFERENSALOQA ORQALI TERGOV HARAKATLARINI TARTIBGA SOLISHNING UMUMIY SHARTLARI	213-218
<i>Xolmirzayev Muhsin Shavqiddin o'g'li</i> KRIMINOLOGIK PROGNOZLASHDA ANIQ FANLAR VA AXBOROT-KOMMUNIKATSIYA TEKNOLOGIYALARI YUTUQLARIDAN FOYDALANISH IMKONIYATLARI	219-225
<i>Dilboboyev Nozimbek</i> XORIJIY (CHET EL) VA MAHALLIY (MILLIY) INVESTITSIYA TUSHUNCHALARINING ILMIY-NAZARIY TAVSIFI, ULARNING BOZOR IQTISODIYOTIDAGI O'RNI VA AHAMIYATI.....	226-232
<i>Nishonov Abdulloh Ubaydulloh o'g'li</i> ATOM ENERGIYASINING XAVFSIZLIGINI TA'MINLASHNING XALQARO-HUQUQIY ASOSLARI	233-240
<i>Asadov Shahridin Faxriddin o'g'li</i> FUQAROLIK HUQUQIDA XIZMATLARNING HUQUQIY TABIATI: KONSALTING XIZMATLARI MISOLIDA.....	241-243
<i>Абдужампоров Шахбоз Музаффар ўғли</i> НЕСАНКЦИОНИРОВАННЫЙ ДОСТУП И ХИЩЕНИЕ ДЕНЕЖНЫХ СРЕДСТВ С ПЛАСТИКОВЫХ КАРТ: УГРОЗЫ, МОДЕЛИ ПРЕСТУПЛЕНИЙ И КОМПЛЕКСНЫЕ МЕРЫ ПРОТИВОДЕЙСТВИЯ.....	244-253
<i>Хасанов Турсунпулат Шавкатжон ўғли</i> МЕЖДУ АЛГОРИТМОМ И ЗАКОНОМ: ПРОБЛЕМА ПРАВОВОЙ ИДЕНТИФИКАЦИИ СМАРТ-КОНТРАКТОВ В ЦИФРОВУЮ ЭПОХУ	254-259
<i>Kadirova Moxigul Xamitovna</i> ZAMONAVIY DAVLAT BOSHQARUVI VA ADOLATLI SUD-HUQUQ TIZIMI	260-262
<i>Muxitdinova Firyuza Abdurashidovna</i> UCHINCHI RENESSANS SHAROITIDA VATANPARVARLIK G'OYASINING MA'NAVIY-HUQUQIY MOHIYATI (O'zbekiston tajribasi va xorijiy yondashuvlar qiyosida).....	263-269

<i>Shagilov Pulatbek Koptleuovich</i> JAMOAT XAVFSIZLIGIGA TAJOVUZ QILUVCHI HUQUQBUZARLIKLARGA QARSHI KURASHISH BO'YICHA ILG'OR XORIJIY MAMLAKATLARINING TAJRIBASI TAXLILI	270-276
<i>Kubaeva Ismigul Farkhod qizi</i> PARTY AUTONOMY VS CONSUMER PROTECTION IN INTERNATIONAL E-COMMERCE: THE CASE OF UZBEKISTAN IN COMPARATIVE PERSPECTIVE	277-283
<i>Нормуродова Азиза Азимжон кизи</i> ПОНУЖДЕНИЕ ЛИЦА К ВСТУПЛЕНИЮ В ПОЛОВУЮ СВЯЗЬ: ПРАВОВАЯ ХАРАКТЕРИСТИКА ОБЪЕКТИВНОЙ СТОРОНЫ ПРЕСТУПЛЕНИЯ.....	284-295
<i>Toshpo'latov Islom Otavulla o'g'li</i> O'ZBEKISTON RESPUBLIKASIDA KADRLAR BILAN ISHLASH SIYOSATIDA MA'NAVIY- MA'RIFIY ISHLAR VA UNI ICHKI ISHLAR ORGANLARI TIZIMIGA TA'SIRI	296-301
<i>Аллашова Шийринай Турсынбаевна, Каримова Мадина Мирзаджоновна</i> ВИКТИМНОЕ ПОВЕДЕНИЕ ЖЕРТВ БЫТОВОЙ ПРЕСТУПНОСТИ И ЕГО ПРОФИЛАКТИЧЕСКОЕ ЗНАЧЕНИЕ	302-307
<i>Lutfullayeva Feruza Boboqulovna</i> HUQUQIY DAVLAT KONSEPSIYASINING ZAMONAVIY NAZARIY YONDASHUVLARI	308-312
<i>Abdugaffarov Davronbek Dilshod o'g'li</i> SHARTNOMALARNI AMALGA OSHIRISH USTIDAN SAMARALI PARLAMENT NAZORATI: O'ZBEKISTONDA XALQARO TIJORAT SHARTNOMALARIDA TARAFLARNING ERK MUXTORIYATINI KUCHAYTIRISH.....	313-317
<i>Jalilov Ravshanjon Abdukayumovich</i> INSON A'ZOLARI VA TO'QIMALARINING NOQONUNIY AYLANMASI: JINOIY-HUQUQIY VA QIYOSIY TAHLIL	318-329
<i>Muxtorov Muhammad Amin Mirkomil o'g'li</i> MULK HUQUQINI MUHOFAZA QILISH ICHKI ISHLAR ORGANLARINING FAOLIYATI.....	330-337
<i>Karimov Ulugbek Hakimjonovich</i> LEGAL FOUNDATIONS OF PROSECUTORIAL SUPERVISION IN ENSURING THE ALLOCATION, USE, AND PROTECTION OF LAND PLOTS IN THE AGRARIAN SECTOR OF UZBEKISTAN	338-343
<i>Mirabdullayev Maqsudjon Mahmudjon o'g'li</i> MASHINALI O'QITISH USULLARI ASOSIDA XOSTNING XAVFSIZLIGINI BAHOLASH, MODEL VA ALGORITMLARINI ISHLAB CHIQISH.....	344-349
<i>Utebaev Salamat Maqsetbay o'g'li, Dauletbaeva Aynur Baxramovna</i> OILAGA QARSHI JINOYATLARNING O'ZIGA XOS XUSUSIYATLARI VA ULARNING OLDINI OLISH.....	350-354
<i>Tillayev Ikrom Rustamjonovich</i> HUQUQBUZARLIKLAR PROFILAKTIKASINI BELGILAB BERUVCHI UMUMIY VA SOHAVIY-HUQUQIY Hujjatlar TAHLILI	355-362
<i>Xoshimova Nilufar Zafarjon qizi</i> O'ZBEKISTONDA MEHNAT MUNOSABATLARIDA MIGRATSIYA MUNOSABATLARI.....	363-366

13.00.00 – PEDAGOGIKA FANLARI

Rahmonova Nilufar Najmiddin qizi BO'LAJAK O'QITUVCHILARNI FORSAYT TADQIQOT METODLARI ASOSIDA KREATIV KOMPETENSIYALARI TA'LIM TRAYEKTORIYASINI TASHKIL ETISH	367-371
<i>Abdurasulova Dilrabo Tolkunjon qizi</i> KOMPARATIVISTIKISTIK YONDASHUV TALABALARNING MADANIYATLARARO KOMPETENSIYASINI SHAKLLANTIRISHNING METODOLOGIK ASOSI SIFATIDA.....	372-380
<i>Таджиходжаева Эльвира Рашидовна</i> ЦИФРОВАЯ ГРАМОТНОСТЬ КАК ПЕДАГОГИЧЕСКАЯ КАТЕГОРИЯ В СИСТЕМЕ ВЫСШЕГО ОБРАЗОВАНИЯ НЕПРОФИЛЬНЫХ СПЕЦИАЛЬНОСТЕЙ.....	381-387
<i>Ravshanova Gulnoza Burxonovna</i> 5-SINF O'QUVCHILARINING ANTROPOMETRIK TOTAL KO'RSATKICHLARINI O'RGANISH BO'YICHA TADQIQOT BOSHIDA OLINGAN NATIJALAR TAHLILI.....	388-393
<i>Mirzaakhmedova Makhliyo Yuldashevna</i> THE IMPACT OF AUTHENTIC MATERIALS ON TEACHING BUSINESS WRITING SKILLS TO ESP STUDENTS	394-400

Received: 03 January 2026
Accepted: 17 January 2026
Published: 30 January 2026

Article / Original Paper

PEDAGOGICAL STRATEGIES FOR INCLUSIVE LEARNING

Turdiyeva Dilorom Soliyevna

Master student at Termez University of Economy and Service

E-mail: diloromturdyeva7@gmail.com

Abstract. This article provides a comprehensive analysis of pedagogical strategies that ensure the effective implementation of inclusive education in contemporary educational settings. It examines the theoretical and methodological foundations of inclusive learning, key pedagogical principles, teaching methods, and forms of organizing the educational process, as well as differentiated and individualized approaches to teaching learners with special educational needs. Particular attention is paid to assessment strategies and to the potential of digital technologies as a means of enhancing accessibility and quality in education. The findings of this article may be useful for teachers, academic researchers, and education policy specialists working in general and higher education systems.

Keywords: inclusive education, pedagogical strategies, differentiated instruction, universal design for learning, special educational needs, assessment, digital technologies.

INKLYUZIV TA'LIM UCHUN PEDAGOGIK STRATEGIYALAR

Turdiyeva Dilorom Soliyevna

Termiz Iqtisodiyot va servis universiteti magistranti

Annotatsiya. Ushbu maqolada zamonaviy ta'lim sharoitida inklyuziv ta'limni samarali amalga oshirishni ta'minlovchi pedagogik strategiyalar kompleks tahlil qilinadi. Inklyuziv ta'limning nazariy va metodologik asoslari, asosiy pedagogik tamoyillari, o'qitish metodlari hamda ta'lim jarayonini tashkil etish shakllari, shuningdek, alohida ta'lim ehtiyojlariga ega bo'lgan o'quvchilarni o'qitishda differensial va individuallashtirilgan yondashuvlar yoritib beriladi. Maqolada ta'lim natijalarini baholash strategiyalariga hamda ta'limning ochiqligi va sifatini oshirish vositasi sifatida raqamli texnologiyalarning imkoniyatlariga alohida e'tibor qaratiladi. Ushbu maqola umumta'lim va oliy ta'lim tizimida faoliyat yuritayotgan pedagoglar, ilmiy tadqiqotchilar va ta'lim siyosati sohasidagi mutaxassislar uchun mo'ljallangan.

Kalit so'zlar: inklyuziv ta'lim, pedagogik strategiyalar, differensial o'qitish, universal ta'lim dizayni, alohida ta'lim ehtiyojlari, baholash, raqamli texnologiyalar.

DOI: <https://doi.org/10.47390/SPR1342V6SI1Y2026N26>

Introduction. Inclusive education has emerged as a cornerstone of modern educational practice, emphasizing the right of all learners to participate meaningfully in mainstream education regardless of their abilities, backgrounds, or personal characteristics. As UNESCO notes, "Inclusive education is a process of strengthening the capacity of the education system to reach out to all learners", highlighting that inclusion is systemic rather than merely placing students with special needs in mainstream classrooms. This approach is grounded in principles of equity, human rights, and social justice, and it challenges traditional segregated models of education that marginalize students with diverse needs.

The concept of inclusive education gained international recognition through the Salamanca Statement (1994), which proclaimed that "schools should accommodate all children

regardless of their physical, intellectual, social, emotional, linguistic or other conditions". This extended essay explores the concept, guiding principles, and theoretical foundations of inclusive education, providing a comprehensive understanding supported by academic literature and policy frameworks.

Literature review and methodology. Inclusive education goes beyond mere physical integration; it requires a transformation of curricula, pedagogy, and school culture to meet the needs of all learners. Booth and Ainscow define inclusive education as "a process of increasing the participation of students in, and reducing their exclusion from, the cultures, curricula and communities of local schools". This definition emphasizes the dual focus of inclusion: access and participation. Inclusive classrooms recognize learner diversity as a resource, fostering collaboration, empathy, and mutual learning [1].

A central aspect of inclusive education is equity. As Ainscow states, "Equity in education is not achieved by treating all children the same, but by ensuring that the specific needs of each learner are met"⁴. Equity involves providing differentiated support, adaptive technologies, and individualized learning plans to ensure meaningful participation. This approach contrasts with models that focus on uniformity or standardization, which often disadvantage students with disabilities, language barriers, or other challenges. The social model of disability is another key component of inclusive education. Rather than viewing disability as an inherent limitation, this model identifies barriers in society that hinder full participation. As Oliver argues, "Disability is not an attribute of an individual, but rather a set of conditions created by social, environmental and attitudinal barriers". Inclusive education, therefore, emphasizes the removal of structural and cultural barriers to learning, promoting full participation and social justice.

Discussion and results. Several theoretical frameworks underpin inclusive education, guiding policy, curriculum, and classroom practice. These include social justice theory, constructivist learning theory, human rights frameworks, and Universal Design for Learning (UDL).

Social justice theory asserts that education systems have an ethical responsibility to ensure fairness and equity for all learners. Rawls emphasizes that "justice as fairness requires the provision of greater support to those who are least advantaged". Inclusive education applies this principle by addressing barriers related to disability, socio-economic status, or language differences, thereby promoting equal opportunities for all learners [2].

Constructivist learning theory provides a pedagogical foundation for inclusion, emphasizing that learners construct knowledge through interaction with their environment and peers. Vygotsky's concept of the Zone of Proximal Development (ZPD) is particularly relevant: "What a child can do in cooperation today, he can do alone tomorrow". Inclusive classrooms utilize scaffolding, differentiated instruction, and collaborative learning to enable all students to progress within their ZPD.

UDL provides a practical framework for inclusive education, advocating for flexible curricula that accommodate all learners from the outset. Meyer, Rose, and Gordon explain that UDL "guides the design of learning environments that are accessible and effective for all students". UDL emphasizes multiple means of representation, engagement, and expression, enabling students with diverse needs and learning styles to access content and demonstrate understanding effectively.

Inclusive learning has become one of the most significant educational approaches in the twenty-first century, reflecting a global commitment to equity, human rights, and social justice in education. It is grounded in the belief that all learners, regardless of their physical, intellectual, emotional, social, linguistic, or cultural characteristics, have the right to access quality education within mainstream learning environments. International organizations such as UNESCO emphasize that inclusive education is not merely a pedagogical choice but a fundamental human right. The principles of inclusive learning provide educators with a theoretical and practical framework for ensuring that no learner is marginalized or excluded from the educational process [8].

One of the most fundamental principles of inclusive learning is equity and equal access to education. Equity differs from equality in that it acknowledges learners' diverse needs and provides differentiated support accordingly. Inclusive education aims to identify and remove barriers that hinder participation and achievement. These barriers may include physical disabilities, learning difficulties, language barriers, or socio-economic disadvantages. Inclusive practices such as adapted instructional materials, assistive technologies, and individualized support systems enable learners to participate meaningfully in classroom activities. By prioritizing equity, education systems promote fairness and ensure that all learners have genuine opportunities to succeed.

Another essential principle is respect for diversity. Inclusive learning recognizes diversity as a natural and valuable aspect of human society rather than a problem to be solved. Respecting diversity fosters mutual understanding and reduces discrimination and exclusion within educational settings. When teachers incorporate culturally responsive teaching practices and acknowledge learners' identities, classrooms become spaces where all students feel valued and respected [3].

The learner-centered approach is a central pedagogical principle of inclusive learning. This approach emphasizes the active involvement of learners in the learning process and considers their interests, abilities, learning styles, and pace. Learner-centered strategies such as cooperative learning, problem-based tasks, and self-assessment encourage engagement and autonomy. As a result, learners develop confidence, motivation, and a stronger sense of belonging. Closely related to learner-centered teaching is the framework of Universal Design for Learning (UDL). UDL promotes multiple means of representation, engagement, and expression to accommodate learner variability.⁵ For example, information may be presented through visual, auditory, and textual formats, while students may demonstrate learning through writing, oral presentations, or creative projects. This proactive approach reduces the need for individual accommodations and supports inclusive participation for all learners.

Inclusive learning further emphasizes the importance of collaboration and partnership. Effective inclusion requires cooperation among teachers, special educators, school leaders, parents, and community professionals. Collaborative practices enhance the quality of support provided to learners and promote consistency between home and school environments. Parental involvement is particularly significant, as families contribute valuable knowledge about learners' strengths, challenges, and learning preferences [4].

A positive and supportive learning environment is another cornerstone of inclusive learning. Inclusive classrooms are characterized by emotional safety, mutual respect, and positive teacher-student relationships. Supportive learning environments contribute to

improved academic outcomes and social development, particularly for learners with special educational needs. Teachers play a crucial role in establishing clear expectations, promoting positive behavior, and addressing bullying or discrimination promptly.

Finally, inclusive learning is based on the principle of high expectations for all learners. Inclusive education challenges deficit-based views that underestimate learners' abilities. Instead, it focuses on strengths and potential while providing appropriate support to achieve challenging but realistic goals. High expectations foster motivation, resilience, and self-confidence, enabling learners to reach their full potential [5].

In contemporary classrooms, teachers face the challenge of addressing a diverse range of student abilities, interests, learning styles, and cultural backgrounds. Traditional "one-size-fits-all" teaching methods often fail to meet the needs of all learners, leading to disengagement or academic underachievement. Differentiated instruction (DI) has emerged as an essential pedagogical approach designed to tailor teaching to the unique needs of each student while maintaining high academic expectations. By recognizing learner variability and adapting instruction accordingly, DI ensures that all students have equitable opportunities to succeed. This essay examines the principles, strategies, benefits, and challenges of differentiated instruction, highlighting its importance in inclusive education.

A central principle of differentiated instruction is recognizing and responding to learner diversity. Classrooms naturally contain students with varying cognitive abilities, prior knowledge, cultural experiences, and socio-emotional development. According to Tomlinson, effective DI requires teachers to assess students' readiness, interests, and learning profiles in order to design instruction that is meaningful and appropriately challenging. By adopting a learner-centered approach, educators shift the focus from a uniform teaching model to one that actively engages students, allowing them to take ownership of their learning. Diversity is viewed not as an obstacle but as a resource that can enrich the educational experience, encouraging collaboration and mutual learning [6].

Differentiated instruction can be implemented through strategies focused on content, process, product, and learning environment. Content differentiation involves varying what students learn or the ways information is presented. Teachers may provide materials at multiple levels of difficulty, utilize multimedia resources, or offer additional readings for advanced learners. For example, in a science classroom, one group of students might study basic principles of photosynthesis while another investigates cellular respiration in greater depth. By adapting content, all students engage with material suited to their readiness levels while still accessing essential learning objectives. Process differentiation focuses on how students learn. Instructional strategies are adapted to students' learning styles and cognitive abilities, allowing for active engagement with the content. Methods may include cooperative group work, inquiry-based learning, hands-on experiments, guided reading, or discussion-based activities. For instance, kinesthetic learners benefit from manipulatives or interactive experiments, while auditory learners may excel in oral presentations or group discussions. Such process differentiation ensures that learners engage with the curriculum in ways that maximize understanding and retention [7].

Product differentiation allows students to demonstrate their learning through varied outputs, recognizing that learners have different strengths and preferred modes of expression. Assignments may include written reports, oral presentations, posters, videos, or digital

projects, giving students the opportunity to showcase knowledge creatively. A history teacher might allow one student to write a research essay while another creates a documentary or visual timeline, thus supporting diverse abilities while maintaining rigorous learning standards.

Differentiation also extends to the learning environment. Flexible seating arrangements, quiet spaces, learning stations, and the use of technology can create an inclusive classroom that supports different learning preferences and social needs. For example, students who require a calm environment may work in a quiet corner, while those who thrive in social learning contexts can collaborate in small groups.

Assessment plays a vital role in differentiated instruction. Formative assessment allows teachers to monitor progress continuously and adjust instruction as needed. Techniques such as quizzes, observations, peer feedback, and learning journals provide timely insights into student understanding. Summative assessments can also be differentiated, allowing learners to demonstrate mastery through products or tasks aligned with their strengths and interests. Effective assessment in DI ensures that evaluation is a tool for learning rather than a barrier to participation [9].

The benefits of differentiated instruction are substantial. It promotes equity and inclusion, ensuring that all learners, including those with special educational needs or English language learners, can participate meaningfully in classroom activities. DI increases student engagement and motivation, fosters critical thinking and creativity, and allows students to learn at their optimal challenge level. Furthermore, differentiated classrooms encourage teachers to be reflective practitioners, continuously adapting instruction to meet diverse learner needs.

Conclusion. In conclusion, pedagogical strategies for inclusive learning play a crucial role in ensuring equal educational opportunities for all learners, regardless of their abilities, backgrounds, or learning needs. Inclusive education is grounded in the principles of equity, accessibility, and respect for diversity, and it requires teachers to adopt flexible, learner-centered approaches. Strategies such as differentiated instruction, collaborative learning, formative assessment, and the effective use of assistive and digital technologies significantly enhance student participation and academic success.

References/Adabiyotlar/Literatura:

1. Ainscow M. Developing Inclusive Education Systems. London: Routledge, 2005.
2. Booth T., & Ainscow M. The Index for Inclusion: Developing Learning and Participation in Schools. 3rd ed. Bristol: Centre for Studies on Inclusive Education, 2011.
3. Carrington S. Ethics and Professionalism in Teaching. London: Routledge, 2011.
4. Florian L., & Black-Hawkins K. Exploring Inclusive Pedagogy." British Educational Research Journal, 37(5), 2011. – Pp. 813–828.
5. Meyer A., Rose D. H., & Gordon D. Universal Design for Learning: Theory and Practice. CAST Professional Publishing, 2014.
6. Oliver M. The Social Model of Disability: Thirty Years On. Disability & Society, 28(7), 2013. – Pp. 1024–1026.
7. Shulman L. S. "Those Who Understand: Knowledge Growth in Teaching." Educational Researcher, 15(2), 1986.
8. UNESCO. Policy Guidelines on Inclusion in Education. Paris: UNESCO, 2009.

9. UNESCO. The Salamanca Statement and Framework for Action on Special Needs Education. Paris: UNESCO, 1994.

SCIENCEPROBLEMS.UZ

IJTIMOIIY-GUMANITAR FANLARNING DOLZARB MUAMMOLARI

№ S/1 (6) – 2026

АКТУАЛЬНЫЕ ПРОБЛЕМЫ СОЦИАЛЬНО- ГУМАНИТАРНЫХ НАУК

ACTUAL PROBLEMS OF HUMANITIES AND SOCIAL SCIENCES

“Ijtimoiy-gumanitar fanlarning dolzarb muammolari” elektron jurnali 2020-yil 6-avgust kuni 1368-sonli guvohnoma bilan davlat ro‘yxatiga olingan.

Muassis: “SCIENCEPROBLEMS TEAM”
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).