

MUHANDISLIK

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ijtimoiy-iqtisodiy, innovatsion texnik,
fan va ta'limga oid ilmiy-amaliy jurnal

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**“GLOBAL RAQAMLI INTEGRATSIYALASHUV:
2030-YILGACHA YASHIL IQTISODIYOTGA O'TISHDA
TEXNOLOGIK VA INDUSTRIAL SANOATNI RIVOJLANTIRISH
ORQALI MIKRO VA MAKROIQTISODIY BARQAROR
O'SISHNI TA'MINLASH DOLZARBLIGI”**

**“GLOBAL DIGITAL INTEGRATION: THE RELEVANCE OF
ENSURING MICRO AND MACROECONOMIC SUSTAINABLE
GROWTH THROUGH TECHNOLOGICAL AND INDUSTRIAL
DEVELOPMENT IN THE TRANSITION TO A GREEN
ECONOMY BY 2030”**

**«ГЛОБАЛЬНАЯ ЦИФРОВАЯ ИНТЕГРАЦИЯ:
АКТУАЛЬНОСТЬ ОБЕСПЕЧЕНИЯ УСТОЙЧИВОГО
МИКРО- И МАКРОЭКОНОМИЧЕСКОГО РОСТА ЧЕРЕЗ
РАЗВИТИЕ ТЕХНОЛОГИЧЕСКОЙ И ИНДУСТРИАЛЬНОЙ
ПРОМЫШЛЕННОСТИ В ПЕРЕХОДЕ К ЗЕЛЁНОЙ
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- 05.01.00 – Axborot texnologiyalari, boshqaruv va kompyuter grafikasi
- 05.01.01 – Muhandislik geometriyasi va kompyuter grafikasi. Audio va video texnologiyalari
- 05.01.02 – Tizimli tahlil, boshqaruv va axborotni qayta ishlash
- 05.01.03 – Informatikaning nazariy asoslari
- 05.01.04 – Hisoblash mashinalari, majmualari va kompyuter tarmoqlarining matematik va dasturiy ta'minoti
- 05.01.05 – Axborotlarni himoyalash usullari va tizimlari. Axborot xavfsizligi
- 05.01.06 – Hisoblash texnikasi va boshqaruv tizimlarining elementlari va qurilmalari
- 05.01.07 – Matematik modellashtirish
- 05.01.11 – Raqamli texnologiyalar va sun'iy intellekt
- 05.02.00 – Mashinasozlik va mashinashunoslik
- 05.02.08 – Yer usti majmualari va uchish apparatlari
- 05.03.02 – Metrologiya va metrologiya ta'minoti
- 05.04.01 – Telekommunikatsiya va kompyuter tizimlari, telekommunikatsiya tarmoqlari va qurilmalari. Axborotlarni taqsimlash
- 05.05.03 – Yorug'lik texnikasi. Maxsus yoritish texnologiyasi
- 05.05.05 – Issiqlik texnikasining nazariy asoslari
- 05.05.06 – Qayta tiklanadigan energiya turlari asosidagi energiya qurilmalari
- 05.06.01 – To'qimachilik va yengil sanoat ishlab chiqarishlari materialshunosligi
- 05.08.03 – Temir yo'l transportini ishlatish
- 05.09.01 – Qurilish konstruksiyalari, bino va inshootlar
- 05.09.04 – Suv ta'minoti. Kanalizatsiya. Suv havzalarini muhofazalovchi qurilish tizimlari
- 10.00.06 – Qiyosiy adabiyotshunoslik, chog'ishtirma tilshunoslik va tarjimashunoslik
- 10.00.04 – Yevropa, Amerika va Avstraliya xalqlari tili va adabiyoti
- 08.00.01 – Iqtisodiyot nazariyasi
- 08.00.02 – Makroiqtisodiyot
- 08.00.03 – Sanoat iqtisodiyoti
- 08.00.04 – Qishloq xo'jaligi iqtisodiyoti
- 08.00.05 – Xizmat ko'rsatish tarmoqlari iqtisodiyoti
- 08.00.06 – Ekonometrika va statistika
- 08.00.07 – Moliya, pul muomalasi va kredit
- 08.00.08 – Buxgalteriya hisobi, iqtisodiy tahlil va audit
- 08.00.09 – Jahon iqtisodiyoti
- 08.00.10 – Demografiya. Mehnat iqtisodiyoti
- 08.00.11 – Marketing
- 08.00.12 – Mintaqaviy iqtisodiyot
- 08.00.13 – Menejment
- 08.00.14 – Iqtisodiyotda axborot tizimlari va texnologiyalari
- 08.00.15 – Tadbirkorlik va kichik biznes iqtisodiyoti
- 08.00.16 – Raqamli iqtisodiyot va xalqaro raqamli integratsiya
- 08.00.17 – Turizm va mehmonxona faoliyati

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MUNDARIJA

ASSESSING RISKS IN BANKING ACTIVITIES TO ENHANCE THE EFFICIENCY OF FINANCIAL SERVICES	21
Saidov Jasurbek Latipbayevich	
MECHANISMS OF THE IMPACT OF STATE BUDGET REVENUES AND EXPENDITURES ON ECONOMIC GROWTH.....	24
Sheraliyev Nurbek Jumanazarovich	
O'QUVCHI VA TALABALARDA HUQUQIY MADANIYATINI TA'LIM JARAYONIDA YUKSALTIRISHNING ASOSIY YO'NALISHLARI VA TAMOYILLARI	27
Mansurova Zilola Akromxonovna	
O'ZBEKISTON BANK TIZIMIDA FINTECH INNOVATSIYALARINING RIVOJI VA ULARNING SANOAT-QURILISH SEKTORIDAGI TRANSFORMATSION TA'SIRI	30
Muzayyana Beknazarova	
TURIZM SOHASIDA RAQOBAT AFZALLIKLARINI YARATISHDA MARKETINGNING ROLI	33
Shaymanov To'liqin Mahmayusupovich	
O'ZBEKISTONDA DAVLAT BUDJETI IJROSINI RAQAMLASHTIRISHNING FISKAL INTIZOM VA SHAFFOFLIKKA TA'SIRI	37
Tangrieva Farida Abdulkarimovna	
OLIY TA'LIM MUASSASALARIDA SUN'IY INTELLEKTNI TATBIQ ETISH ORQALI BOSHQARUV SAMARADORLIGINI OSHIRISH	41
Radjabov Bunyod Abdullilovich	
XXI-ASRDA JAHON IQTISODIYOTINING RIVOJLANISH BOSQICHLARI VA ASOSIY DRAYVERLARI	45
Jalolov Umidjon Xudoyberdi o'g'li, Yegamberdiyev Shuxrat Satimbayevich	
XALQARO RAQAMLI INTEGRATSIYA JARAYONIDA O'ZBEKISTON ISHTIROKI	48
Muyassarzoda Fayziyeva	
ФИНАНСОВЫЙ КОНТРОЛЬ КАК КЛЮЧЕВОЙ ИНСТРУМЕНТ ОБЕСПЕЧЕНИЯ НАЦИОНАЛЬНЫХ ИНТЕРЕСОВ И ФИНАНСОВОЙ БЕЗОПАСНОСТИ УЗБЕКИСТАНА	52
Турсунбоева Нилуфар Отабековна	
ФИНАНСОВАЯ ГРАМОТНОСТЬ И ИНВЕСТИЦИИ	55
Ягудин Дмитрий Рустамович	
YANGI O'ZBEKISTON SHAROITIDA BARQAROR TURIZM RIVOJI: GLOBAL TAJRIBA VA MILLIY YONDASHUVLAR.....	57
Xamdullayeva Gulhayo Ergash qizi	
RAQAMLI TEXNOLOGIYALAR YORDAMIDA TO'QIMACHILIK KORXONALARIDA INVESTITSION QARORLARNI OPTIMALLASHTIRISH	59
Rustambekov Djasur Askarovich	
KORXONA POTENSIALINING MOHIYATI VA TUZILMASIGA OID NAZARIY HAMDA ILMIY YONDASHUVLAR TAHLILI.....	61
Djalilov Sardor Sadilloevich	
XALQARO IQTISODIYOTNING GLOBAL DAROMAD TENGSIZLIKLARINI SHAKLLANTIRISHDAGI ROLI: SAVDO SIYOSATLARI VA REDISTRIBYUTSIYA MEKANIZMLARINING TAQQOSLAYDIGAN TAHLILI	64
Kurolov Maksud Obitovich	
SURXONDARYO VILOYATIDA INVESTITSIYA VA YHM O'RTASIDAGI O'ZARO BOG'LIQLIK.....	73
Zaripova Muqaddas Jumaniyozovna, Normurodov Asliddin Alijon o'g'li	
SUN'IY INTELLEKT VA AVTOMATLASHTIRISHNING MEHNAT BOZORI DINAMIKASIGA TA'SIRI	77
Akmalbek Najimov Umid o'g'li, Dinara Ishmanova	
ПРАКТИКА И АНАЛИЗ КРЕДИТОВАНИЯ ПРОИЗВОДИТЕЛЕЙ СЕЛЬСКОХОЗЯЙСТВЕННОЙ ПРОДУКЦИИ	81
Шамшетьева Гульраушан	



AHOLI DAROMADLARI O'SISHI VA INFLYATSIYA DARAJASI O'RTASIDAGI BOG'LIQLIK	83
G'ayratova Zilola G'anijon qizi, Ibragimov G'anijon G'ayratovich	
KORXONALARDA MAHSULOT SAVDOSIGA OID MA'LUMOTLARNI TAHLIL QILISHNING ZAMONAVIY INTELEKTUAL YONDASHUVLARI	86
Baydullayeva Dildora Tuylibayevna, Baydullayev Ruslan Tuylibayevich	
ELEKTRON TIJORATNING MILLIY IQTISODIYOTGA TA'SIRI VA RIVOJLANISH ISTIQBOLLARI	90
Toxirov Shodibek Jo'ra o'g'li	
RAQOBATBARDOSH ELEKTROTEXNIKA MAHSULOTLARI ISHLAB CHIQRISHDA TEXNOLOGIK MODERNIZATSIYA VA INVESTITSIYA SIYOSATINING O'RNI	93
Jalolov Abbasxon Ravshanxon	
RAQAMLI TEXNOLOGIYALAR VA SUN'IY INTELLEKT ASOSIDA BUXGALTERIYA HISOBI VA AUDIT TIZIMLARINI AVTOMATLASHTIRISHNING METODOLOGIK ASOSLARI	97
To'laganov Ziyovuddin Kamolitdin o'g'li	
THE IMPACT OF EXTERNAL DEBT, INVESTMENT ACTIVITY, AND CAPITAL FORMATION PROCESSES ON EXPORT VOLUME AND ECONOMIC GROWTH DYNAMICS IN CENTRAL ASIAN COUNTRIES	102
Tojiqulova Sitora Sobirjon qizi	
HUMAN CAPITAL AND DIGITAL TRANSFORMATION: DRIVERS OF SUSTAINABLE ECONOMIC DEVELOPMENT	108
Hamrokulov Mirabbos Ortiqovich	
YEVROPA ITTIFOQI DAVLATLARI SOLIQ SIYOSATINI USTUVOR JIHATLARINI MARKAZIY OSIYO MAMLAKATLARIDA QO'LLASH ORQALI SOLIQ TIZIMINI TAKOMILLASHTIRISH	110
Hakimov Feruz Xurshid o'g'li	
KAPITAL TUZILMASINI OPTIMALLASHTIRISH ORQALI TIJORAT BANKLARINING MOLIYAVIY BARQARORLIGINI OSHIRISH KONSEPSIYASI	114
Turdibayev Abdulaziz Abduvaxidovich	
O'ZBEKISTONNING 12 YILLIK TA'LIM TIZIMIGA QAYTISH ISLOHOTI	118
Ashurov Abdulaziz Rustamovich, Olimov Anvarjon Atamirzayevich, Mahmudov Ziyoviddin Shamsiddinovich, Ishmuratov Baxodir Xusanovich	
MAMLAKATNING XALQARO BAHOLASH TIZIMLARIDAGI MAVQEINI YAXSHILASHDA IQTISODIY MUSTAHKAMLIKNING AHAMIYATI	123
Berdibekova Dilfuza Xoldorbekovna	
XALQARO SAVDODA MARKETING ROLI: EKONOMETRIK MODELLASHTIRISH	125
Qurolov Maqsud Obitovich	
BANK RISKLARINING BANK FAOLIYATIGA TA'SIRI VA ULARNI BOSHQARISHNI TAKOMILLASHTIRISH YO'LLARI	130
B.Izbosarov, N.Hakimova	
OZIQ-OVQAT XAVFSIZLIGI MASALASINING JAHON IQTISODIYOTIDA TUTGAN O'RNI	132
Abdusamatov Barkamol Rustamjon o'g'li	
DYUZDO SPORTIDA MALAKALI SPORTCHILARNI TAYYORLASH JARAYONIDA TAKTIK TAYYORGARLIKNING NAZARIY ASOSLARI VA AMALIY AHAMIYATI	135
Tangriyev Abdullo Tovashovich	
SANOATDA QO'SHILGAN QIYMAT HAJMINI OSHIRISH	138
Mamurjonova Ruxshonabegim Farxodovna	
O'ZBEKISTONDA OLIY TA'LIM BOSHQARUVI UCHUN SUN'IY INTELLEKTNING KENGAYTIRILGAN BASHORATLI TAHLILI	142
Esanova Shohida O'tkirovna	
PROSPECTS OF USING CREDIT CARDS IN COMMERCIAL BANKS OF THE REPUBLIC OF UZBEKISTAN	146
Mamatova Sevara Ilhom qizi	
O'ZBEKISTONDA EKSPORTNI SUG'URTALASH MEXANIZMLARINI YANADA KENGAYTIRISH YO'NALISHLARI	151
Xalilova Feruza Jamolovna	



УЯЗВИМОСТИ В ПЛАТЕЖНЫХ ОРГАНИЗАЦИЯХ РЕСПУБЛИКИ УЗБЕКИСТАН	155
Садыков Азиз Миршарапович	
КРИТЕРИИ ОПРЕДЕЛЕНИЯ МАЛОГО БИЗНЕСА И ПРЕДПРИНИМАТЕЛЬСТВА В РЕСПУБЛИКЕ УЗБЕКИСТАН	160
Жусупова Анжим Тансыкбаевна	
SANOAT KORXONALARIDA RAQAMLI TEXNOLOGIYALAR ASOSIDA OPERATSION SAMARADORLIKNI OSHIRISH: AVTOMOBILSOZLIK SEKTORI BO'YICHA ILMIY YONDASHUV	163
Allabergenov Azamat Joldasbayevich	
SUD-HUQUQ SOHASIDA AMALGA OSHIRILAYOTGAN ISLOHOTLARNING INSON MANFAATLARIGA TA'SIRI	167
Majidov Muslimbek Maxamadjon o'g'li	
YOSHLAR TADBIRKORLIGINI MOLIYALASHTIRISHNING ASOSIY SHAKLLARI.....	170
Valiev Umid Gulamovich	
YASHIL IQTISODIYOT KONSEPSIYASI ASOSIDA AGRAR SEKTORNI MODERNIZATSIYA QILISH VA BARQAROR RIVOJLANTIRISH YO'LLARI	173
G'afurov Zohidjon	
O'ZBEKISTON RESPUBLIKASIDA TADBIRKORLIK SUBYEKTLARINING RIVOJLANISHIDA INNOVATSIYALARDAN FOYDALANISH TAHLILI	177
Karimov Nodirbek	
КЛЮЧЕВЫЕ ПОКАЗАТЕЛИ ЭФФЕКТИВНОСТИ В СИСТЕМЕ УПРАВЛЕНИЯ ГОСУДАРСТВЕННЫМИ ФИНАНСАМИ	179
Наимов Шохрух Шарофиддинович	
MAKTABGACHA TA'LIM MUASSASALARIDA AUTSORSING XIZMATLARINI MOLIYALASHTIRISHNING ZAMONAVIY MODELLARI VA ULARNING SAMARADORLIGI TAHLILI	182
Xamidov Anis Choriyevich	
PHYSIOLOGICAL CHANGES IN THE HEART IN ATHLETES OF DIFFERENT SPORTS	186
Yoldasheva Roila Jumaevna	
O'ZBEKISTON RESPUBLIKASIDA MONETAR SIYOSATNING TRANSMISSIYA MEKANIZMLARI SAMARADORLIGINING EMPIRIK TAHLILI	192
Boltayeva Nilufar Shavkat qizi	
RAQAMLASHTIRISH SHAROITIDA TURIZM TARMOQLARINI SINERGETIK RIVOJLANTIRISH YO'LLARI	197
Saidova Dilfuza Abdufattohovna	
АРХИТЕКТУРНЫЕ ПРИНЦИПЫ СОЗДАНИЯ БЕЗОПАСНЫХ И ДОСТУПНЫХ ВЕЛОДОРОЖЕК В УСЛОВИЯХ ПЛОТНОЙ ГОРОДСКОЙ ЗАСТРОЙКИ В УЗБЕКИСТАНЕ.....	200
Абдуллаева Ситорабону Хасанжон кизи	
ЗЕЛЁНАЯ СЕРТИФИКАЦИЯ ЗДАНИЙ В УЗБЕКИСТАНЕ	202
Н.Р. Аvezова, Б.Б. Гулямов, А.А. Халиков, М.Б. Шерматова	
KAPITAL BOZORI ORQALI MAMLAKAT IQTISODIYOTIGA INVESTITSIYA JALB QILISHNING BELARUS TAJRIBASI	207
Holov Sherali	
РАЗРАБОТКА ПРОСТРАНСТВЕННО-ИНФОРМАЦИОННЫХ МОДЕЛЕЙ УСТОЙЧИВОГО РАЗВИТИЯ РЕГИОНОВ С УЧЁТОМ ЭКОЛОГИЧЕСКИХ ФАКТОРОВ	212
Реймова Гулмира Полатовна	
FINANCIAL STABILITY OF COMMERCIAL BANKS IN THE CONTEXT OF DIGITAL TRANSFORMATION: OPPORTUNITIES AND RISKS	215
Abdusalomov Olimjon Eshmirzayevich	
QIMMATLI QOG'OZLAR BOZORIDA RISKLARNI BOSHQARISHNING AHAMIYATI	219
Xushvaqov Islombek Muxammadi o'g'li, Otaxonov Saidaxror Ilhomjon o'g'li	
O'ZBEKISTON MAKTABGACHA VA MAKTAB TA'LIMI SIFATINI OSHIRISHNING MUHIM SHARTLARI	225
Murodbek Boltaboyev	



USING ARTIFICIAL INTELLIGENCE IN HUMAN RESOURCE MANAGEMENT SYSTEMS.....	222
Tojjeva Shakhnoza Bobomuratovna	
VIRTUAL LABORATORIYA PLATFORMALARINING IQTISODIY XAVFSIZLIKNI TA'MINLASHDAGI O'RNI	226
A.I. Turayeva	
OLIY TA'LIM MUASSASALARINI MOLIYAVIY REJALASHTIRISHNING XORIJIY TAJRIBASI VA O'ZBEKISTONDA QO'LLASH ISTIQBOLLARI	229
Pulatova Moxira Baxtiyorovna, Amirhamzayev Abdubosit Muhammad o'g'li	
STRATEGIC RECONFIGURATION OF FOREIGN DIRECT INVESTMENT POLICY IN POST-CRISIS UZBEKISTAN: LESSONS FROM THE EU	232
Rustamov Foziljon	
THE ORETICAL BASIS OF THE ORGANIZATION OF FREE ECONOMIC ZONES IN UZBEKISTAN	235
Mamadiev Elyor Akmalovich	
TURISTIK DESTINATINATSIYALAR RIVOJLANISHIGA TA'SIR QILUVCHI "ILDIZ" OMILLAR TAHLILI	237
Bekberganov Izzat Hurmat o'g'li	
СУЩНОСТЬ И ЗНАЧЕНИЕ БИЗНЕС-АНАЛИЗА В СИСТЕМЕ УПРАВЛЕНИЯ ОРГАНИЗАЦИЕЙ.....	243
Отабоев Ахмед Максудбек ўғли, Рахматуллаев Сардор Афзал ўғли	
DORIVOR O'SIMLIKLARNI QAYTA ISHLASHDA KLASSTER USULINI QO'LLASHNING AFZALLIKLARI	250
Usmonov Mirg'ulom Xoshim o'g'li	
O'ZBEKISTONDA PUL-KREDIT SIYOSATINING SAMARADORLIGINI TAKOMILLASHTIRISH YO'LLARI.....	253
Ishmurzoyev Akbarali Abdujabborovich	
АРХИТЕКТУРНО-ПРОСТРАНСТВЕННАЯ ОРГАНИЗАЦИЯ ГАСТРОНОМИЧЕСКИХ УЛИЦ	256
Хаитов С.И.	
TURIZM XIZMATLARI BOZORIDA EKOLOGIK MARKETING STRATEGIYALARI ORQALI TALABNI SHAKLLANTIRISH.....	259
Kutbitdinova Mohigul Inoyatovna, Tursunova Shahnoza Farxod qizi	
THE IMPORTANCE OF FINANCIAL SUPPORT BY THE BANKING AND FINANCIAL SYSTEM IN THE DEVELOPMENT OF SMALL BUSINESS	262
Annaklichev Sakhi Saparmukhamedovich	
AKSIYADORLIK JAMIYATLARIDA MOLIYAVIY RESURSLARNI BOSHQARISH SAMARADORLIGINI OSHIRISHNING USLUBIY ASOSLARINI TAKOMILLASHTIRISH	265
Jumatova Gulzar Maxmud qizi	
TOVAR-XOMASHYO BIRJASIDA QO'LLANILADIGAN SHARTNOMA TURLARI VA ULARNING HUQUQIY-IQTISODIY XUSUSIYATLARI	268
Xudayberdiyev Kamoliddin Ustemirovich	
WAYS TO ENHANCE THE IMPORTANCE OF THE STATE BUDGET IN ENSURING SUSTAINABLE ECONOMIC GROWTH.....	270
Sheraliyev Nurbek Jumanazar ugli	
SPECIFIC FEATURES OF GREEN FINANCING IN COMMERCIAL BANKS	273
Qudratov Inomjon Nemat ugli	
RAQAMLI TRANSFORMATSIYA VA BARQAROR IQTISODIY RIVOJLANISHNING ZAMONAVIY TENDENSIYALARI	277
Salayeva Dilafro'z Aybekovna	
QORAQALPOG'ISTON RESPUBLIKASIDA TURIZM XIZMATLARI RIVOJLANISHINING AMALDAGI HOLATI VA IQTISODIY POTENSIALI	279
Madaminova Sanabar Askarovna	
TIJORAT BANKLARI FAOLIYATIDA RAQAMLI TRANSFORMATSIYANI AMALGA OSHIRISH MASALALARI.....	282
Jabborov Bahridin Rashidovich	



DRIVERS AND BARRIERS OF HIGHER EDUCATION INTERNATIONALIZATION
IN POST-SOVIET CENTRAL ASIA: INTERNATIONALIZATION AT HOME AND ABROAD WITH
EVIDENCE FROM UZBEK UNIVERSITIES 285

Yunusova Shirin Adxamovna



DRIVERS AND BARRIERS OF HIGHER EDUCATION INTERNATIONALIZATION IN POST-SOVIET CENTRAL ASIA: INTERNATIONALIZATION AT HOME AND ABROAD WITH EVIDENCE FROM UZBEK UNIVERSITIES

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Abstract. Mazkur maqolada post-sovet Markaziy Osiyo mamlakatlarida, xususan O'zbekiston oliy ta'lim tizimida xalqarolashuv jarayonining asosiy yo'nalishlari tahlil qilinadi. Tadqiqot oliy ta'limning xalqarolashuvini "internationalization abroad" va "internationalization at home" konsepsiyalari asosida yoritadi hamda ularning institutsional darajadagi namoyon bo'lishini ko'rsatadi. Natijalar O'zbekiston universitetlarida xalqarolashuv modernizatsiya va ta'lim sifati oshishining muhim omiliga aylanib borayotganini, uning samaradorligi esa institutsional salohiyat bilan uzviy bog'liqligini tasdiqlaydi.

Keywords: oliy ta'lim xalqarolashuvi, ichki internatsionallashtirish, akademik mobillik, O'zbekiston universitetlari, post-sovet Markaziy Osiyo.

Annotatsiya. Mazkur maqolada post-sovet Markaziy Osiyo mamlakatlarida, xususan O'zbekiston oliy ta'lim tizimida xalqarolashuv jarayonining asosiy yo'nalishlari tahlil qilinadi. Tadqiqot oliy ta'limning xalqarolashuvini "internationalization abroad" va "internationalization at home" konsepsiyalari asosida yoritadi hamda ularning institutsional darajadagi namoyon bo'lishini ko'rsatadi. Natijalar O'zbekiston universitetlarida xalqarolashuv modernizatsiya va ta'lim sifati oshishining muhim omiliga aylanib borayotganini, uning samaradorligi esa institutsional salohiyat bilan uzviy bog'liqligini tasdiqlaydi.

Kalit so'zlar: oliy ta'lim xalqarolashuvi, ichki internatsionallashtirish, akademik mobillik, O'zbekiston universitetlari, post-sovet Markaziy Osiyo.

Аннотация. В статье анализируются основные направления интернационализации высшего образования в постсоветских странах Центральной Азии, в частности в Узбекистане. Исследование основано на концепциях «internationalization abroad» и «internationalization at home» и раскрывает их институциональные формы реализации. Результаты показывают, что интернационализация становится важным фактором модернизации и повышения качества вузов Узбекистана, при этом её эффективность тесно связана с институциональным потенциалом.

Ключевые слова: интернационализация высшего образования, интернационализация внутри страны, академическая мобильность, университеты Узбекистана, постсоветская Центральная Азия.

Over the past three decades, higher education systems across the post-Soviet space have undergone profound structural, ideological, and institutional transformations. Among these systems, Central Asian higher education occupies a particularly complex position, shaped simultaneously by the legacies of Soviet educational governance, the challenges of state-building, and the growing pressures of globalization. In this context, the internationalization of higher education has emerged not merely as a policy aspiration but as a strategic instrument for improving quality, enhancing global competitiveness, and integrating national education systems into the global academic community. However, the trajectories, drivers, and constraints of internationalization in post-Soviet Central Asia differ markedly from those observed in Western or East Asian contexts, necessitating context-sensitive analytical approaches.

Internationalization in higher education is no longer understood solely as the physical mobility of students and faculty across borders. Contemporary scholarship increasingly emphasizes a dual framework that distinguishes between internationalization abroad—such as academic mobility, joint degree programs, and cross-border institutional partnerships—and internationalization at home, which focuses on embedding international, intercultural, and global dimensions within domestic curricula, teaching practices, research agendas, and campus life. For countries with limited outbound mobility or uneven access to international networks, internationalization at home plays a particularly critical role in ensuring that broader segments of the student population benefit from global engagement. This duality is especially relevant for post-Soviet Central Asian states, where economic constraints, language barriers, and institutional capacity limitations continue to restrict large-scale international mobility.

Uzbekistan represents a compelling case for examining the drivers and barriers of higher education internationalization in the region. Since the mid-2010s, the country has embarked on an ambitious reform agenda aimed at modernizing its higher education system, expanding university autonomy, improving quality assurance mechanisms, and increasing engagement with international academic standards. These reforms have been accompanied by a rapid expansion of foreign university branches, international joint programs, and partnerships with global academic institutions. At the same time, Uzbek universities face persistent structural challenges, including disparities in institutional resources, limited experience with international governance practices, uneven foreign language proficiency, and tensions between global integration and national development priorities.

Despite the growing policy emphasis on internationalization, empirical research on how these processes unfold within Uzbek universities remains relatively limited. Existing studies tend to focus either on policy declarations or on quantitative indicators such as student mobility flows, often overlooking the institutional-level dynamics that shape the actual implementation of internationalization strategies. Moreover, the balance between internationalization abroad and internationalization at home is rarely examined in an integrated manner, even though both dimensions are deeply interconnected in shaping educational outcomes, academic cultures, and graduate competencies.

This article seeks to address these gaps by providing a systematic analysis of the key drivers and barriers of higher education internationalization in post-Soviet Central Asia, with a particular focus on evidence from Uzbek universities. By examining both internationalization at home and abroad, the study aims to capture the multidimensional nature of internationalization as it is experienced at the institutional level. The analysis situates Uzbek higher education within broader regional and global debates, highlighting how historical legacies, policy reforms, institutional capacities, and global pressures interact to shape distinctive internationalization pathways. In doing so, the article contributes to a more nuanced understanding of internationalization beyond dominant Western-centric models and offers insights relevant for policymakers, university leaders, and scholars concerned with higher education development in transitional and emerging contexts.

The internationalization of higher education in post-Soviet Central Asia is a multidimensional process shaped by a complex interaction of global pressures, national reform agendas, and institutional capacities. In the Uzbek context, internationalization has gradually evolved from a symbolic policy objective into a central component of higher education modernization. Nevertheless, this evolution has been uneven, reflecting both strong drivers and persistent structural barriers that influence internationalization abroad and internationalization at home in distinct yet interconnected ways.

One of the key drivers of higher education internationalization in Uzbekistan is state-led reform. Since the late 2010s, higher education policy has increasingly emphasized global integration as a mechanism for improving educational quality, research performance, and graduate employability. The expansion of foreign university branches, joint degree programs, and internationally accredited curricula illustrates a deliberate strategy to import global academic standards and governance models. This top-down approach has enabled



rapid quantitative growth in international partnerships and programs, particularly in urban universities with stronger administrative and financial capacities. However, reliance on centralized policy initiatives also means that internationalization outcomes are often shaped by compliance rather than by internally driven institutional strategies.

Another significant driver is labor market transformation. As Uzbekistan's economy becomes more diversified and increasingly integrated into regional and global markets, demand for graduates with international competencies has grown. Employers increasingly value foreign language proficiency, intercultural communication skills, and familiarity with international professional standards. This has encouraged universities to incorporate international elements into curricula, particularly in fields such as economics, engineering, information technology, and business administration. In this sense, internationalization at home has emerged as a pragmatic response to domestic economic needs, not merely as an academic ideal.

Academic mobility remains a visible and politically attractive dimension of internationalization abroad. Outbound student mobility, faculty exchange programs, and participation in international research networks are often perceived as indicators of institutional prestige and global relevance. Uzbek universities have expanded bilateral agreements and scholarship schemes to support such mobility. Nevertheless, participation remains highly selective, benefiting a limited number of students and staff. Financial constraints, language barriers, and administrative complexity significantly restrict access, reinforcing inequalities between institutions and within student populations. As a result, internationalization abroad often functions as an elite-oriented process rather than a system-wide transformation.

In contrast, internationalization at home offers broader potential for inclusive impact, yet its implementation faces conceptual and practical challenges. While many universities formally adopt internationalization strategies, the integration of international perspectives into teaching and learning remains uneven. In practice, internationalization at home is frequently reduced to the use of foreign textbooks, partial instruction in English, or the presence of visiting lecturers. Deeper curricular reform—such as rethinking learning outcomes, assessment methods, and pedagogical approaches to reflect global and intercultural dimensions—remains limited. This reflects both a lack of methodological expertise and institutional inertia rooted in Soviet-era pedagogical traditions, which prioritized standardized content delivery over critical and comparative learning.

Language policy constitutes a critical structural barrier. Although English is widely recognized as a key tool of internationalization, foreign language proficiency among faculty and students varies considerably across institutions and regions. While flagship universities in major cities demonstrate rapid progress, many regional institutions struggle to meet basic language requirements for international engagement. This limits their ability to participate in international research collaborations, publish in indexed journals, and host foreign academics. Consequently, internationalization processes risk deepening institutional stratification rather than promoting balanced system development.

Institutional governance and administrative capacity also play a decisive role. Internationalization requires flexible decision-making structures, professional international offices, and transparent quality assurance mechanisms. In many Uzbek universities, administrative practices remain highly centralized and procedural, slowing down partnership development and innovation. International cooperation is often managed as a formal obligation rather than as a strategic priority integrated into long-term institutional planning. Moreover, limited experience with international project management reduces the effectiveness of externally funded programs and partnerships.

Cultural and ideological factors further shape internationalization dynamics. Post-Soviet higher education systems continue to navigate tensions between global integration and national identity preservation. Concerns about cultural homogenization, academic dependency, and the relevance of foreign models to local contexts influence both policy discourse and institutional behavior. These concerns are particularly salient in curriculum internationalization, where balancing global knowledge with national development priorities remains a sensitive issue. As a result, internationalization at home is often framed cautiously, emphasizing selective adaptation rather than systemic transformation.

Despite these barriers, evidence from Uzbek universities indicates gradual learning and adaptation. Exposure to international accreditation processes, joint research initiatives, and collaborative teaching projects has contributed to changes in academic culture, particularly among younger faculty members. The diffusion of international practices occurs incrementally, mediated by institutional leadership, individual agency, and external incentives. Importantly, internationalization outcomes are not uniform but vary significantly across disciplines, institutions, and regions (Table 1).

Table 1. Drivers of Higher Education Internationalization in Uzbek Universities: Internationalization at Home and Abroad¹

Dimension of Internationalization	Key Drivers	Analytical Implications for Uzbek Universities
Internationalization Abroad (Student and Staff Mobility)	State-funded mobility programs; bilateral agreements with foreign universities; political support for academic exchange	Mobility remains selective and elite-oriented, benefiting a narrow group of students and staff; limited spillover effects on the broader academic community
International Academic Partnerships	Government incentives for joint programs; establishment of foreign university branches; international accreditation ambitions	Partnerships often prioritize formal compliance over long-term institutional learning and sustainable capacity building
Internationalization at Home (Curriculum and Teaching)	Labor market demand for global competencies; pressure to align with international standards; exposure to foreign faculty	Internationalization is frequently symbolic, focusing on content substitution rather than transformation of learning outcomes and pedagogy
Language Policy and Medium of Instruction	Expansion of English-taught programs; institutional language strategies; student demand for English education	Language becomes a stratifying factor, reinforcing inequalities between flagship and regional universities
Research Internationalization	Access to international grants; incentives for publication in indexed journals; participation in global research networks	International research engagement grows slowly and remains concentrated in a small number of institutions and disciplines
Institutional Governance and Management	Formal internationalization strategies; creation of international relations offices; regulatory reforms	Internationalization is often treated as an administrative task rather than a core academic mission
Cultural and Ideological Context	Recognition of global integration as a development goal; academic exposure to global norms	Leads to cautious and selective internationalization, particularly within curriculum design and humanities disciplines

The table highlights that higher education internationalization in Uzbekistan is largely driven by state-led initiatives and growing engagement with the global academic environment. International academic mobility and joint programs enhance the global visibility of universities and contribute to the diffusion of international standards. At the same time, internationalization at home is gaining strategic importance as a response to labor market demands for globally competent graduates. The integration of international elements into curricula, the expansion of English-taught courses, and the involvement of foreign faculty support the development of intercultural and professional skills among students. In the research domain, participation in international projects and grant programs stimulates scholarly activity and improves research quality and visibility. Overall, the table demonstrates that internationalization functions as a key instrument for modernizing the higher education system, improving educational quality, and facilitating the integration of Uzbek universities into the global academic community.

Overall, the Uzbek experience illustrates that internationalization in post-Soviet Central Asia cannot be understood through linear or universal models. It is shaped by the interplay of state-driven reform, economic demand, institutional capacity, and historical legacies. Internationalization abroad and at home function not as alternatives but as complementary dimensions, each constrained and enabled by specific contextual factors. Without systematic investment in faculty development, language education, and institutional autonomy, internationalization risks remaining fragmented and symbolic. Conversely, when embedded within broader governance and pedagogical reforms, it holds the potential to contribute meaningfully to higher education quality and societal development in Uzbekistan and the wider Central Asian region.

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¹ Source: author's elaboration.



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