

O'ZBEKISTON RESPUBLIKASI  
OLIV VA O'RTA MAXSUS TA'LIM VAZIRLIGI  
TOSHKENT DAVLAT IQTISODIYOT UNIVERSITETI



“INNOVATSION TA'LIM” KAFEDRASI

# “RAQAMLI IQTISODIYOT SHAROITIDA OLIV TA'LIMNING TRANSFORMATSIYASI”

RESPUBLIKA ILMIV-AMALIV ANJUMANINING  
ILMIY MAQOLALAR VA  
MA'RUZA TEZISLARI TO'PLAMI

2022 yil 18 noyabr



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“Raqamli iqtisodiyot sharoitida oliy ta’limning transformatsiyasi” mavzusidagi respublika ilmiy-amaliy anjumani to‘plamiga yetakchi olimlar, professor-o‘qituvchilar, katta ilmiy xodim izlanuvchilar, mustaqil tadqiqotchilar va magistrantlarning ilmiy maqolalari va ma’ruza tezislari kiritilgan.

Ushbu to‘plamga kiritilgan ilmiy maqolalar va ma’ruza tezislari respublikamiz oliy ta’lim tizimining transformatsiyasi jarayonida professional ta’limni har tomonlama rivojlantirish mehnat bozori talablari asosida malakali mutaxassislarini tayyorlash bo‘yicha jamlangan tajribalar bilan o‘rtoqlashish, professional ta’limda xalqaro tajriba asosida ta’lim sifatini takomillashtirish va samaradorligini oshirish masalalari batafsil bayon etilgan. Shuningdek, ushbu to‘plamda professional ta’limda xalqaro tajriba asosida ta’lim sifatini ta’minlash, yoshlarni tadbirkorlik ko‘nikmalarini, shaxsiy kompetensiyalarni shakllantirish, amaliyotga alohida urg‘u berish, daromad olishga yo‘naltirish, oliy ta’lim muassasalarini kredit-modul tizimiga o‘tish jarayonlari, talabalarning mustaqil ta’lim olishlari uchun sharoitlarni yaratib berishga qaratilgan ilmiy maqolalar va ma’ruza tezislari jamlangan.

**MAS’UL MUHARRIR:**

i.f.d., prof. G.K. Abduraxmanova

**TAHRIR HAY’ATI:**

i.f.d., prof. M.P. Eshov,  
p.f.d., prof. M.A. Yuldashev,  
p.f.d., prof. M.F. Xakimova,  
i.f.n., dots. N.S. Fayzullayeva,  
i.f.n., dots. Sh.E. Mamarajabov,  
k.o‘q., M.Sh. Qayumova.

**TAQRIZCHILAR:**

i.f.d., prof. R.X. Karlibayeva,  
p.f.d., prof. D. Ximmataliyev.

Mazkur to‘plamga kiritilgan materiallarning mazmuni, undagi statistik ma’lumotlar va me’yoriy hujjatlar sanasining to‘g‘riligiga hamda tanqidiy fikr-mulohazalarga mualliflarning o‘zlari mas’uldirlar.

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<b>YALPI MAJLIS</b>		
<i>Шаринов К.А.</i>	Таълимни трансформация жараёнларида инновацион таълим ва рақамли технологияларнинг қўлланилиши .....	8
<i>Эшов М. П.</i>	Таълимнинг кредит-модуль тизимини ахборот тизимлари орқали самарали йўлга қўйишнинг инновацион механизмлари .....	12
<i>Абдурахмонова Г.Қ.</i>	Iqtisodiyotning raqamli transformatsiyasi sharoitida oliy ta'limni takomillashtirish asosiy yo'nalishlari .....	15
<i>Юлдашев М.А.</i>	Университетни рақамли трансформацияси тараққиётининг устувор йўналиши сифатида .....	18
<i>Жумаев Н.Х.</i>	Олий таълим тизимида замонавий тенденциялар .....	21
<i>Отажонов Ш. И.</i>	Таълим тизимида “STEM” (Science, Technology, Engineering, Mathematics – математика) дастурини яқин истиқболда босқичма-босқич жорий этиш асосида “HESI” (Humanity, Ethics, Creativity, Imagination) глобал мақсадига (чақириғига) мувофиқ келгуси ўн йиллик учун янги давлат талаблари ва таълим стандартларининг намунавий моделларини ишлаб чиқиш истиқболлари .....	24
<i>Сайдалиев Х.О.</i>	Impact of collaborative, entrepreneurship education on the financial risk taken by university students.....	30
<i>Абдуллаев А. И.</i>	Электрон таълим муҳитида аралаш ўқитишни замонавий ахборот-коммуникация технологиялари ёрдамида такомиллаштириш .....	32
<i>Кадиров Х. Ш.</i>	Таълим муҳитини рақамлаштириш шароитида педагог кадрларнинг компетенцияларини такомиллаштириш: муаммо ва ечимлар .....	36
<i>Маматов Д. Н.</i>	Электрон таълим муҳитида аралаш ўқитишни замонавий ахборот-коммуникация технологиялари ёрдамида такомиллаштириш .....	40
<i>Хакимова М. Ф.</i>	Рақамли таълим шароитида аралаш ўқитишнинг самарадорлигини ошириш .....	44
<i>Кушарбаев Дж.У.</i>	Замонавий таълим жараёнларига рақамли технологиялар интеграциясини таъминлаш истиқболлари.....	48
<b>1-SHU'BA. RAQAMLI IQTISODIYOT SHAROITIDA OLIY TA'LIM TRANSFORMATSIYASINING USTUVOR YO'NALISHLARI</b>		
<i>Kholikov A. U., Ismoilova S.Kh., Mirzaliyev S.M.</i>	Developing HEI Students' Autonomy in Language Learning Classes through Online Education.....	51
<i>Карлибаева Р. Х.</i>	Ўзбекистон иқтисодиётини ривожлантиришнинг устувор вазифалари .....	54
<i>Шоюсупова Н. Т. Асқарова М. Т.</i>	Кредит-модуль тизимида талабаларнинг мустақил ва ижодий изланиш фаолиятини ривожлантиришнинг асосий йўналишлари .....	57
<i>Мухаммадиев Г'В.</i>	Raqamli iqtisodiyotda sun'iy intellektning o'rni va inson omiliga ta'siri: ijobiy va salbiy oqibatlari.....	60
<i>Химматалиев Д. О., Киличова М. С.</i>	Инновацион педагогик таълим кластерининг ўзига хос хусусиятлари .....	63
<i>Файзуллаева Н.С.</i>	Цифровая трансформация дидактики высшей школы.....	67

<i>Lutfullayeva N.X., Mirzaaxmedova N.A.</i>	Raqamli iqtisodiyot transformatsiyasi sharoitida o‘quv jarayonini raqamlashtirishning roli .....	71
<i>Хабиров Р.И.</i>	Божхона фаолиятида рақамлаштириш ислохотларининг айрим жиҳатлари .....	75
<i>Мусаханова Г. М.</i>	Глобаллашув жараёнида таълим тизимини рақамлаштириш ва уни ривожлантириш.....	83
<i>Асқарова М. И.</i>	Рақамли иқтисодиётнинг шаклланиш жараёнида ёшлар меҳнат бозоридаги тенденциялар .....	87
<i>Миралиева Д. Т.</i>	Трансформация образования как важнейший фактор развития экономического общества Узбекистана .....	90
<i>Улугбердиев Н.Р.</i>	Рақамли иқтисодиёт шaroitida корхонада инкирозга қариш бошқариш стратегияларини ишлаб чиқиш механизмлари.....	95
<i>Хакимова Х. Х.</i>	Ўзбекистон Республикасида олий таълим муассасаларини бошқариш стратегиясини такомиллаштириш.....	99
<i>Саттаров Т.С.</i>	Рақамли иқтисодиёт шaroitida олий таълим трансформациясининг устувор йўналишлари .....	101
<i>Салихов С.А.</i>	Цифровизация образования в Республике Узбекистан: текущие реформы и разработка политики .....	105
<i>Собирова Д.А.</i>	Олий таълим тизимида очик онлайн курсларининг ўрни .....	110
<i>Aliev A. I.</i>	Digital transformation and digital marketing in higher education with purpose of learning and implementation of digital technologies in garment enterprises .....	115
<i>Sulaymonova G.X.</i>	Raqamli iqtisodiyot sharoitida electron pedagogika konsepsiyasining rivojlanish jarayoni.....	118

## **2-SHU'BA. MODUL-KREDIT O'QITISH JARAYONIDA TALABALARNING MUSTAQIL ISHLARNI TASHKIL ETISH VA UNING ILMIY-METODIK TA'MINOTINI TAKOMILLASHTIRISH**

<i>Мамажанов И.Г.</i>	Кредит-модул тизими жараёнида талабаларнинг мустақил ўқув фаолиятини ташкил этиш.....	121
<i>Ximmataliyev D.O, Allayorova S. B.</i>	Ta'lim tizimida integratsiya pedagogic innovatsion klasteri.....	125
<i>Љутфуллаева Н.Х. Нурмухаммадова Д.</i>	Модул-кредит тизимида талабаларнинг билиш жараёнларини ифодаланиши .....	127
<i>Uzoqova G.S.</i>	Kredit modulli ta'lim tizimida talabalar mustaqil ishlarining o'rni .....	131
<i>Мамаражабов Ш. Э.</i>	Ўқитувчининг касбий сифатлари ва уларни шакллантириш имкониятлари .....	133
<i>Расулов А. Н.</i>	Замонавий таълим кластери шaroitida “Иқтисодий билим асослари” фанини ўқитишда педагогик шaroitларини афзалликлари.....	135
<i>Dushanova Yu. F.</i>	Theoretical basis of organization of independent educational process in the credit-module system.....	139
<i>Насиба Х.Э.</i>	Инновацион кластернинг тузилиши ва функцияси .....	141
<i>Акбарова С. Ш.</i>	Таълимнинг кредит-модуль тизимида талабаларнинг мустақил ишлаш кўникмаларини ривожлантириш.....	145
<i>Rajabov S. X.</i>	Modul-kredit tizimida tahsil olayotgan talabalarning mustaqil ishlarini bilan iashlash.....	148

## **3-SHU'BA. OLIY TA'LIMNI RAQAMLASHTIRISH SHAROITIDA PEDAGOGNING KASBIY KOMPETENSIYALARINI RIVOJLANTIRISHNING ZAMONAVIY MEKANIZMLARI**

<i>Файзуллаева Н. С., Еллубаева Б.</i>	Реформы в системе профессионального образования .....	151
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### **Theoretical basis of organization of independent educational process in the credit-module system**

Today, the trend of development and improvement in all areas is taking place at a very high pace. This is reflected in the rapid reforms in the field of education in our country. In particular, in order to raise higher education to a new level in terms of quality, the concept of development of the higher education system of the Republic of Uzbekistan until 2030 and a number of other regulatory documents were adopted. Also, by 2030, 85 percent of all higher education institutions (HEIs) in the republic, including 33 higher education institutions in the 2020/2021 academic year, were shown to be transferred to the credit-module system. According to the concept, the procedure of gradually transferring the educational process to the credit-module system was introduced in higher education institutions.

The credit-module system is a process of educational organization and is an assessment model based on a set of module technologies and a credit measure. Carrying it out as a whole is a complex and systematic process. In the principle of credit module, two main issues are given importance: ensuring independent work of students; assessment of student knowledge based on rating.

The following are recognized as the main tasks of the credit module system:

- organization of educational processes on the basis of modules;
- determining the value of one subject, course (credit);
- assessment of students' knowledge based on the rating score;
- to enable students to create their own study plans individually;
- increasing the share of independent education in the educational process;
- the convenience of educational programs and the ability to change based on the demand for a specialist in the labor market.

In the creation of a syllabus in the credit-module system, a higher share of independent education than classroom hours was determined in the educational loads.

First of all, it is necessary to clearly define what is the independent work of students. In general, this is any activity related to training the mindset of a future specialist. Any type of training that creates conditions for independent thinking and cognitive activity of the student is related to independent work. In a broad sense, independent work should be understood as the sum of all independent activities of students both in the classroom and outside, in contact with the teacher and in his absence.

The core object of independent education is the training of highly qualified, competitive, modern personnel capable of meeting the high requirements of democratic and legal reforms being carried out in the country, modern international standards, as well as self-study of students, quality management of this activity, development of system analysis and management skills in relevant areas, education professionalism (competence) in them, prevention of gaps in the development of modules by students, their identification and elimination.

The main goals of independent education of students are:

- acquiring new knowledge acquisition methods, being able to independently analyze processes;

- strengthening, deepening, expanding and organizing the knowledge acquired in classroom training;
- learning to work with regulatory and legal acts, information and special literature;
- independent study of educational materials;
- development of activity, knowledge acquisition, creative initiative, responsibility and order;
- formation of the ability to apply the acquired knowledge in practice;
- independent thinking, self-development, formation of the implementation of one's own plan;
- to develop the ability to research.

The main task of higher education is the formation of a creative personality of a specialist capable of self-development, self-education and innovation. It is difficult to solve this problem only by passing it from the teacher to the student in a ready-made form. It is necessary to transfer the student from a passive consumer of knowledge to an active creator of knowledge who can formulate a problem, analyze ways to solve it, find the optimal result and prove its correctness.

It implies directing to active methods of knowledge acquisition, development of students' creative abilities, transition from innovative education to individualized education, taking into account the needs and capabilities of the individual. It's not just about increasing the number of hours for freelance work. Strengthening the role of independent work of students means a fundamental revision of the organization of the educational process at the university, it should be built in a way that develops the ability to acquire knowledge, forms the student's ability to self-develop, creative application. Acquired knowledge, methods of adaptation to professional activity in the modern world.

It should also be noted that automated teaching and learning management systems are increasingly entering the educational process, which allows a student to independently study a particular subject and at the same time improve the level of mastery of the material.

In conclusion, we note that the specific methods and forms of organizing students' independent work, taking into account the course, the level of preparation of students and other factors, are determined in the course of the teacher's creative activity, so these recommendations are claimed to be universal.

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