



## IQTISODIYOT & TARAQQIYOT

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- 08.00.07 Moliya, pul muomalasi va kredit
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# MUNDARIJA

|                                                                                                                                                     |     |
|-----------------------------------------------------------------------------------------------------------------------------------------------------|-----|
| GERMANIYA VA XITOIY TAJRIBASI ASOSIDA O'ZBEKISTONNING YASHIL EKSPORT SALOHİYATINI OSHIRISH YO'NALISHLARI.....                                       | 12  |
| <b>To'xlijeva Gulrux Dovron qizi</b><br><b>Djurayeva Rano Abdullayevna</b>                                                                          |     |
| TASHKILOT MUVAFFAQIYATIDA XODIMLARNI BOSHQARISH VA KUCHLI JAMOANING O'RNI .....                                                                     | 24  |
| <b>Abdullayeva Dinora Abduali qizi</b>                                                                                                              |     |
| YASHIL ISH O'RINLARINING IQTISODIY AHAMIYATI VA QAYTA TIKLANUVCHI ENERGIYA SOHASIDA YASHIL ISH O'RINLARI TASHKIL ETISH ISTIQBOLLARI .....           | 28  |
| <b>Rahmatova Nargizaxon A'zamxonovna</b><br><b>Atoyev Navro'zbek Rinatovich</b>                                                                     |     |
| YO'L XO'JALIGI SOHASINI MOLIYALASHTIRISH HAMDA YO'L AKTIVLARINI BOSHQARISHDA XALQARO TAJRIBA .....                                                  | 35  |
| <b>Shikirov Feruz Boxodirovich</b>                                                                                                                  |     |
| KICHIK BIZNES SUBYEKTLARINING INVESTITSİYALASH SAMARADORLIGIGA TA'SIR ETUVCHI OMILLAR VA ULARNI QIYOSIY TAHLILI .....                               | 39  |
| <b>Jo'rayeva Moxinur Axmadjon qizi</b>                                                                                                              |     |
| HUDUDLARNING QIYOSIY USTUNLIK LARI ASOSIDA YUQORI DAROMADLI ISH O'RINLARINI YARATISH: "HUDUD-IXTISOSLASHUV-KASB-ISI BERUVCHI-DAROMAD" MODEL I ..... | 49  |
| <b>Abdumukhtarov Anvarjon Akramjonovich</b>                                                                                                         |     |
| QURILISH XIZMATLARI KO'RSATUVCHI KORXONALARNING IQTISODIY SAMARADORLIGINI SHAKLLANTIRISH SSENARIYLARI .....                                         | 55  |
| <b>Mamadiyev Ahmad Ulashovich</b>                                                                                                                   |     |
| RAQAMLI TRANSFORMATSIYA SHAROITIDA O'ZBEKISTON SANOAT KORXONALARIDA ISHLAB CHI QARISH SAMARADORLIGINI OSHIRISHNING SOLIQ-BYUDJET MEXANIZMLARI ..... | 62  |
| <b>Shokirova Dildora Shoyim qizi</b>                                                                                                                |     |
| O'ZBEKISTONDA AVTOMOBIL YO'LLARI TARMOG'INING HOZIRGI HOLATI VA YO'L QURILISHI XIZMAT KO'RSATISHINI RIVOJLANISH TENDENSIYALARINI TAHLILI .....      | 66  |
| <b>Qurbonov Sharofiddin Xurramovich</b>                                                                                                             |     |
| ONLAYN VA SKORING TIZIMLARI ORQALI BERILADIGAN TEZKOR KREDITLARNI SUG'URTALASHDAGI YANGI TENDENSIYALAR.....                                         | 73  |
| <b>Yusupov Ruslan Muxtarovich</b>                                                                                                                   |     |
| ASSESSMENT MODEL FOR THE EFFECTIVENESS OF PUBLIC SERVICE TRANSFORMATION IN THE DIGITAL ECONOMY.....                                                 | 81  |
| <b>An Kwangmin</b>                                                                                                                                  |     |
| BIRLIK DOIRADA ANALITIK FUNKSIYALAR UCHUN YUQORI TARTIBLI DIFFERENSIAL SUBKOORDINATSIYA VA SUPERORDINATSIYA XOSSALARI .....                         | 87  |
| <b>Jabborov Nasridin Mirzoodilovich</b><br><b>Sadullayeva Gulasal Ulug'bek qizi</b>                                                                 |     |
| SOLID PROPELLANT COMPOSITION AND ITS EFFECT ON THE LAUNCH PERFORMANCE OF MODEL ROCKETS .....                                                        | 93  |
| <b>Karimov Mustafo Aminboevich</b><br><b>Berdiyev Usmon Tolib o'g'li</b>                                                                            |     |
| BANKLAR ORQALI KORXONALARNING INVESTITSIYA SAMARADORLIGINI OSHIRISH: O'ZBEKISTON TAJRIBASI.....                                                     | 97  |
| <b>Gafurova Dilshoda Farxotovna</b>                                                                                                                 |     |
| ANALYSIS OF INVESTMENT ATTRACTION PRACTICES ACROSS ECONOMIC SECTORS.....                                                                            | 102 |
| <b>Tolqin Imomqulov</b>                                                                                                                             |     |



|                                                                                                                                                                                                         |     |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
| <b>Ulugbek Turaqulov</b><br>INNOVATSION MEXANIZMLAR ASOSIDA O'ZBEKISTONDA MIGRATSIYA<br>JARAYONLARINI SAMARALI BOSHQARISH .....                                                                         | 105 |
| <b>Yoqubjon Toxirov</b><br>O'ZBEKISTONDA ICHKI TURIZM XIZMATLARI BOZORINING RIVOJLANISH<br>TENDENSIYALARI VA TARKIBIY TAHLILI .....                                                                     | 109 |
| <b>Muxtarov Botir Abdusattarovich</b><br>СТРУКТУРА ФОРМИРОВАНИЯ СТОИМОСТИ В ТЕКСТИЛЬНОЙ И<br>ШВЕЙНОЙ ПРОМЫШЛЕННОСТИ УЗБЕКИСТАНА: СДВИГ ЭКСПОРТНОЙ<br>СТРУКТУРЫ ОТ ПРЯЖИ К ГОТОВОЙ ПРОДУКЦИИ .....       | 114 |
| <b>Муниса Турдибаева</b><br>OILAVIY KORXONALARNI BOSHQARISHDA ULARNING IQTISODIY<br>MEXANIZMIGA TA'SIR ETUVCHI OMILLARDAN FOYDALANISH TAHLILI .....                                                     | 124 |
| <b>Sultonov Bobirmirzo Mavlonjon o'g'li</b><br>QURILISH MATERIALLARINI ISHLAB CHIQRUVCHI KORXONALARDA<br>ISHLAB CHIQRARISH HAJMINI OSHIRISH YO'NALISHLARI .....                                         | 133 |
| <b>Toshpulatov Asronbek Mutalibovich</b><br>KICHIK BIZNES SOHASIGA INVESTITSİYALARNI JALB ETISHNING XORIJIY TAJRIBASI .....                                                                             | 139 |
| <b>Bolliyev Shamsiddin Tursunmamatovich</b><br>O'QUV MARKAZLARI MISOLIDA ZAMONAVIY VA AN'ANAVIY<br>MARKETINGNING AFZALLIKLARI VA KAMCHILIKLARI .....                                                    | 143 |
| <b>Dilshodjon Khikmatov</b><br>РОЛЬ ЧЕЛОВЕЧЕСКОГО ФАКТОРА В ПОВЫШЕНИИ ЭФФЕКТИВНОСТИ<br>ГОСУДАРСТВЕННЫХ ФИНАНСОВ ЧЕРЕЗ ПОВЫШЕНИЕ ФИНАНСОВОЙ<br>ГРАМОТНОСТИ НАСЕЛЕНИЯ .....                               | 151 |
| <b>Тожионов Жавохир Алимджанович</b><br>KICHIK BIZNESNI RIVOJLANTIRISHNING NAZARIY-METODOLOGIK ASOSLARI .....                                                                                           | 157 |
| <b>Dadaboyeva Marg'uba Mamasoliyevna</b><br>HUDUDIY SANOAT RIVOJI SAMARADORLIGINI OSHIRISHNING INSTITUTSIONAL VA<br>IQTISODIY VOSITALARI HAMDA KORXONA MEXANIZMINI BAHOLASH USLUBIYOTI .....            | 164 |
| <b>Yusupova Nigina Djurayevna</b><br>O'ZBEKISTONDA BOJXONA TO'LOVLARINING DAVLAT BUDJETI DAROMADLARINI<br>SHAKLLANTIRISHDAGI FISKAL AHAMIYATI VA RIVOJLANISH TENDENSIYALARI .....                       | 169 |
| <b>Fayzullayev Farrux Sharofovich</b><br>АНАЛИЗ ЗАРУБЕЖНОГО ОПЫТА УЧАСТИЯ БАНКОВ В ИНВЕСТИЦИОННЫХ ПРОЕКТАХ<br>И ВОЗМОЖНОСТИ ЕГО АДАПТАЦИИ В НАЦИОНАЛЬНЫХ УСЛОВИЯХ УЗБЕКИСТАНА .....                     | 178 |
| <b>Юлдашева Шохсанам Дилмуродовна</b><br>ИННОВАЦИОННЫЕ ТЕХНОЛОГИИ УПРАВЛЕНИЯ В ЖЕЛЕЗНОДОРОЖНОЙ<br>ЛОГИСТИКЕ (SMART LOGISTICS) .....                                                                     | 182 |
| <b>Мурадов Бахром Акрамжанович</b><br><b>Машарипов Масуд Нуможонович</b><br>ЭКОЛОГИЧЕСКИЕ СТАНДАРТЫ КАК ДРАЙВЕР ТЕХНОЛОГИЧЕСКОГО ТРАНСФЕРА:<br>ВЛИЯНИЕ НА ЭКСПОРТНУЮ ПОЛИТИКУ РАЗВИВАЮЩИХСЯ СТРАН ..... | 187 |
| <b>Тураева Сурия Тельмановна</b><br><b>Мерзайтова Хилола Наби кизи</b><br>TURIZM SALONIYATINI RIVOJLANTIRISHDA BOJXONA<br>XIZMATLARINI RAQAMLASHTIRISHNING<br>NAZARIY-METODOLOGIK ASOSLARI .....        | 198 |
| <b>Ergashev Qobiljon Ernazarovich</b><br>TIJORAT BANKLARIDA RISKKA YO'NALTIRILGAN ICHKI AUDITNI TASHKIL<br>ETISHNING XALQARO STANDARTLAR BILAN INTEGRATSIYALASHGAN ALGORITMI .....                      | 203 |
| <b>Narziyev Xayotjon Azamatovich</b><br>MOLIYAVIY INVESTITSİYALARINING QADRSIZLANISHINI KUTILAYOTGAN<br>KREDIT ZARARLARI (ECL) MODELİ ASOSIDA HISOBGA OLIŞH METODİKASI .....                            | 210 |



|                                                                                                                                                                                                                                       |     |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
| <b>Jumamurodov To'libay Yeldashbayevich</b><br>UZOQ MUDDATLI AKTIVLAR QADRSIZLANISHIDAN KO'RILGAN ZARARLARNI<br>TAN OLISH, TAQSIMLASH VA QAYTA TIKLASH OPERATSIYALARINING HISOB<br>TA'MINOTINI TAKOMILLASHTIRISH.....                 | 216 |
| <b>Fayzullayev Begzod Baxtiyor o'g'li</b><br>YENGIL SANOAT KORXONALARIDA ICHKI AUDIT XIZMATINI TASHKIL ETISHNING<br>OPTIMAL MODEL VA FAOLIYATI SIFATINI BAHOLASH TIZIMI .....                                                         | 222 |
| <b>Tojiyeva Shahlo Mahmatmurodovna</b><br>DAVLAT MOLIVAVIY NAZORATIDA «XAVF TAHLILI» TUSHUNCHASINING<br>IQTISODIY MOHIYATI VA XAVFLARNI KOMPLEKS TASNIFLASH.....                                                                      | 229 |
| <b>G'ayimov Abdumalik Norbekovich</b><br>DAVLAT XARIDLARI AUDITIDA MUHIMLIKNI (MATERIALLIKNI) ANIQLASH USLUBI.....                                                                                                                    | 235 |
| <b>Rajabov Shuxrat Ismayilovich</b><br>DAVLAT SEKTORI ICHKI AUDITIDA MUHIMLIK VA RISK DARAJALARINI<br>ANIQLASH JARAYONLARINI RAQAMLASHTIRISH: BIG DATA VA MASHINAVIY<br>O'RGANISHGA ASOSLANGAN IT-AUDIT PLATFORMASI KONSEPSIYASI..... | 241 |
| <b>Ismatillayev Baypo'lat Xushvaqtovich</b><br>ICHKI AUDITNING GLOBAL STANDARTLARI TALABLARINI TIJORAT BANKLARI<br>AMALIYOTIGA JORIY ETISHNING USTUVOR YO'NALISHLARI.....                                                             | 249 |
| <b>Ismailov Azizbek Madaminovich</b><br>AHOLI REAL DAROMADLARINI OSHIRISHNI DAVLAT TOMONIDAN<br>TARTIBGA SOLISH MEXANIZMLARI.....                                                                                                     | 258 |
| <b>Toshtemirov Shohruh Toshpo'latovich</b><br>SUG'URTA TASHKILOTLARIDA SUG'URTA ISHINI YURITISH XARAJATLARI:<br>TAHLIL VA ANALITIK HISOBNI TAKOMILLASHTIRISH MASALALARI .....                                                         | 265 |
| <b>Murodov Habibullo Qodir o'g'li</b><br>NUKUS SHAHRI MISOLIDA MAHALLALARNING DEMOGRAFIK SIG'IMI ASOSIDA LOKAL<br>XIZMAT KO'RSATISH OBYEKTLARINI NORMATIV LOYIHALASHTIRISHNING<br>IQTISODIY ASOSLARI.....                             | 273 |
| <b>Bauetdinov Berdaq Zinatdin o'g'li</b><br>OLIV TA'LIM MUASSASALARINING INSTITUTSIONAL MUSTAQILLIGI<br>VA TASHKILIV SAMARADORLIGI O'RTASIDAGI BOG'LIQLIK.....                                                                        | 278 |
| <b>Berdiyev Sunnatullo Alikulovich</b><br>IQTISODIY O'SISH VA EKOLOGIK BARQARORLIKNI TA'MINLASHDA<br>YASHIL FISKAL SIYOSATNI RIVOJLANTIRISHNING XORIY TAJRIBASI .....                                                                 | 283 |
| <b>Madaminova Maftuna Baxtiyor qizi</b><br>DAVLAT BUDJETIDA SOLIQ TUSHUMLARI O'ZGARISHINING EKONOMETRIK<br>TADQIQOTI (XORAZM VILOYATI MISOLIDA).....                                                                                  | 288 |
| <b>Suvanova Muxlisa Umar qizi</b><br>ENERGETIKA RESURLARIDAN SAMARALI FOYDALANISHNING IQTISODIY-MATEMATIK<br>MEXANIZMINI TAKOMILLASHTIRISH .....                                                                                      | 292 |
| <b>Masharipov Aziz Axmadjanovich</b><br>ENERGETIKA INFRATUZILMASI RIVOJLANISHINING HUDUD<br>IQTISODIY O'SISHIGA TA'SIRINI EKONOMETRIK BAHOLASH.....                                                                                   | 297 |
| <b>Sadullayev Axmadjon Ikrom o'g'li</b><br>TOVAR YETKAZIB BERISH ZANJIRINI BOJXONA NAZORATI MAQSADLARIDA<br>BOSHQARISHNI TAKOMILLASHTIRISHNING USTUVOR YO'NALISHLARI<br>VA ULARNING IQTISODIY SAMARADORLIGI.....                      | 303 |
| <b>Kilichov Nazar Bafoyevich</b><br><b>Ergashev Qobiljon Ernazarovich</b><br>VINOCHILIK SANOATI KORXONALARIDA MOLIVAVIY HISOBOT AUDITINI<br>TAKOMILLASHTIRISH MASALALARI .....                                                        | 310 |
| <b>Botirov Lazizbek Botirovich</b><br>KATTA MA'LUMOTLAR ASOSIDA TURISTIK XIZMATLARGA BO'LGAN TALABNI<br>PROGNOZLASHNING IQTISODIY-MATEMATIK MODELINI ISHLAB CHIQISH .....                                                             | 314 |



|                                                                           |     |
|---------------------------------------------------------------------------|-----|
| <b>Temirov Elyor Iskandarovich</b>                                        |     |
| TIJORAT BANKLARIDA DEPOZIT BAZASI SAMARADORLIGINING                       |     |
| IQTISODIY MOHIYATI.....                                                   | 322 |
| <b>Marpatov Shavkat Mavlonxonovich</b>                                    |     |
| KICHIK BIZNES SUBYEKTLARIGA AJRATILAYOTGAN BANK KREDITLARINING            |     |
| IQTISODIY SAMARADORLIGINI BAHOLASH.....                                   | 328 |
| <b>Alijonov Ilyosbek Alijonovich</b>                                      |     |
| THE ECONOMIC CHARACTERISTICS OF NON-PERFORMING LOANS AND THEIR            |     |
| IMPLICATIONS FOR BANK OPERATIONAL EFFICIENCY .....                        | 334 |
| <b>Rustamov Jonibek Ravshanbek o'g'li</b>                                 |     |
| IQTISODIY TARMOQLAR RIVOJIDA TIJORAT BANKLARINING INVESTITSION            |     |
| KREDITLARIDAN FOYDALANISH SAMARADORLIGINI OSHIRISH.....                   | 341 |
| <b>Zaynutdinov Bunyodjon Odiljon o'g'li</b>                               |     |
| TASHQI SAVDONI BOZOR NAZARIYASI ASOSIDA MINTAQANING BARQAROR              |     |
| RIVOJLANISH OMILLARI .....                                                | 346 |
| <b>Dilnoza Ochilova Ismoil qizi</b>                                       |     |
| TO'QIMACHILIK SANOATIDA INVESTITSION LOYIHALARNING SINERGIK               |     |
| SAMARALARINI BAHOLASH METODIKASINI TAKOMILLASHTIRISH .....                | 351 |
| <b>Qurbonov Jasurbek Pozilovich</b>                                       |     |
| LOGISTIK TERMINALLAR FAOLIYATINI EKSPERT BAHOLASH                         |     |
| USULI ASOSIDA TADQIQ ETISH.....                                           | 357 |
| <b>Zohidov Muhriddin G'ofurjon o'g'li</b>                                 |     |
| <b>Jumayev Sherzod Bahrom o'g'li</b>                                      |     |
| SAMARQAND VILOYATI MISOLIDA XIZMATLAR SOHASINING IJTIMOIIQTISODIY         |     |
| KO'RSATKICHLARI VA HUDUDIY TAFOVUTLAR DARAJASI.....                       | 367 |
| <b>Boboqulov Sanjar Baxronkulovich</b>                                    |     |
| <b>Sherzodova Diyora Sherzod qizi</b>                                     |     |
| QASHQADARYO VILOYATINING IJTIMOIIQTISODIY OMILLARNING AHOLI               |     |
| FAROVONLIGIGA TA'SIRINI STATISTIK BAHOLASH .....                          | 373 |
| <b>Maxmatqulova Hikoyat G'iyosiddin qizi</b>                              |     |
| DIGITAL NOMADS AND THE CHANGING FACE OF GLOBAL TOURISM .....              | 379 |
| <b>Sirojiddinova Shahrizoda Davronovna</b>                                |     |
| O'ZBEKISTON TIJORAT BANKLARIDA RAQAMLI BANK XIZMATLARI                    |     |
| SAMARADORLIGINI OSHIRISHNING USTUVOR YO'NALISHLARI.....                   | 385 |
| <b>Sharipov Tohir Miraximovich</b>                                        |     |
| URGANCH JAMOAT TRANSPORTI YO'NALISHLARINING MURAKKABLIK                   |     |
| DARAJASINI BAHOLASH USLUBI .....                                          | 390 |
| <b>Abdullayeva Shahzodaxon Fazliddin qizi</b>                             |     |
| AUDIT O'TKAZISH USLUBIYOTINI KORXONANI HAYOTIY AYLANISH BOSQICHLARI       |     |
| TAHLILI ASOSIDA TAKOMILLASHTIRISH: USLUBNING MOHIYATI .....               | 395 |
| <b>Muydinov Erkin Djamaldinovich</b>                                      |     |
| HUDUDLARNING IJTIMOII-QTISODIY RIVOJLANISHINI BOSHQARISHDA                |     |
| KLASTERLARNI SHAKLLANTIRISHNING AHAMIYATI .....                           | 399 |
| <b>Raximov Jo'rabek Raximovich</b>                                        |     |
| MINTAQ IQTISODIYOTINI INVESTITSION JOZIBADORLIGINI OSHIRISH OMILLARI..... | 405 |
| <b>Mahmatrayimov Shahzod</b>                                              |     |
| HUDUDLAR IQTISODIYOTINI RIVOJLANTIRISH JARAYONLARIDA RAHBAR KADRLAR       |     |
| SAMARADORLIGINI BAHOLASH TIZIMINI TAKOMILLASHTIRISH.....                  | 410 |
| <b>Bekchanov Davron Masharipovich</b>                                     |     |
| O'ZBEKISTON TASHQI SIYOSATIDA KO'P VEKTORLILIK: XITOIY, ROSSIYA           |     |
| VA G'ARB O'RTASIDA MUVOZANATNI TA'MINLASH STRATEGIYASI .....              | 419 |
| <b>Omonova Maxliyo</b>                                                    |     |
| <b>Haydarova Malika</b>                                                   |     |
| QISHLOQ XO'JALIGIDA INNOVATSIYALARNI JORIY ETISHNING ILMIY-USLUBIY        |     |



|                                                                                                                                                                     |     |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
| ASOSLARINI TAKOMILLASHTIRISH YO'LLARI.....                                                                                                                          | 423 |
| <b>Djalalova Durdona Dilshodbekovna</b>                                                                                                                             |     |
| QURILISHDAGI IQTISODIY TEJAMKORLIK ASOSIDA LEGO G'ISHT<br>MATERIALLARINI TAHLIL QILISH .....                                                                        | 427 |
| <b>Askarov Xasanjon</b>                                                                                                                                             |     |
| RIVOJLANGAN DAVLATLARDA YER VA SUV RESURSLARINI<br>INTEGRATSIYALASHGAN BOSHQARISH TAJRIBASI .....                                                                   | 432 |
| <b>Matkarimov Mansur</b>                                                                                                                                            |     |
| KICHIK BIZNES SUBYEKTLARINING INNOVATSION RIVOJLANISH<br>TENDENSIYALARI VA IQTISODIY SAMARADORLIGI.....                                                             | 439 |
| <b>Madrakhimov Kakhramon</b>                                                                                                                                        |     |
| <b>Vaisov Dilshod Ibodullayevich</b>                                                                                                                                |     |
| THE IMPACT OF ARTIFICIAL INTELLIGENCE ON THE GLOBAL LABOR MARKET.....                                                                                               | 445 |
| <b>Rahmatova Nargizaxon A'zamxonovna</b>                                                                                                                            |     |
| <b>Xamrayeva Sevinch Ikromjonovna</b>                                                                                                                               |     |
| ROBOTLASHTIRISHNING MEHNAT BOZORIGA TA'SIRI: ISH O'RINLARINING<br>QISQARISHI YOKI YANGI KASBLAR TRANSFORMATSIYASI.....                                              | 451 |
| <b>Usmonov Farrux Furqatovich</b>                                                                                                                                   |     |
| <b>Azimov Mirsaid Salimovich</b>                                                                                                                                    |     |
| TASHQI IQTISODIY FAOLIYATDA NOTARIF CHORALARNI QO'LLASHDA<br>XAVFNI BOSHQARISH TIZIMINING O'RNI VA AHAMIYATI.....                                                   | 456 |
| <b>Muzaffarov Azimjon Ashraf o'g'li</b>                                                                                                                             |     |
| EXAMINING LEADERSHIP DIFFERENCES BETWEEN<br>FEMALE AND MALE MANAGERS.....                                                                                           | 460 |
| <b>Dilafroz Kuchkorova</b>                                                                                                                                          |     |
| ISHLAB CHIQARISH KORXONALARIDA UZOQ MUDDATLI AKTIVLAR<br>HISOBINI MHXS (MOLIYAVIY HISOBNING XALQARO STANDARTI)<br>TALABLARI ASOSIDA TAKOMILLASHTIRISH .....         | 468 |
| <b>Abdimurodov Baxrom Ochilovich</b>                                                                                                                                |     |
| O'ZBEKISTON SHAROITIDA BOSHQARUV SAMARADORLIGINI OSHIRISH YO'LLARI.....                                                                                             | 473 |
| <b>Abdukarimova Muslima Abduaziz qizi</b>                                                                                                                           |     |
| HUDUDLARDA TURIZMNI IMMERSIV TAJRIBALAR ASOSIDA RIVOJLANTIRISHNING<br>TASHKILIY-IQTISODIY MEXANIZMLARINI TAKOMILLASHTIRISH .....                                    | 477 |
| <b>Kasimova Yulduz Baxtiyorovna</b>                                                                                                                                 |     |
| DAVLAT TIBBIY SUG'URTASIDA STRATEGIK XARID: PASSIV<br>MOLIYALASHTIRISHDAN STRATEGIK XARIDGA O'TISHNING NAZARIY ASOSLARI.....                                        | 485 |
| <b>Kilichev Fazliddin Usmanovich</b>                                                                                                                                |     |
| ОСНОВНЫЕ ТЕНДЕНЦИИ РАЗВИТИЯ СУБЪЕКТОВ МАЛОГО БИЗНЕСА В<br>РЕГИОНАХ УЗБЕКИСТАНА .....                                                                                | 493 |
| <b>Шадманова Мадинахон Омонулла кизи</b>                                                                                                                            |     |
| ОТ УПРАВЛЕНИЯ МЕРОПРИЯТИЯМИ К УПРАВЛЕНИЮ ЧЕЛОВЕЧЕСКИМ<br>КАПИТАЛОМ: DATA-INFORMED МОДЕЛЬ ОРГАНИЗАЦИИ ВНЕАУДИТОРНОЙ<br>ДЕЯТЕЛЬНОСТИ В УНИВЕРСИТЕТАХ УЗБЕКИСТАНА..... | 501 |
| <b>Сабиров Алишер Саибович</b>                                                                                                                                      |     |
| ИЗУЧЕНИЕ БЮДЖЕТИРОВАНИЯ И КОНТРОЛЯ В ПРОЦЕССЕ<br>УПРАВЛЕНЧЕСКОГО УЧЕТА В ООО «SATURN METAL» .....                                                                   | 509 |
| <b>Мусаева Шоира Азимовна</b>                                                                                                                                       |     |
| O'ZBEKISTON IQLIM SHAROITIDA DONADOR O'G'ITLARDAN SAMARALI FOYDALANISH<br>ORQALI QISHLOQ XO'JALIGI ISHLAB CHIQARISH SAMARADORLIGINI OSHIRISH .....                  | 518 |
| <b>Boltayev Baxriddin</b>                                                                                                                                           |     |
| O'ZBEKISTON SHAROITIDA ZAMONAVIY TURIZM TALABLARIGA<br>MOS TURISTIK RESURSLAR SALOHİYATI.....                                                                       | 525 |
| <b>Suyunov Alijon</b>                                                                                                                                               |     |
| BOSHQARUV MEXANIZMLARING RAQOBAT STRATEGIYASI BILAN O'ZARO BOG'LIQLIGI .....                                                                                        | 530 |
| <b>Islomov Shuhrat Ma'rufjonovich</b>                                                                                                                               |     |



|                                                                                                                                                                                                                               |     |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
| <b>Nabiyeva Zumrad Zafarovna</b><br>CRM TIZIMINING NAZARIY-ASOSIY TAMOIYILLARI VA ULGURJI SAVDODA ROLI .....                                                                                                                  | 536 |
| <b>Islomov Shuhrat Marufjonovich</b><br><b>Raimova Diyora Botirovna</b><br>INSTITUTIONAL FOUNDATIONS OF THE TRANSFORMATIONAL MODEL<br>OF THE DIGITAL ECONOMY UNDER GLOBALIZATION .....                                        | 541 |
| <b>Abruyeva Xilola Sherbekovna</b><br>DAVLAT FUQAROLIK XIZMATIGA RAHBAR KADRLAR TAYYORLASHDA MENTORLIK<br>TIZIMINI JORIY ETISH SAMARADORLIGI .....                                                                            | 551 |
| <b>Xurshida Maxmadaminova</b><br>EKOLOGIK INNOVATSIYALAR ORQALI BIOIQTISODIYOT TIZIMINI RIVOJLANTIRISH .....                                                                                                                  | 556 |
| <b>Odiljonov Turotjon Erkinjon o'g'li</b><br>AGRAR SEKTORDA TADBIRKORLIK SUBYEKTLARI SAMARADORLIGIGA<br>HUDUDIY OPTIMALLASHTIRISH YONDASHUVI .....                                                                            | 560 |
| <b>Qurbonov Alisher Boboqulovich</b><br>TABIY MONOPOL KORXONALARNI BOSHQARISHNING INNOVATSION<br>TASHKILIYIQTISODIY MODELINI ISHLAB CHIQUISH .....                                                                            | 568 |
| <b>Umarova Irodaxon Nuraliyevna</b><br>O'ZBEKISTONDA EKOTURIZM RIVOJLANISH KO'RSATKICHLARINI<br>KOMPLEKS BAHOLASH VA IQTISODIY TAHLIL QILISH .....                                                                            | 575 |
| <b>Shoraximov Shomansur Shomaxmudovich</b><br>KICHIK TADBIRKORLIK FAOLIYATI BARQARORLIGINI TA'MINLASH VA<br>RIVOJLANTIRISH MASALALARI .....                                                                                   | 582 |
| <b>Jo'raxonov Muzaffar Eskandarovich</b><br>O'ZBEKISTON RESPUBLIKASIDA KORPORATIV KREDITLASHDA SUN'IY<br>INTELLEKT VA BIG DATA TEXNOLOGIYALARI ASOSIDA KREDIT RISKLARINI<br>BOSHQARISH MEKANIZMLARINI TAKOMILLASHTIRISH ..... | 590 |
| <b>Yuzbayeva Shaxsanam Ma'rufovna</b><br>AXBOROT-KOMMUNIKATSIYA TEXNOLOGIYALARI ASOSIDA KUTUBXONA<br>TIZIMIDA PLATFORMA JORIY ETISHNING DOLZARBLIGI VA AHAMIYATI .....                                                        | 595 |
| <b>Madaminov Shoxruxbek Ma'rufjon o'g'li</b><br>HUDUDLARDA SOLIQ XAVFSIZLIGINI TA'MINLASHNING ARIMA MODEL<br>ASOSIDAGI PROGNOZ SSNARIYLARI .....                                                                              | 602 |
| <b>Mamatraimov Uchqun Xushmamatovich</b><br>QISHLOQ XO'JALIGI IQTISODIYOTIDA INNOVATSION YANGILIKLARNI QO'LLASH .....                                                                                                         | 607 |
| <b>Umaraliyeva Nasiba</b><br>O'ZBEKISTONDAGI DAVLAT ISHTIROKIDAGI KORXONALARNI<br>XUSUSIYLASHTIRISHDA KORPORATIV BOSHQARUVNING AHAMIYATI .....                                                                                | 610 |
| <b>Sanjarov Zuxriddin Dilshod o'g'li</b><br>TASHQI SAVDONI RIVOJLANTIRISHDA KLASTERNING AHAMIYATI VA<br>MINTAQA IQTISODIYOTIDA TUTGAN O'RNI .....                                                                             | 616 |
| <b>Latipov Xursandbek Durdiboy o'g'li</b><br>O'ZBEKISTON RESPUBLIKASIDA QURILISH MATERIALLARI ISHLAB CHIQUARUVCHI<br>KORXONALARDA INNOVATSION BOSHQARUVNI RIVOJLANTIRISHGA<br>QARATILGAN ISLOHOTLAR .....                     | 622 |
| <b>Fayzullayev Jonibek Mambetsaliy o'g'li</b><br>OLIY TA'LIM MUASSASALARIDA BUDJETDAN TASHQARI TUSHUMLAR<br>HISOBINING O'ZIGA XOS XUSUSIYATLARI .....                                                                         | 627 |
| <b>Abduraxmonov Saidqosimxon Abduhamid o'g'li</b><br>INNOVATSION MASOFAVIY BANK XIZMATLARINI KO'RSATISHNI<br>TAKOMILLASHTIRISH MASALALARI .....                                                                               | 631 |
| <b>D. M. Kallibekov</b><br>AKSIYADORLIK JAMIYATLARIDA INVESTITSIYA LOYIHALARINI<br>MOLIYALASHTIRISH SAMARADORLIGINING EKONOMETRIK MODEL<br>VA ISTIQBOL PROGNOZI («NKMK» AJ MISOLIDA) .....                                    | 635 |



|                                                                                                                                                                                                       |     |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
| <b>Jumaniyazova Feruza Rajabovna</b><br>KORXONALAR STRATEGIK RIVOJLANISHINI BOSHQARISHNING TASHKILIY-IQTISODIY<br>MEXANIZMI: NAZARIY YONDASHUVLAR VA ZAMONAVIY TENDENSIYALAR.....                     | 641 |
| <b>Rasulov Baxtiyor Bahodirovich</b><br>KICHIK BIZNESDA ISHLAB CHIQRISH RESURSLARIDAN FOYDALANISH<br>SAMARADORLIGINI KOMPLEKS DIAGNOSTIKA QILISH .....                                                | 647 |
| <b>Kaypnazarova Gulshad Xojamuratovna</b><br>TO'QIMACHILIK KORXONALARIDA INTEGRATSIYALASHGAN MENEJMENT<br>TIZIMINI SHAKLLANTIRISHNING NAZARIYUSLUBIY ASOSLARI.....                                    | 653 |
| <b>Sobirov Shohruh Shuxratovich</b><br>SUT QORAMOLCHILIGIDA SUT TANNARXI O'ZGARISHINI OMILLI<br>TAHLIL QILISH VA UNI PASAYTIRISH IMKONIYATLARI .....                                                  | 658 |
| <b>Abduganiyeva Dildora Bobir qizi</b><br>ТЕОРЕТИЧЕСКИЕ ОСНОВЫ МЕХАНИЗМА ФИНАНСИРОВАНИЯ<br>ИНВЕСТИЦИОННЫХ ПРОЕКТОВ НА ПРЕДПРИЯТИЯХ.....                                                               | 663 |
| <b>Алманов Хуршид Исмоилович</b><br>O'ZBEKISTON TURIZM SOHASIDA MEHMONXONA XO'JALIKLARI FAOLIYATI<br>SAMARADORLIGINING HOZIRGI HOLATI VA TAHLILI .....                                                | 670 |
| <b>Rahimov Hasan Abdusaitovich</b><br>UO'K (UDC): 657.421.3:004 AKT SOHASIDA NOMODDIY AKTIVLAR<br>HISOB VA AUDITNING NAZARIYMETODOLOGIK ASOSLARI.....                                                 | 674 |
| <b>Ishankulov Izzatilla Nurillayevich</b><br>O'ZBEKISTONDA INNOVATSION FAOLLIK VA KAMBAG'ALLIK KO'RSATKICHLARI<br>DINAMIKASINING TIZIMLI TAHLILI (2019–2024-YILLAR).....                              | 679 |
| <b>Amrullayev Dadaxon</b><br>YENGIL SANOAT KORXONALARINING RAQOBATBARDOSHLIGINI TA'MINLASHDA<br>INVESTITSİYALARINING ROLI.....                                                                        | 684 |
| <b>Haydarova Shoxista Davronovna</b><br>G'ALLACHILIK KLASSTERLARIDA HISOB SIYOSATINI SCHYOTLAR REJASI VA<br>AVTOMATLASHTIRILGAN BUXGALTERIYA DASTURLARI ASOSIDA<br>TAKOMILLASHTIRISH MASALALARI ..... | 689 |
| <b>Yuldashev Sherali Xaitovich</b><br>MAHSULOT TANNARXI HISOBINING MILLIY VA XALQARO TIZIMLARI,<br>ULARNI O'ZARO MUVOFIQLASHTIRISHNING ALOHIDA YO'NALISHLARI .....                                    | 697 |
| <b>Razzoqov Abbos Abdumalik o'g'li</b><br>TARAQQIY ETGAN MAMLUKATLARDA TIJORAT BANKLARI MOLIVAVIY XIZMATLARINI<br>RIVOJLANTIRISHNING ZAMONAVIY MODELLARI VA USTUVOR YO'NALISHLARI .....               | 701 |
| <b>Ergashev Azizxon Avazxon o'g'li</b><br>MILLIY IQTISODIYOT SOHALARINI KREDITLASH ISTIQBOLLARI .....                                                                                                 | 709 |
| <b>Shodiyev Odiljon Salim o'g'li</b><br>ORGANIK QISHLOQ XO'JALIGI VA MAHSULOTLARGA OID MA'LUMOTLAR<br>BAZASINI YARATISH VA RAQAMLASHTIRISH.....                                                       | 714 |
| <b>Shavqidinova Dilnavoz</b><br><b>Abror Mamasadikov</b><br>OCHIQ IQTISODIYOT SHAROITIDA KAPITAL OQIMLARI VA DOLLARLASHUVNING<br>MILLIY VALYUTA BARQARORLIGIGA TA'SIRI: NAZARIY ASOSLAR.....          | 719 |
| <b>G'afurov Olimjon G'olib o'g'li</b><br>TRANSPORT-LOGISTIKA INFRATUZILMASINI MOLIVALASHTIRISHNING<br>IQTISODIY-MOLIVAVIY SHART-SHAROITLARI TAHLILI.....                                              | 726 |
| <b>To'xtayev Vahobjon Husenovich</b><br>MARKAZIY OSIYO MAMLUKATLARI TAJRIBASI ASOSIDA O'ZBEKISTONDA TAKAFUL<br>SUG'URTASINI TARTIBGA SOLISH MEXANIZMLARINI TAKOMILLASHTIRISH.....                     | 733 |
| <b>Usmanov Nematjon G'ulomovich</b>                                                                                                                                                                   |     |



|                                                                                                                                                   |     |
|---------------------------------------------------------------------------------------------------------------------------------------------------|-----|
| JISMONIY SHAXSLARNI KREDITLASHDA KREDIT RISKINI BAHOLASH VA KREDIT SKORING METODOLOGIYASI: XORIJIY TAJRIBA VA O'ZBEKISTON UCHUN XULOSALAR.....    | 742 |
| <b>Jumayev Azamat Qurbonali o'g'li</b>                                                                                                            |     |
| O'ZBEKISTONDA ILM-FANNI MOLIYALASHTIRISHNING HOZIRGI HOLATI VA MAVJUD MUAMMOLAR.....                                                              | 749 |
| <b>Mirkasimov Baxtiyer Mirvaxid o'g'li</b>                                                                                                        |     |
| INVESTITSION JOZIBADORLIKKA TA'SIR QILUVCHI OMILLAR TAHLILI .....                                                                                 | 756 |
| <b>Fazliyev Farrux Faxriddinovich</b>                                                                                                             |     |
| TIJORAT BANKLARI LIKVIDLILIGINI MAKROPRUDENSIAL TARTIBGA SOLISH .....                                                                             | 763 |
| <b>O'ktamov Nodirjon Maxamatnosir o'g'li</b>                                                                                                      |     |
| KORXONALAR MOLIYAVIY-XO'JALIK FAOLIYATIGA SOLIQ MEXANIZMI TA'SIRINI SOLIQ XAVFI DARAJASI ASOSIDA BAHOLASH METODOLOGIYASINI TAKOMILLASHTIRISH..... | 775 |
| <b>Babaxonov Ja'far Muxiddinovich</b>                                                                                                             |     |
| HUDUDLARNING MOLIYAVIY MUSTAQILLIGINI TA'MINLASHDA MAHALLIY BUDJET DAROMADLARINING O'RNI.....                                                     | 782 |
| <b>Abdumalikov Abduxakim Abduvaliyevich</b>                                                                                                       |     |
| RIVOJLANAYOTGAN MAMLAKATLARDA TADBIRKORLIKNI MOLIYA-KREDIT ORQALI RAG'BATLANTIRISH AMALIYOTI .....                                                | 788 |
| <b>Ergashev Otamurod Tashtemirovich</b>                                                                                                           |     |
| NAMANGAN VILOYATI REAL SEKTOR KORXONALARIDA INNOVATSION JARAYONLARNI SAMARALI TASHKIL ETISH MEXANIZMLARINI TAKOMILLASHTIRISH.....                 | 793 |
| <b>Axmadjonov Nurillo Shermirzayevich</b>                                                                                                         |     |
| SANOAT KORXONALARINI RAQAMLI TRANSFORMATSIYA QILISHNI MOLIYALASHTIRISHNING NAZARIY VA METODOLOGIK ASOSLARI .....                                  | 800 |
| <b>Omanov Bekhzod Gofur o'g'li</b>                                                                                                                |     |
| <b>Hoshimjonov Akhrorjon Zufarjon o'g'li</b>                                                                                                      |     |
| TIJORAT BANKLARI MOLIYAVIY BARQARORLIGINI TA'MINLASHDA DEPOZIT BAZASI YETARLILIGINI BAHOLASH .....                                                | 808 |
| <b>Saidov Doniyor Abdullayevich</b>                                                                                                               |     |
| SANOAT KORXONALARINING DAVLAT XARIDLARIDA TO'LOV INTIZOMI VA MOLIYAVIY RISKLARNI BAHOLASH .....                                                   | 814 |
| <b>Xamdamov Sardor Farmon o'g'li</b>                                                                                                              |     |
| OLIY TA'LIM XIZMATLARIGA TALABNI SHAKLLANTIRUVCHI MARKETING OMILLARINING EKONOMETRIK MODELI .....                                                 | 819 |
| <b>Egamov Sevinchbek</b>                                                                                                                          |     |
| HUDUDIY INVESTITSION JOZIBADORLIKNI KOMPLEKS BAHOLASHNING INTEGRALLASHGAN YONDASHUVI.....                                                         | 825 |
| <b>Umaraliyev Sanjar Sultonaliyevich</b>                                                                                                          |     |
| CAREER DEVELOPMENT OPPORTUNITIES AS A FACTOR OF ACADEMIC STAFF PERFORMANCE IMPROVEMENT .....                                                      | 830 |
| <b>Sultonboyeva Munira Bahodirovna</b>                                                                                                            |     |
| <b>Sultanova Kamila Mukhtorali kizi</b>                                                                                                           |     |



# CAREER DEVELOPMENT OPPORTUNITIES AS A FACTOR OF ACADEMIC STAFF PERFORMANCE IMPROVEMENT

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**Abstract.** Career development is becoming an increasingly important element of human resource management in higher education, as academic staff are expected to continuously strengthen their knowledge, research capacity, teaching competencies and institutional contribution. Career progression in universities is shaped not only by individual qualifications and performance but also by the opportunities provided by institutions for professional growth, mentoring, academic promotion, research development, leadership experience and academic mobility. This article examines career development opportunities as a factor contributing to the improvement of academic staff performance in higher education. The study is based on an analytical review of published academic research and international evidence concerning academic career development, professional progression, mentoring, promotion, career planning and institutional support. The analysis demonstrates that career development opportunities can enhance academic performance by strengthening professional competencies, clarifying career expectations, encouraging research engagement and enabling academic staff to assume responsibilities that correspond to their professional growth. The evidence also highlights the importance of expanding and diversifying access to career development opportunities and of further developing promotion systems so that they recognize a broad range of academic contributions, including research, teaching, engagement and institutional service. The article emphasizes the value of transparent, structured and differentiated career development systems that integrate mentoring, professional development, research support, career planning, clear promotion criteria, leadership opportunities and academic mobility. Such an approach can strengthen the alignment between individual career aspirations and institutional objectives and contribute to sustained improvement in academic performance.

**Keywords:** career development; academic staff; higher education; academic performance; career opportunities; faculty development; career progression; academic promotion; mentoring; human resource management.

**Annotatsiya.** Karyerani rivojlantirish oliy ta'lim tizimida inson resurslarini boshqarishning tobora muhim tarkibiy qismiga aylanib bormoqda, chunki akademik xodimlar o'z bilimlari, ilmiy salohiyati, pedagogik kompetensiyalari va universitet rivojiga qo'shadigan hissasini muntazam ravishda takomillashtirib boradi. Universitetlarda karyera rivoji nafaqat xodimlarning individual malakasi va faoliyat natijalariga, balki oliy ta'lim muassasasi tomonidan yaratiladigan kasbiy o'sish, mentorlik, akademik lavozim bo'yicha ko'tarilish, ilmiy faoliyatni rivojlantirish, rahbarlik tajribasi va akademik mobillik imkoniyatlariga ham bog'liq. Mazkur maqolada akademik xodimlar faoliyati samaradorligini oshirishga xizmat qiluvchi omil sifatida karyerani rivojlantirish imkoniyatlari tahlil qilinadi. Tadqiqot akademik karyerani rivojlantirish, kasbiy o'sish, mentorlik, lavozim bo'yicha ko'tarilish, karyerani rejalashtirish va institutsional qo'llab-quvvatlash masalalariga bag'ishlangan ilmiy tadqiqotlar hamda xalqaro dalillarni tahlil qilishga asoslangan. Tahlil natijalari karyerani rivojlantirish imkoniyatlari professional kompetensiyalarni mustahkamlash, karyera bo'yicha kutilmalarni yanada aniq belgilash, ilmiy faollikni rag'batlantirish va xodimlarga ularning kasbiy rivojlanishiga mos yangi vazifalarni bajarish imkoniyatlarini kengaytirish orqali akademik faoliyat samaradorligini oshirishga xizmat



qilishini ko'rsatadi. Natijalar, shuningdek, karyera imkoniyatlarini yanada kengaytirish va diversifikatsiya qilish, akademik lavozimga ko'tarilish tizimlarida esa ilmiy faoliyat bilan bir qatorda o'qitish, jamiyat bilan hamkorlik va institutsional faoliyat kabi turli akademik hissalarini kengroq e'tirof etish muhimligini ko'rsatadi. Maqolada mentorlik, kasbiy rivojlanish, ilmiy faoliyatni qo'llab-quvvatlash, karyerani rejalashtirish, aniq lavozimga ko'tarilish mezonlari, rahbarlik imkoniyatlari va akademik mobillikni birlashtiruvchi shaffof, tizimli va differensial karyera rivojlantirish tizimlarini shakllantirishning ahamiyati asoslanadi. Bunday yondashuv akademik xodimlarning individual karyera maqsadlari bilan universitetning strategik vazifalari o'rtasidagi uyg'unlikni mustahkamlashga va akademik faoliyat samaradorligini barqaror oshirishga xizmat qiladi.

**Kalit so'zlar:** karyerani rivojlantirish; akademik xodimlar; oliy ta'lim; akademik samaradorlik; karyera imkoniyatlari; professor-o'qituvchilarni rivojlantirish; karyera o'sishi; akademik lavozimga ko'tarilish; mentorlik; inson resurslarini boshqarish.

**Аннотация.** Развитие карьеры становится всё более важным элементом управления человеческими ресурсами в системе высшего образования, поскольку академические сотрудники постоянно совершенствуют профессиональные знания, исследовательский потенциал, преподавательские компетенции и вклад в развитие университета. Карьерное продвижение в университетах определяется не только индивидуальной квалификацией и результатами деятельности, но и возможностями, создаваемыми высшими образовательными организациями для профессионального роста, наставничества, академического продвижения, развития исследовательской деятельности, приобретения управленческого опыта и академической мобильности. В статье рассматриваются возможности карьерного развития как фактор повышения эффективности деятельности академического персонала в высшем образовании. Исследование основано на аналитическом обзоре опубликованных научных работ и международных данных по вопросам академического карьерного развития, профессионального продвижения, наставничества, карьерного планирования и институциональной поддержки. Анализ показывает, что возможности карьерного развития способствуют повышению академической эффективности посредством укрепления профессиональных компетенций, повышения ясности карьерных ожиданий, стимулирования исследовательской активности и расширения возможностей для выполнения новых профессиональных обязанностей. Результаты также подчёркивают значимость дальнейшего расширения и диверсификации карьерных возможностей, а также развития систем академического продвижения, учитывающих широкий спектр профессионального вклада, включая научную, преподавательскую, общественную и институциональную деятельность. В статье обосновывается значимость прозрачных, структурированных и дифференцированных систем карьерного развития, объединяющих наставничество, профессиональное развитие, поддержку исследований, карьерное планирование, понятные критерии продвижения, лидерские возможности и академическую мобильность. Такой подход способствует укреплению взаимосвязи между индивидуальными карьерными целями сотрудников и стратегическими задачами университета и создаёт условия для устойчивого повышения академической эффективности.

**Ключевые слова:** развитие карьеры; академический персонал; высшее образование; академическая эффективность; карьерные возможности; развитие преподавателей; карьерное продвижение; академическое продвижение; наставничество; управление человеческими ресурсами.

## INTRODUCTION

The quality and effectiveness of higher education institutions depend substantially on the professional capacity and continuous development of their academic staff. Universities increasingly engage academic employees in a diverse range of responsibilities, including teaching, research, student supervision, academic administration, international cooperation, professional engagement and institutional development. At the same time, academic work continues to evolve under the influence of digital transformation, new approaches to teaching and learning, internationalisation and growing opportunities in research and innovation. These developments further enhance the importance of continuous career development for both academic employees and the institutions in which they work.

Career development in higher education extends beyond progression from one academic rank to another. It encompasses the continuous development of professional knowledge, competencies, academic networks, research capacity, teaching expertise, leadership skills and institutional responsibilities. Academic employees may advance their professional development through participation in research projects, mentoring, professional training, international mobility, conferences, academic leadership, curriculum development and engagement with professional and external organisations. Consequently, well-structured career development opportunities



can create favourable conditions for academic staff to broaden their professional contribution and strengthen their role within the university.

The importance of this issue is reflected in international evidence. The OECD review of academic careers identifies career incentives, professional learning, career pathways and mobility as important components of academic employment. The review also highlights opportunities to further develop academic career systems by ensuring broader recognition of teaching, engagement and other academic responsibilities alongside research achievements. In addition, continuous professional learning is increasingly important as academic roles evolve in response to digitalisation and other developments in higher education.

Academic career development is therefore closely connected with institutional human resource management. Universities that provide clear and well-structured career pathways can help employees better understand the competencies, achievements and professional expectations associated with different stages of their careers. Transparent promotion criteria, effective mentoring and accessible professional development opportunities can further strengthen employees' ability to plan their professional growth and contribute more effectively to institutional objectives.

The relationship between career development and academic performance is also supported by empirical research. A study of academic staff at Mbarara University of Science and Technology identified positive and significant effects of training and promotion on academic staff job performance, indicating that human resource development practices can contribute to stronger professional outcomes. Similarly, research involving 586 faculty members at five large public universities in Saudi Arabia found that high-performance human resource practices, including training, recognition and internal mobility, were positively associated with research performance and career success.

Against this background, career development opportunities can be regarded as an important mechanism through which universities support individual professional growth and institutional performance simultaneously. The effectiveness of such systems can be further strengthened by taking into account differences in academic discipline, career stage, institutional mission and the criteria used to evaluate academic contribution. A flexible, transparent and differentiated approach to career development can therefore create favourable conditions for sustained academic performance and long-term institutional development.

## LITERATURE REVIEW

Academic career development is a multidimensional process shaped by both individual characteristics and the organisational environment. A comprehensive review by Boehm and colleagues identified several major themes in academic career development research, including career stages, contextual factors, mentoring, career interventions and the interaction between professional and non-work roles. The review further demonstrates that academic career development is most effectively understood through the combined influence of individual characteristics, institutional conditions and social relationships, all of which contribute to shaping career progression.

Mentoring is particularly important during the early and transitional stages of academic careers. Experienced academic colleagues can provide valuable guidance regarding institutional expectations, research practices, publication strategies, teaching development and promotion requirements. Systematic evidence on academic career management programmes shows that mentoring and coaching are among the most widely used institutional approaches for supporting early-career academics, together with academic writing support and professional skills development.

Mentoring can also strengthen clarity regarding promotion and academic career progression. Research on faculty development programmes has shown that structured development interventions can improve employees' understanding of promotion processes and enhance skills relevant to academic advancement. One study of a leadership development programme identified substantial improvements in participants' understanding of promotion procedures and time-management capabilities, while participants also demonstrated higher promotion rates than matched comparison groups. Such evidence suggests that career development opportunities can generate practical benefits beyond employee satisfaction by enabling academic staff to navigate institutional career systems more confidently and effectively.

Another important element is the transparency of promotion criteria. Academic employees benefit from a clear understanding of the types of performance expected for progression and the ways in which different activities are evaluated. Well-defined and consistently communicated promotion criteria can support more effective career planning and help align individual development with institutional priorities by clarifying how research, teaching, supervision, leadership and external engagement contribute to academic progression.

The literature also highlights opportunities to further develop traditional academic career systems. The



OECD notes that research output frequently receives substantial weight in academic career incentives, while teaching, engagement and other responsibilities can be given broader recognition within evolving career frameworks. This is particularly important because higher education institutions rely on multiple forms of academic contribution. Universities benefit from strong research performance alongside high-quality teaching, student support, curriculum development, academic leadership and engagement with society.

Recent research further illustrates the importance of balancing different forms of academic work. A qualitative study of pre-tenure faculty in China found that teaching can contribute to the development of professional competencies while also influencing the allocation of time available for research and career progression. The study suggests that a well-balanced teaching load can support long-term career development by enabling academic staff to strengthen teaching expertise while maintaining active engagement in research.

Career development opportunities can therefore be designed broadly enough to recognise diverse forms of academic contribution. Career systems that provide balanced recognition of research publications, high-quality teaching, institutional leadership and other professional activities can create stronger incentives for different academic profiles. Differentiated academic career pathways offer one practical means of recognising such diversity while maintaining common institutional standards.

Academic mobility represents another important component of career development. Mobility may include movement between departments, institutions, countries or sectors. The OECD notes that flexible academic career pathways and inter-sectoral mobility are receiving increasing attention in higher education policy and practice. Opportunities to participate in international projects, research networks, industry collaboration and external professional activities can further broaden academic competencies, professional networks and career perspectives.

Career development can therefore be understood as a continuous process rather than solely as a sequence of promotions. Promotion remains an important outcome, while professional development also includes the acquisition of new skills, greater responsibility, expanded professional networks, research independence, teaching expertise and leadership capacity. This broader interpretation enables universities to design career systems that support academic staff throughout different stages of their professional development and contribute to sustained individual and institutional growth.

## RESEARCH METHODOLOGY

The article applies a qualitative analytical approach based on the review and synthesis of published research on academic career development and academic staff performance. The literature was selected to reflect several key dimensions of academic career development, including professional development, mentoring, promotion, career management, internal mobility, research performance and institutional career support.

The analysis incorporated peer-reviewed academic studies, systematic reviews and international evidence from the OECD. Particular attention was given to empirical studies examining the relationship between career development practices and academic outcomes. The selected evidence represents different national higher education systems, making it possible to identify both common patterns and context-specific features of academic career development.

The analysis is designed to synthesise existing evidence on the ways in which career development opportunities can support academic staff performance and to identify institutional practices that can strengthen academic career development across different higher education contexts. This approach provides a conceptual and evidence-based foundation for understanding how universities can create more effective conditions for continuous professional growth and sustained academic performance.

## ANALYSIS AND RESULTS

The analysis of the existing evidence indicates that career development opportunities can enhance academic performance through several interconnected mechanisms. The first mechanism is the development of professional competence. Academic employees who receive opportunities to strengthen their teaching, research, leadership and digital skills can broaden the range of activities they are able to perform effectively. Evidence from faculty development research supports this relationship. A systematic review and meta-analysis of 37 faculty development studies reported a statistically significant positive effect of development programmes on faculty knowledge and professional competence.

The second important mechanism is greater clarity concerning career expectations. Academic staff benefit from a clear understanding of the competencies and achievements associated with professional progression. Transparent promotion criteria can help employees identify priority areas for further development and



encourage them to direct their efforts toward activities that support their professional goals. Evidence from faculty development programmes indicates that structured career interventions can improve understanding of promotion processes and strengthen capabilities relevant to career advancement.

The third mechanism is research development. Academic career progression is frequently connected with research productivity, particularly in research-intensive institutions. Evidence from Saudi Arabian public universities found that training and recognition were positively associated with research performance, while internal mobility and recognition were strongly related to career success, with research performance playing an important mediating role. These findings indicate that career development systems can enhance performance both directly and through opportunities that strengthen research capacity, professional recognition and career advancement.

Mentoring represents another important component of career development. Programmes reviewed in the higher education literature frequently include mentoring and coaching for early-career academics. Mentoring provides access to valuable professional knowledge that complements formal training. Experienced colleagues can help early-career academics better understand publication practices, research collaboration, teaching expectations, institutional procedures and promotion requirements. In this respect, mentoring functions as an effective organisational mechanism for transferring professional knowledge and experience across different career stages.

The evidence also highlights the importance of expanding access to career development opportunities across different categories of academic employees. Research on sessional academics, for example, demonstrates variation in the extent of institutional career support. This finding reinforces the value of designing career development policies that take into account employment status, career stage and professional needs, thereby creating broader and more inclusive opportunities for academic growth.

The analysis further indicates that career development extends beyond formal promotion. Promotion remains an important form of professional recognition, while academic development can also occur through research leadership, curriculum development, international collaboration, mentoring responsibilities, programme coordination and participation in institutional decision-making. Providing such opportunities allows academics to progressively expand their professional responsibilities and strengthen their readiness for future career advancement.

Promotion systems can also contribute more effectively to academic performance when they are embedded within a broader, transparent and supportive career development framework. Evidence from Uganda illustrates a positive association between promotion and academic staff performance. Research conducted at Bishop Stuart University, meanwhile, found significant positive effects of job enrichment and organisational policies on performance, while the direct statistical effect of promotion was less pronounced in that particular sample. Together, these findings suggest that promotion achieves its strongest developmental value when combined with transparent criteria, professional support, recognition and opportunities for continuous growth.

The evidence consequently supports a broad and integrated interpretation of career development. Academic staff are likely to benefit most when career development combines professional learning, mentoring, research support, recognition, leadership development and transparent progression criteria. Promotion opportunities become especially valuable when employees are also provided with the developmental support required to achieve them. Likewise, training can contribute more strongly to long-term professional progression when it is clearly connected to employees' career objectives and institutional priorities.

Another important finding concerns the alignment between individual career development and institutional strategy. Career development becomes particularly effective when employees' professional aspirations are connected with university priorities. If a university seeks to strengthen research capacity, career development can provide opportunities for research training, project participation, publication development and research leadership. If teaching quality is a strategic priority, career pathways can recognise pedagogical innovation, curriculum development and student-centred teaching. Such alignment enables career development to contribute simultaneously to individual performance and institutional objectives.

International evidence also indicates that academic career pathways are becoming increasingly diverse and flexible. The OECD reports growing attention to flexible career trajectories and inter-sectoral mobility across higher education systems. Universities can further strengthen this trend by providing academic staff with opportunities to gain experience beyond their immediate departmental roles, including international collaboration, industry engagement, external research partnerships and interdisciplinary projects. These opportunities can broaden professional competencies, networks and career perspectives.

The analysis further suggests that career development is most effective when it continues throughout the entire academic career. Early-career academics may benefit particularly from mentoring and support in establishing research and teaching profiles; mid-career academics can gain from leadership development, research management opportunities and broader institutional responsibilities; and senior academics can



contribute through strategic leadership, international collaboration, mentoring and knowledge transfer. A career system that recognises these different stages can support continuous professional growth and sustained academic contribution.

Overall, the available evidence indicates that career development opportunities are positively associated with important dimensions of academic performance, including professional competence, research activity, career progression, leadership capacity and institutional retention. The diversity of findings across institutional contexts further demonstrates the value of adapting career development programmes to the specific mission, structure and professional needs of each university. Such a context-sensitive approach can strengthen both individual academic performance and long-term institutional development.

## CONCLUSION AND SUGGESTIONS

Career development opportunities represent an important component of human resource management in higher education and can make a meaningful contribution to improving academic staff performance. The evidence reviewed in this article demonstrates that professional development, mentoring, promotion opportunities, research support, recognition and career planning can create favourable conditions for academic employees to strengthen their professional competencies and contribute more effectively to institutional objectives.

The analysis further demonstrates that career development encompasses a broad range of professional growth opportunities beyond formal promotion. Academic careers develop through the gradual accumulation of knowledge, skills, research experience, teaching expertise, professional networks and leadership responsibilities. Universities can support this process by creating opportunities for employees to participate in research projects, strengthen teaching competencies, receive mentoring, assume leadership responsibilities and engage in national and international academic networks.

The effectiveness of career development is also strengthened by transparent and credible institutional career systems. Academic employees benefit from a clear understanding of how career progression is determined and how different forms of professional contribution are recognised. The available evidence highlights the value of career systems that acknowledge a broad spectrum of academic activities, including research, teaching, student development, academic leadership, curriculum innovation, professional engagement and institutional service.

A further conclusion is that career development becomes more effective when it is differentiated according to career stage and academic role. Early-career academics can benefit from structured mentoring and support in establishing their professional profiles, while more experienced academics may gain additional value from leadership development, research management and international professional opportunities. Such differentiation can enhance the relevance and effectiveness of career development across different stages of academic employment.

Ultimately, career development can create a strong connection between individual professional aspirations and institutional development. When universities provide clear career pathways and meaningful opportunities for professional growth, academic staff are better positioned to develop competencies that contribute to teaching quality, research performance, innovation, international engagement and institutional leadership.

Higher education institutions can further strengthen career development by establishing transparent and structured systems in which academic employees clearly understand the competencies, achievements and professional activities associated with different stages of their careers. Clearly communicated and consistently applied promotion criteria can help academic staff make informed decisions about their professional development and plan their career progression more effectively.

Career development can also combine formal and informal forms of professional support. Training programmes can provide specific knowledge and skills, while mentoring and coaching can help employees apply these competencies effectively within the institutional environment. Structured mentoring can be especially valuable for early-career academics as they develop research networks, teaching practices and a deeper understanding of institutional expectations.

Universities can further enrich career development by providing opportunities beyond conventional promotion pathways. Academic staff can benefit from participation in research projects, international collaborations, curriculum development, programme coordination, leadership activities and interdisciplinary initiatives. Such opportunities enable employees to gradually expand their professional competencies, responsibilities and contribution to institutional development.

Promotion systems can also be strengthened through broader recognition of diverse academic contributions. Research productivity remains an important component of academic performance, while teaching quality, student development, academic leadership, curriculum innovation, professional engagement and institutional



service also represent significant forms of academic contribution. A balanced approach can create career pathways that more fully reflect the multidimensional nature of academic work.

Career development is most effective when it is supported throughout the entire academic career. Different career stages can be complemented by appropriate forms of professional support, enabling academic staff to continuously adapt to evolving expectations, technologies and institutional priorities. Continuous development can therefore contribute to sustained professional growth and long-term academic performance.

Finally, universities can integrate career development more closely with strategic human resource planning. Career opportunities can simultaneously support individual professional aspirations and institutional priorities in areas such as research, teaching quality, digital transformation, internationalisation and academic leadership. A structured, transparent and inclusive career development system can therefore serve as an important mechanism for strengthening academic staff capabilities and supporting long-term institutional performance.

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## IQTISODIYOT & TARAQQIYOT

*Ijtimoiy, iqtisodiy, texnologik, ilmiy, ommabop jurnal*

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