

YASHIL

**IQTISODIYOT
va
TARAQQIYOT**

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



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RIVOJLANTIRISHDA BUXGALTERIYA HISOBİ,
IQTISODIY TAHLIL VA AUDITNING ROLI HAMDA
ISTIQBOLDAGI VAZIFALAR" MAVZUSIDAGI
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MUNDARIJA

1-SEKSIYA: BUXGALTERIYA HISOBI, IQTISODIY TAHLIL VA AUDITNI XALQARO STANDARTLAR ASOSIDA RIVOJLANTIRISH ISTIQBOLLARI.....	12
SUT YO'NALISHIDAGI QORAMOLCHILIKDA ISHLAB CHIQRISH XARAJATLARI HISOBI VA MAHSULOT TANNARXINI HISOBLASH USULLARINI TAKOMILLASHTIRISH	13
Alikulov Abdimo'min Ismatovich, Karimov Ikrom, Abduganieva Dildora	
MEHNAT HAQI BO'YICHA MUOMALALARDA XATO, FIRIBGARLIK VA NOQONUNIY AMALLARNI SUD BUXGALTERIYA EKSPERTIZASI USULLARINI TAKOMILLASHTIRISH	17
Xasanov Baxodir Akramovich	
G'ALLACHILIK KLASSTERINING TASHKILY MEZONLARINI SHAKLLANTIRISH	20
Dusmuratov Radjabbay Davlatbaevich, Ilmuratov Shavkat Maxsumovich	
KORXONA TOVAR-MODDIY ZAXIRALARI QADRSIZLANISHI AUDITINING METODOLOGIK ASOSLARI	24
Urazov Komil Baxramovich, To'rayeva Farida Rustamovna	
AGROKLASTERLAR ICHKI SOTISH JARAYONIDA TRANSFERT BAHOLARNI BELGILASH USULLARINI TAKOMILLASHTIRISH	28
Eshmuradov Ulug'bek Tashmuratovich	
KONSOLIDASIYALASHGAN MOLIVAVIY HISOBOTLARNI TUZISHNING BUGUNGI KUNDAGI ZARURATI.....	34
Avazov Ilxom Ravshanovich	
MOLIVAVIY HISOBOTNING BARQARORLIK STANDARTLARI	37
Kurbanov Ziyat Niyazovich	
ВВЕДЕНИЯ БУХГАЛТЕРСКОГО УЧЕТА ЭКОЛОГИЧЕСКИХ ЗАТРАТ В СЕЛЬСКОХОЗЯЙСТВЕННЫХ ПРЕДПРИЯТИЯХ.....	41
Серекбаева Сауле Габитовна, Эшмуратов Улугбек Ташмуратович	
TOVAR-MODDIY QIYMATLIKLAR AUDITINI AUDITNING XALQARO STANDARTLARI ASOSIDA TAKOMILLASHTIRISH MASALALARI	46
Raximova Umida Rabbimovna	
AGROIQTISODIYOTNI INNOVATSION RIVOJLANTIRISH SHAROITIDA JORIY AKTIVLAR INVENTARIZATSIYASINI O'TKAZISH VA UNING TAHLILI USULLARINI TAKOMILLASHTIRISH.....	49
Ruziyeva Dilafruz Faxriddinovna	
INVESTITSIYAVIY JOZIBADORLIKNI OSHIRISHDA INVESTITSIYA MUHITI VA UNI SHAKLLANTIRADIGAN OMILLAR	51
Abduganiyev Jahongir Behzod o'g'li, Eshmuradov Ulug'bek Tashmuratovich	
QISHLOQ XO'JALIK KORXONALARIDA ASOSIY VOSITALAR HISOBINING XUSUSIYATLARI.....	55
A.I.Alikulov, M.Sh.Baxriyev, M.N. Fayzullaev	
G'ALLACHILIK KLASSTERLARIDA BUXGALTERIYA HISOBINING XUSUSIYATLARI VA XORIJ TAJRIBALARI ASOSIDA TAKOMILLASHTIRISH	59
Yuldashev Sherali Xaitovich, Xusanov Jaloliddin Xolmamat o'g'li, Tolibov Azamatjon Olimovich	
STRATEGIES FOR ADVANCING THE STANDARDS RELATED TO ACCOUNTING FOR FOREIGN EXCHANGE RATE FLUCTUATIONS IN UZBEKISTAN	63
Urazov K.B., Umarova Sh.K.	



BUXGALTERIYA HISOBINING XALQARO STANDARTLARI ASOSIDA LOGISTIKA XARAJATLARI HISOB VA HISOBOTLARINI Yuritishni Takomillashtirish.....	68
Nasim Boboev, Yorbekova Dilorom Muxammadqulovna, Umidullo Fayzullaev	
ASPECTS OF ACCOUNTING CONFIGURATION AND ORGANIZATION IN MODERN ECONOMIC SETTINGS.....	73
Hamdamova Guljahon Ablokulovna, Bahodirov Qosimxon Nasimxon o'g'li, Abdixalimov Nodirbek Abdumutal o'g'li	
ФИНАНСОВАЯ ГРАМОТНОСТЬ КЛИЕНТОВ: АКТУАЛЬНЫЕ ПРОБЛЕМЫ В БАНКОВСКОЙ ПРАКТИКЕ	77
Нарзиева Гузаль Бахтиёровна	
BARQAROR O'SISH MAQSADLARIGA ERISHISHDA SIRKULAR IQTISODIYOTNING AHAMIYATI VA UNI MOLİYALASHTIRISH MASALALARI	81
Latipova Shaxnoza Maxmudovna	
INNOVATION IQTISODIYOTNI RIVOJLANTIRISHDA INVESTITSİYALARNING AHAMIYATI.....	85
Raximova Umida Rabbimovna, Elmurodova Dilnoza Farxodovna, Rasulova Sevinch Shodiyor qizi	
THE ROLE OF INTERNAL AND EXTERNAL AUDIT IN STRENGTHENING CORPORATE GOVERNANCE IN UZBEKISTAN	88
Urazov Komil Bahromovich, Oblokulov Sukhrob Usmon o'g'li	
QISHLOQ XO'JALIGI KORXONALARIDA BOSHQARUV HISOB (O'ZBEKISTON RESPUBLIKASI MISOLIDA).....	90
Hamdamova Guljaxon Ablokulovna, Shakaraliyev Avazbek Xasan O'g'li, Daniyrov Xurshid Baxtiyorovich	
АДАПТАЦИЯ ФИНАНСОВОГО УЧЕТА МНОГОПРОФИЛЬНЫХ ФЕРМЕРСКИХ ХОЗЯЙСТВ К МЕЖДУНАРОДНЫМ СТАНДАРТАМ: ПРОБЛЕМЫ И ПЕРСПЕКТИВЫ	93
Ёрбекова Дилором Мухаммадқулловна, Асомиддинов Хусан Асомиддин угли, Мамадиёров Хусниддин Хасанович	
QISHLOQ XO'JALIGI KORXONALARIDA INVENTARIZATSIYA NATIJALARI TAHLILINI TAKOMILLASHTIRISH XUSUSIYATLARI.....	97
Ruziyeva Dilafruz Faxriddinova	
ASALARICHILIK XO'JALIKLARIDA BIZNES JARAYONLARI HISOBINING NORMATIV-HUQUQIY ASOSLARI	100
Ishturdiyev Hasan Abdigapparovich	
QISHLOQ XO'JALIK KORXONALARIDA ICHKI AUDITNI RIVOJLANTIRISHNING DOLZARB MASALALARI	107
Tilabov Shohruh Baxriddin o'g'li	
IQTISODIYOTNI JADAL RIVOJLANTIRISHGA QARATILGAN ISLOHOTLAR SHAROITIDA G'ALLACHILIK KLASTERLARINI TASHKIL ETISHNING ZARURATI, MOHIYATI VA ISTIQBOLLARI.....	111
Yuldashev Sherali Xaitovich, Pardaboyev Asror O'lmas o'g'li	
AGROKLASTERLARDA KAPITAL QO'YILMALAR HISOBINI MOLİYAVIY HISOBOTNING XALQARO STANDARTLAR ASOSIDA TAKOMILLASHTIRISH	115
Abdushukurov Xondamir Botiraliyevich, Eshmuradov Ulug'bek Tashmuratovich	
BANK SEKTORINING DOLZARB MUAMMOLARI VA ULARNI HAL QILISH YO'LLARI.....	120
Narziyeva Guzal Baxtiyorovna, Toshmurodova Dilbar Muzaffar qizi, Zarmaxmatov Nomozjon Boxodir o'g'li	
THE STATUS OF ACCOUNTING TODAY	123
Hamdamova Guljahon Ablokulovna, O'ktamov Nuriddin Abdumalik O'g'li, Raxmatullayev Abdullajon Murodullo O'g'li	
CHANGES IN THE STRUCTURE OF AGRICULTURE OF UZBEKISTAN AND THEIR ECONOMIC- STATISTICAL ANALYSIS.....	126
Yorbekova Dilorom Muxammadkulovna, Raxmatullayev Abdullajon Murodullo ugli	



O'ZBEKISTON RESPUBLIKASIDA BUXGALTERIYA HISOBINI TAKOMILLASHTIRISH VA XALQARO STANDARTLARGA MOSLASHTIRISH.....	130
Raximova Umida Rabbimovna, Abdurahmanova Jasmina Baxtiyorovna	
KORXONALARDA XARAJATLAR HISOBINING ZAMONAVIY USULLARI.....	133
Tilabov Shohruh Baxriddin o'g'li	
QISHLOQ XO'JALIK KORXONALARIDA ISHLAB CHIQARISH XARAJATLARI HISOBINI TAKOMILLASHTIRISH JARAYONLARI.....	137
Ishturdiyev Hasan Abdigapparovich, Rasulberdiyev G'ayratjon Sharof o'g'li, Xusanov Shohjahon Shavxidin o'g'li, Rustamova Dildora Dunyodjon qizi	
BUDJET HISOBINING IQTISODIYOTIMIZDA TUTGAN O'RNI VA UNING O'ZIGA XOS JIHATLARI.....	143
Tuxtayev Zafar Mamatkulovich	
XALQARO STANDARTLAR ASOSIDA ASOSIY VOSITALARNING TASHKILIY-USLUBIY ASOSLARINI TAKOMILLASHTIRISH MASALALARI.....	147
Fayzullayev Murodbek Nematullayevich, Alikulov Abdimo'min Ismatovich	
2-SEKSIYA: INNOVATSION IQTISODIYOT SHAROITIDA AGRAR IQTISODIYOTNI BARQAROR RIVOJLANTIRISHNING DOLZARB MUAMMOLARI VA UNING YECHIMLARI.....151	
KAMBAG'ALLIK MUAMMOSI, UNI BARTARAF ETISHNING O'ZIGA XOS XUSUSIYATLARI VA HOZIRGI HOLATI	152
Kazakova Zulayho Salaxiddinovna, Aslonov Xotamjon Sharifboy o'g'li, Esirgapov Diyor Akramovich	
BULUTLI TEXNOLOGIYALAR ASOSIDA SOLIQ HISOBOTI TIZIMINI TAKOMILLASHTIRISH.....	157
Uralov Baxtiyor Maxmudovich	
“YASHIL IQTISODIYOT”GA O'TISH ZARURIYATI VA UNING O'ZIGA XOS XUSUSIYATLARI	162
Olmasov Umidjon G'iyosovich, Salamov Ibroxim, Nurmanov Sherzod Xujayarovich	
INNOVATSION IQTISODIYOT SHAROITIDA CHORVACHILIK SAMARADORLIGINI OSHIRISH IMKONIYATLARI.....	168
Kudratov Rizo Turdibayevich	
INNOVATSION IQTISODIYOT SHAROITIDA AGRAR IQTISODIYOTNI BARQAROR RIVOJLANTIRISHNING DOLZARB MUAMMOLARI VA UNING YECHIMLARI.....	172
Ruziyeva Dilafruz Faxriddinovna	
“OZIQ-OVQAT ISROFI VA U BILAN KURASHISH STRATEGIYALARI”	176
Kazakova Zulayho Salaxiddinovna, Abduqahhorov Najmiddin Sayfiddin o'g'li, Vaslidinov Behruz Vaslidinovich	
INNOVATSION IQTISODIYOT SHAROITIDA AHOLINING IQTISODIY SAVODXONLIGINI OSHIRISH MUAMMOLARI VA YECHIMLARI.....	182
Ochilova Mohigul Toshtemir qizi	
INNOVATSION IQTISODIYOT SHAROITIDA AGRAR IQTISODIYOTNI BARQAROR RIVOJLANTIRISHNING DOLZARB MUAMMOLARI VA UNING YECHIMLARI.....	185
Farhod Mahmudovich Tirkashev, Azimjon Baxodirov, Ilhom Mamatqulov	
XIZMAT KO'RSATISH SOHASINI RIVOJLANTIRISH ORQALI QISHLOQ JOYLARIDA AHOLI BANDLIGINI OSHIRISH	190
Xamdamova Nasiba Ablakulovna, Boyjigitov Kamronbekmirzo Sobirjon o'g'li, Baxriddinov Abubakir Oloviddin o'g'li	
IQTISODIYOTNI RIVOJLANTIRISHDA KICHIK BIZNESNING ROLINI OSHIRISH.....	195
Ulmasova Oygul Baxtiyorovna, Ollonazarova Mavlyuda Shixnazar qizi	
XIZMAT KO'RSATISHDA ELEKTRON TIJORATNI SAMARADORLIGINI OSHIRISH	199
Xudoyberdiyeva Marifat Umarovna, Safarova Baxora Aslamovna, Bozorova Beg'ubor Tolib qizi, Murodqulova Mexrangiz Dilshodovna, Avazboyeva Ruxshona Azizovna	



CHORVACHILIKDA VETERINARIYA XIZMATLARINING IQTISODIY SAMARADORLIKKA TA'SIRI.....	202
Eshanqulov Sirojiddin Xakimovich	
O'ZBEKISTONDA LOGISTIK MARKAZLARNI RIVOJLANTIRISHNING HOLATI VA ISTIQBOLLARI	206
Kazakova Zulayho Salaxiddinovna, Tursunaliyev Abdulaziz Shokirjon o'g'li, Toshniyozov Anvarbek Alisher o'g'li	
QISHLOQ XO'JALIGINI RAQAMLASHTIRISH: KELAJAK TEXNOLOGIYALARI	211
Farhod Mahmudovich Tirkashev, Bilolbek Quvonchbek o'g'li Boytemirov	
XIZMATLAR SOHASINI RIVOJLANTIRISHNING MUHIM OMILLARI	215
Xamdamova Nasiba Ablakulovna, Iymonqulova Mavluda O'rozali qizi, Raxmonberdiyev Sherzod Alisher o'g'li	
ЗАНЯТОСТЬ И СОКРОЩЕНИЕ БЕЗРОБОТИЦЫ В УСЛОВИЯХ ЗЕЛЕННОЙ ЭКОНОМИКИ	219
Назарова М.Ш., Бердикулов Р.А.	
O'ZBEKISTON RESPUBLIKASIDA OZIQ-OVQAT MAHSULOTLARI SAVDOSINING RIVOJLANISH EVOLYUTSIYASI.....	226
Xudoyberdiyeva Marifat Umarovna	
“YASHIL IQTISODIYOT”NI RIVOJLANTIRISH YO'NALISHLARIDA INTELLEKTUAL MULKNING AHAMIYATI	230
Farhod Mahmudovich Tirkashev, Dilnurabonu Faruxovna Amrillayeva, Muqaddas Muxamadaliyevna Xusenova	
UZUMCHILIK TARMOG'IDA IQTISODIY SAMARADORLIKKA ERISHISHDA SUVDAN TEJAMKORLIK BILAN FOYDALANISHNING IMKONIYATLARI.....	235
Salamov Ibroxim, Jonibekov Faxriddin Beknazarovich	
QISHLOQ HUDUDIDA KICHIK BIZNES SOHASINI RIVOJLANTIRISH	239
Ulmasova Oygul Baxtiyorovna	
BOZOR IQTISODIYOTIDA MULKCHILIK MUNOSABATLARINI AMALGA OSHIRISH MEXANIZMINI TAKOMILLASHTIRISH.....	243
Farhod Mahmudovich Tirkashev, Muqaddas Muxamadaliyevna Xusenova, Dilnurabonu Faruxovna Amrillayeva	
GLOBAL BIZNESDA STRATEGIK YONDASHUVLAR	247
Xudoyberdiyeva Marifat Umarovna, Umrzoqov Adxam, Mirzabayev Shoxruhjon Orzumurodovich, Saidmurodov Sardor Mirsalohovich	
TADBIRKORLIKNI DAVLAT TOMONIDAN QO'LLAB-QUVATLASH TIZIMI TAHLILI	251
Kazakova Zulayho Salaxiddinovna, Ibragimov Jahongir Ilhom o'g'li, IbragimovBotir Uktamboy o'g'li	
O'ZBEKISTON RESPUBLIKASINING TASHQI SAVDO SIYOSATI.....	257
Farhod Mahmudovich Tirkashev, Inomjon Rustam o'g'li Xo'jaqulov, Sherzod Mexriddinovich Raxmatullayev	
THE SOCIO-ECONOMIC IMPORTANCE OF ACCELERATED DEVELOPMENT OF THE SERVICE SECTOR IN A MODERN MARKET ECONOMY	262
Khamdamova Nasiba Ablakulovna, Rasulberdiyev G'ayratjon Sharof o'g'li, Ro'zmatov Feruzbek Inoyat o'g'li	
“YASHIL IQTISODIYOT” TAMOYILLARINI AMALGA OSHIRISHDAGI ASOSIY VAZIFALAR	265
Xudoyberdiyev.U.X., Xudoyberdiyeva Marifat Umarovna	
YOSHLAR ORASIDA KICHIK BIZNES SOHASINI RIVOJLANTIRISH	268
Ulmasova Oygul Baxtiyorovna, Ollonazarova Mavlyuda Shixnazar qizi	
O'TISH DAVRIDAGI IQTISODIYOTDA KICHIK KORXONALARNING LOGISTIKA TIZIMI	273
Farhod Mahmudovich Tirkashev, Islomjon Jamshedovich Jamshedov	
GLOBAL ISISH SABABLARI VA UNING IQTISODIY OQIBATLARI.....	278
Ochilova Mohigul Toshtemir qizi, Boyjigitov Kamronbekmirzo Sobirjon o'g'li, Mirzabayev Shoxruhjon Orzumurodovich, Saidmurodov Sardor Mirsalohovich	
SERVIS XIZMATI KO'RSATISHDA CHO'L-YAYLOV CHORVACHILIGI MAHSULOTLARNI QAYTA ISHLASH TIZIMINI TAKOMILLASHTIRISH.....	282
Nurmanov Sherzod Xujayarovich, Hotamov Adhamjon Asqarjon o'g'li	



AGROTURIZMNING YASHIL IQTISODIYOTDAGI O'RNI VA AHAMIYATI: O'ZBEKISTON UCHUN XORIJIY TAJRIBA ASOSIDA TAKLIFLAR.....	287
Ergashboyev Minghojiddin Jasurbek o'g'li, Yuldoshev Husniddin To'liqin o'g'li, Eshmuradov Ulug'bek Tashmuratovich	
“YASHIL” IQTISODIYOTGA O'TISH ORQALI IQTISODIY SAMARADORLIKNI OSHIRISH YO'NALISHLARI	293
Kudratov Rizo Turdibayevich	
PARRANDA TUXUMINI YETISHTIRISHDA EKOLOGIK MUHITNING IQTISODIY SAMARADORLIKNI OSHIRISHGA TA'SIRI.....	297
Vaslidinov Bexruz Vaslidinovich, Salamov Ibrohim, Nurmanov Sherzod Xujayarovich	
TIJORAT BANKLARIDA INTELLEKTUAL MULKDAN FOYDALANISH XUSUSIYATLARI.....	302
Farhod Mahmudovich Tirkashev, Sherzod Mexriddinovich Raxmatullayev, Inomjon Rustam o'g'li Xo'jaqulov	
CHO'L-YAYLOV CHORVACHILIGI MAHSULOTLARI SOTISH TIZIMINI TAKOMILLASHTIRISH VA TARMOQNI MODERINIZATSIYALASH	308
Nurmanov Sherzod Xujayarovich, Hotamov Adhamjon Asqarjon o'g'li	
IQTISODIY TENGSIZLIK VA U BILAN KURASHISH USULLARI.....	313
Ochilova Mohigul Toshtemir qizi, Mahammadahliyev Muhammadkarim, Abduzoirov Sarvarbek Sanjar o'g'li, Jumayev Azamat Uchqun o'g'li	
“YASHIL” IQTISODIYOT VA UNING O'ZBEKISTONDA BANDLIKKA TA'SIRI.....	316
Nazarova M.Sh., Berdiqulov R.A.	
SAMARQAND VILOYATIDA AGROTURIZMNI RIVOJLANTIRISH ISTIQBOLLARI.....	322
Jo'raqul Rahmiddin o'g'li Yaxshiliqo, Farhod Mahmudovich Tirkashev	
O'ZBEKISTONDA “YASHIL” IQTISODIYOTNI SHAKLLANTIRISH, RIVOJLANTIRISH VAZIFALARI VA BOSQICHLARI	327
Maryam Sharipovna Nazarova, Farhod Mahmudovich Tirkashev, Azimjon Baxodirov Ilhom Mamatqulov, Ilhom Mamatqulov	
QISHLOQDA YASHOVCHI AYOLLAR – MEHNAT RESURSLARINING ISHSIZLIK MASALALARI	332
Murtazayev Olim, Murtazayev Akbarxon Olimovich	
XXI-ASRDA SHAKLLANGAN YANGI IQTISODIYOTLAR TARKIBIDA KREATIV IQTISODIYOT PRINSIPLARI VA TURLARINING NAZARIY MASALALARI.....	336
Mamayunus Pardayev, Obid Pardayev	
ISHSIZLIKNING ZAMONAVIY SHAKLLARI VA BANDLIKNI OSHIRISHDA STRATEGIK YONDASHUVLAR.....	340
Navruzbek Azimjonovich Rajabov, Safarova Bahora Aslamovna	
INNOVATSION IQTISODIYOT SHAROITIDA MEHNAT BOZORI TRANSFORMATSIYASINING YANGI TALABLAR DOIRASIDA TAKOMILLASHUVI	344
Pardayev Mamayunus Qarshibayevich, Pardayeva Ozoda Mamayunusovna, Babanazarova Sevara Abdunazarovna	
YANGI O'ZBEKISTON IQTISODIYOTIDA XIZMAT KO'RSATISH SOHASINI RIVOJLANTIRISH ORQALI KAMBAG'ALLIKNI QISQARTIRISH MUHIM VA DOLZARB MASALALARDAN BIRIDIR	348
Mirzayev Qulmamat Djonuzokovich, Mirzayev A	
QISHLOQ XO'JALIGIDA AGROTURIZM SAMARADORLIGINI OSHIRISH IMKONIYATLARI VA ISTIQBOLLARI.....	352
Ergashboyev Minghojiddin Jasurbek o'g'li, Kudratov Rizo Turdibayevich	
XO'JALIK YURITUVCHI SubyektLARDA INSON RESURSLARINI BAHOLASH VA TAHLILIGA NAZARIY YONDASHUVLAR	358
Pardayev Mamayunus Qarshibayevich, Pardayeva Ozoda Mamayunusova, Babanazarova Sevara Abdunazarovna, Mamayunusov Temur Olimovich	



O'ZBEKISTON RESPUBLIKASIDA EKOLOGIK TA'LIM VA UNI RIVOJLANTIRISH CHORA-TADBIRLARI.....	362
Ochilova Mohigul Toshtemir qizi, Abduzoirov Sarvarbek Sanjar o'g'li, Solayev Sanjar Hamdam o'g'li	
MEHNAT BOZORI TRANSFORMATSIYASIDA ZAMONAVIY TALABLARDAN KELIB CHIQUADIGAN YONDOSHUVLAR.....	365
Pardayev Mamayunus Qarshibayevich, Pardayeva Ozoda Mamayunusovna, Mamayunusov Temur Olimovich	
3-SEKSIYA: QISHLOQ XO'JALIGINI RAQAMLASHTIRISH: KELAJAK TEXNOLOGIYALARI.....	369
ЦИФРОВИЗАЦИЯ СЕЛЬСКОГО ХОЗЯЙСТВА: ТЕХНОЛОГИИ БУДУЩЕГО.....	370
Мухамедиева Дилноз Тулкуновна, Сафарова Лола Улмасовна	
IQTISODIY-MATEMATIK MODELLASHTIRISH: MEVA-SABZAVOTCHILIK KLASSTERLARI EKIN MAYDONLARINI TAKOMILLASHTIRISH	374
Urdushev Xamrakul, Sirojiddin Eshanqulov	
BOG'DORCHILIK TARMOG'INING HOLATI VA RIVOJLANTIRISH TENDENSIYALARINING EKONOMETRIK TAHLILI	379
Akbarov Husan O'zbekxonovich, Urdushev Xamrakul, Jalilov Shoxrux Zafar o'g'li	
EMOTIONAL INTELLIGENCE IN HIGHER EDUCATION INSTITUTIONS: IMPORTANCE, DEVELOPMENT AND IMPLEMENTATION	383
Koshkaldal Iryna, Celms Armands, Gurskiene Virginija, Dombrovska Olena	
О МЕТОДИКЕ ОБУЧЕНИЯ УЧАЩИХСЯ РЕШЕНИЮ МАТЕМАТИЧЕСКИХ ГОЛОВОЛОМОК НА УРОКАХ МАТЕМАТИКИ	386
Актамова Васила Укатамовна, Ahtamova Z.U., Muradova Mexribon Sobirovna	
FIZIKA FANINING O'ZBEKISTON AGRAR IQTISODIYOTIDAGI DOLZARB MUAMMOLARINI HAL ETISHDAGI POTENTIALSIALI.....	393
R. Berdiyev, U. E. Nurimov, B. U. Amonov	
FIZIKA FANINI INTERNET TEXNOLOGIYALARIDAN FOYDALANIB O'QITISH	397
Raximov O., Mamatkulov	
CHORVACHILIK XO'JALIKLARIDA ISHLAB CHIQUARISHNI TASHKIL ETISHDA KO'P OMILLI OPTIMALLASHTIRISH USULLARI.....	401
Mavlyanov Majid Tuychievich	
AYRIM IQTISODIY MASALALARNI YECHISHDA TAQRIBIY SONLARNING AHAMIYATI.....	406
Otoboyeva Aziza Shakirovna, Bozorboyev Komiljon Shuxrat o'g'li, Eshdaviatov Samandar Otabek o'g'li, G'aniyev Anvar Maqsud o'g'li	
ПРИМЕНЕНИЕ КОМПЛЕКСНЫХ ЧИСЕЛ В ПРОЦЕССЕ ОБУЧЕНИЯ ГЕОМЕТРИИ	410
Актамова Васила Укатамовна, Ahtamova Umida Uktamovna, Mayramaliyeva Dilbar Eldorovna	
MEVA VA SABZOVOTLARNI FIZIKAVIY USULDA QAYTA ISHLASH TEXNALOGIYASI.....	417
N.Mamatkulov., M.Raxmatov., R.Berdiyev	
BEGONA O'TLAR VA ZARARKUNANDALARGA QARSHI KURASHDA ROBOTOTEXNIKA	421
Ravshanov Sanjar Tolibjonovich, Otoboyeva Aziza Shakirovna, Usanov Yoqub Dilmurod o'g'li	
AQLLI SUG'ORISH TIZIMLARI YORDAMIDA SUV RESURSLARIDAN SAMARALI FOYDALANISH: O'ZBEKISTON TAJRIBASI.....	425
Sulaymonov Mirobid Abdullolikhovich	
SMART TEXNOLOGIYALAR ASOSIDA QISHLOQ XO'JALIGI MAHSULOTLARINI SOTISH: BLOCKCHAIN TEXNOLOGIYASINING QO'LLANILISHI	342
Aktamova Vasila Uktamovna	



RAQAMLI TAHLIL YORDAMIDA O'SIMLIKLAR UCHUN OPTIMAL O'SISH SHAROITLARINI YARATISH	436
Ravshanov Sanjar Tolibjonovich, Otoboyeva Aziza Shakirovna, Jumayev Azamat Uchqun o'g'li, Hamdullayev Jamoliddin Feruzxon o'g'li	
QISHLOQ XO'JALIGIDA RAQAMLI TEXNALOGIYALARDAN FOYDALANISH ISTIQBOLLARI	440
N.Mamatkulov, R.Aminov	
UY HAYVONLARINI RO'YXATDAN O'TKAZISHNING ZAMONAVIY USULLARI VA ULARNING QISHLOQ XO'JALIGIDAGI IJTIMOIIY VA IQTISODIY AHAMIYATI	443
Sulaymonov Mirobid Abduxolikovich, Usanov Rashid Sharofovich	
ISSIQXONALARNING REAL VAQT REJIMIDA BOSHQARUV MONITORING TIZIMINI ISHLAB CHIQUISH, NAZORAT QILISH VA OPTIMALLASHTIRISH.....	448
Otoboyeva Aziza Shakirovna	
RAQAMLASHTIRISH VA EKOLOGIK INNOVATSIYALAR ORQALI O'ZBEKISTON QISHLOQ XO'JALIGIDA YASHIL IQTISODIYOTNI JORIY ETISH.....	454
Usanov Rashid Sharofovich	
ZARARKUNANDALAR TARQALISHINI BASHORAT QILISHDA SUN'IY INTELLEKT MODELLARI.	458
Ravshanov Sanjar Tolibjonovich, Otoboyeva Aziza Shakirovna	
QISHLOQ XO'JALIGI YERLARINI GEOMETRIK MODELLASHTIRISHNI AMALGA OSHIRISHNING AMALIY YONDASHUVI.....	462
Xaknazarova Xurshidabonu Kenjayevna	
FLUTTER ASOSIDAGI O'SIMLIKLARNI TANISH VA SOG'LOMLIGINI TAHLIL QILISH	467
Ravshanov Sanjar Tolibjonovich	
FERMERLAR UCHUN MOBIL ILOVALAR: AXBOROT, TAHLIL VA MASLAHATLAR.....	471
Aktamova Vasila Uktamovna, Axtamova Umida Uktamovna	
IOT VA AI INTEGRATSIYASI ORQALI SUVNI TEJASH.....	475
Raxmatullayeva Nozima Shodiqulovna	



EMOTIONAL INTELLIGENCE IN HIGHER EDUCATION INSTITUTIONS: IMPORTANCE, DEVELOPMENT AND IMPLEMENTATION

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Abstract: The article is devoted to the issue of introducing new approaches based on emotional intelligence in higher education institutions. The necessity of implementing emotional intelligence in higher education is substantiated. The interdisciplinary nature of emotional intelligence is revealed. The theoretical and practical foundations of emotional intelligence are explored. The benefits of integrating emotional intelligence into higher education institutions are highlighted. Specific directions for the application of emotional intelligence are proposed for students, teachers, and institutions themselves. The use of analysis and synthesis methods has made it possible to comprehensively explore the topic of the article.

Key words: emotional intelligence; higher education institutions; educational process; mental health; safe society.

Annotatsiya: Maqola oliy ta'lim muassasalarida emotsional intellekt asosida yangi yondashuvlarni joriy etish masalasiga bag'ishlangan. Oliy ta'limda emotsional intellektni tatbiq etish zarurati asoslab berilgan. Emotsional intellektning tarmoqlararo (interdisiplinar) xususiyati ochib berilgan. Emotsional intellektning nazariy va amaliy asoslari o'rganilgan. Oliy ta'lim muassasalariga emotsional intellektni integratsiya qilishning afzalliklari ko'rsatib o'tilgan. Talabalar, o'qituvchilar va muassasaning o'zlari uchun emotsional intellektni qo'llashga doir aniq yo'nalishlar taklif etilgan. Tahlil va sintez metodlaridan foydalanish maqola mavzusini har tomonlama o'rganish imkonini bergan.

Kalit so'zlar: emotsional intellekt; oliy ta'lim muassasalari; ta'lim jarayoni; ruhiy salomatlik; xavfsiz jamiyat.

Аннотация: Статья посвящена вопросу внедрения новых подходов, основанных на эмоциональном интеллекте, в учреждениях высшего образования. Обоснована необходимость применения эмоционального интеллекта в высшем образовании. Раскрыта междисциплинарная природа эмоционального интеллекта. Изучены теоретические и практические основы эмоционального интеллекта. Подчёркнуты преимущества интеграции эмоционального интеллекта в высшие учебные заведения. Предложены конкретные направления применения эмоционального интеллекта для студентов, преподавателей и самих образовательных учреждений. Использование методов анализа и синтеза позволило всесторонне исследовать тему статьи.

Ключевые слова: эмоциональный интеллект; высшие учебные заведения; образовательный процесс; психическое здоровье; безопасное общество.



INTRODUCTION

Education for sustainable development is interdisciplinary, inclusive, and continuous. Therefore, the introduction of innovative approaches to learning in higher education institutions is a necessary condition. Emotional intelligence (EI) is defined as a complex phenomenon, as the ability to work with emotions and demonstrate empathy. This concept has become an interdisciplinary category that is actively studied not only in personality psychology, but also in the context of education, management, sociology, and neuroscience. In the context of the growing importance of “soft skills,” emotional intelligence is considered a key factor in success in education, professional activities, social adaptation, and leadership. In higher education, EI research is gaining particular relevance, as it contributes to understanding the mechanisms of emotional self-regulation, interpersonal interaction, and the formation of psychological resilience of students [1–5].

MATERIAL AND METHODS

The methodological features of education for sustainable development are, first of all, the dialogic nature of the educational process, the active involvement of participants in the discussion of current problems, decision-making, and reflection, which allows increasing the level of emotional intelligence. Considerable attention is paid to the widespread use of active learning methods, such as project-based learning, discussions, debates, case studies, simulation exercises, etc. This approach is aimed at the formation of transversal (key, interdisciplinary) competencies, in particular: critical thinking, emotional intelligence, responsibility, environmental and social awareness, the ability to work in a team, and a systemic vision.

Theoretical research within this topic was carried out using methods of analysis and synthesis, which allowed generalizing scientific approaches to the organization of the educational process through the development of emotional intelligence for sustainable development and identifying key methodological guidelines for practical implementation in the higher education system.

RESULTS AND DISCUSSION

Emotional intelligence in higher education institutions today plays an increasingly important role, as the modern labor market requires not only professional knowledge, but also social, emotional, and communication skills.

It includes the following components:

Self-awareness – understanding one’s emotions, strengths, and weaknesses.

Self-regulation – the ability to control impulses and maintain emotional balance.

Motivation – an internal drive to achieve.

Empathy – the ability to understand the feelings of others.

Social skills – effective communication, cooperation, and conflict resolution.

And especially now, when the excessive amount of information coming from various sources, digitalization, and computer addiction among young people cause a significant negative impact on psychological and mental health, which ultimately leads to various diseases and physical exhaustion. Therefore, the ability for self-knowledge and the capacity to be aware of and understand both one’s own emotions and those of others becomes important. These abilities are considered within the framework of the concept of emotional intelligence.

We have identified several useful provisions for the introduction of EI in higher education institutions:

Improving the educational process. Students with high EI cope better with stress, adapt to changes, and have higher motivation to study.

Developing leadership and team skills. In the modern world, it is important not only to know but also to be able to work with people: to lead, delegate, and negotiate.

Developing stress resistance and mental health. After the pandemic, full-scale invasion, and crisis of trust – the ability to manage emotions has become vital.

Improving the quality of the educational environment. Teachers with developed EI create a safe and motivating climate in the classroom.

Promoting the development of a safe society. One of the components of a safe society is psychological and emotional safety (a safe space for personal development and support for mental health).

And since the need to use EI in higher education institutions is obvious, the question arises: How to develop EI in higher education institutions? Having summarized the practices of using EI and the specifics of the educational process, we propose to work with students and teachers in parallel.

Thus, work with students should be carried out through the introduction of courses in social psychology, self-management, and soft skills, as well as through the integration of EI elements into disciplines: group work, reflection, and debates.



As for teachers, they should be trained in the development of emotional sensitivity, mediation, and empathic leadership, and provided with support in working with emotionally vulnerable students. Extracurricular activities, including coaching programs, student clubs for personal development, and the creation of psychological support centers in higher education institutions, will also contribute to the development of EI.

CONCLUSIONS

Emotional intelligence over the past decades has led to a growing interest of scientists in this phenomenon and has become a subject of scientific knowledge in psychological and applied sciences. The development of EI in higher education institutions is an investment in human capital, which ensures the successful integration of a graduate into the professional environment, contributes to social cohesion, and facilitates the formation of leaders of a new quality. In today's complex and changing conditions, the role of EI is growing more than ever, and therefore higher education institutions must in every way contribute to the development of EI and thereby provide the prerequisites for a safer society.

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