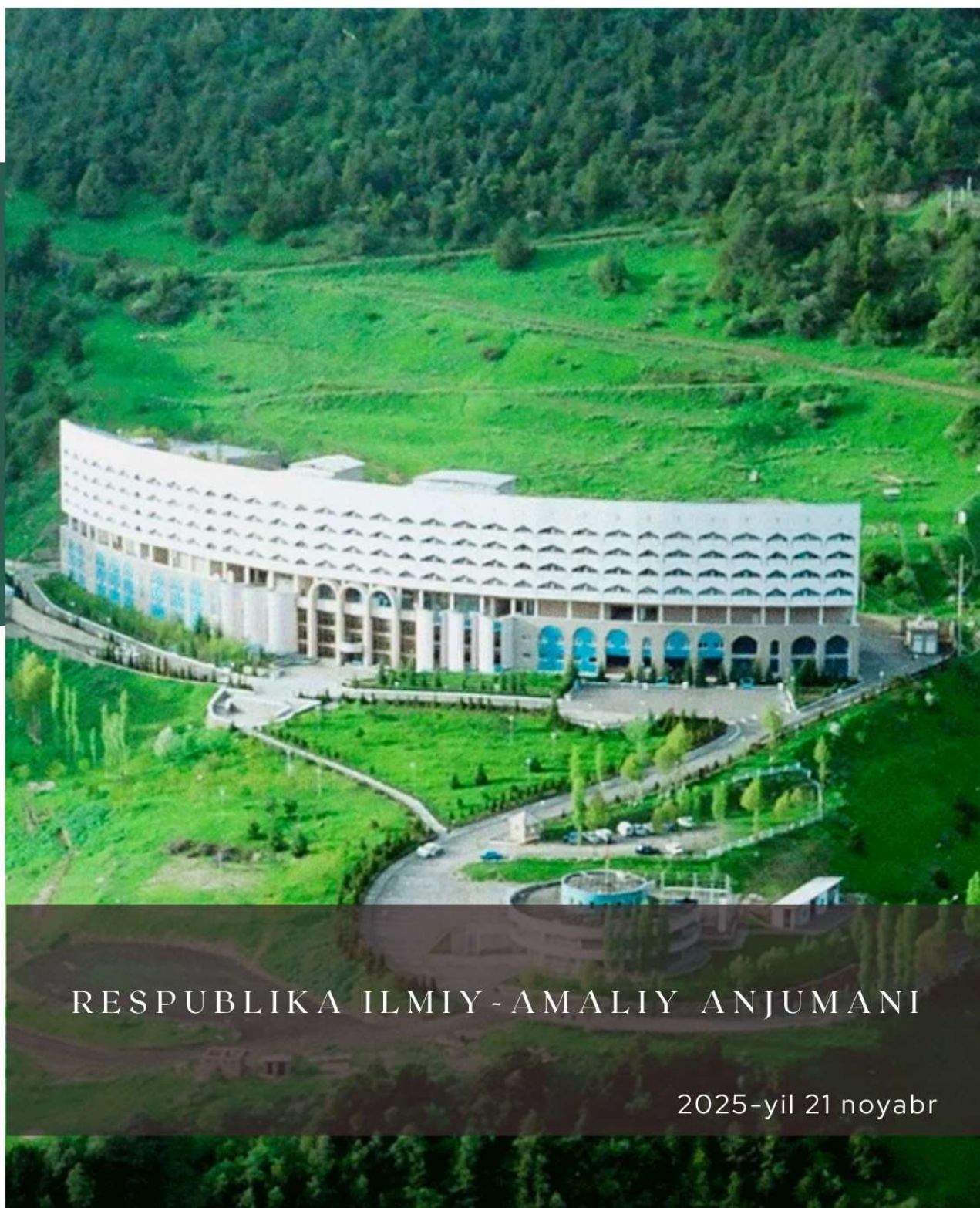


KONFERENSIYA

“JIZZAX VILOYATI IJTIMOIIY-IQTISODIY
RIVOJLANISHINING ASOSIY
YO’NALISHLARI: MUAMMO VA YECHIMLAR”



RESPUBLIKA ILMIY-AMALIY ANJUMANI

2025-yil 21 noyabr

**O‘ZBEKISTON RESPUBLIKASI OLIIY TA’LIM, FAN VA
INNOVATSIYALAR VAZIRLIGI**

**MIRZO ULUG‘BEK NOMIDAGI O‘ZBEKISTON MILLIY
UNIVERSITETINING JIZZAX FILIALI**



**JIZZAX VILOYATI IJTIMOIIY-IQTISODIY
RIVOJLANISHINING ASOSIY YO‘NALISHLARI:
MUAMMO VA YECHIMLAR**
*mavzusidagi Respublika ilmiy-texnik anjuman materiallari
to‘plami*
(2025-yil 21-22-noyabr)

JIZZAX-2025

Jizzax viloyati ijtimoiy-iqtisodiy rivojlanishining asosiy yo‘nalishlari: muammo va yechimlar. Respublika ilmiy-texnik anjuman materiallari to‘plami – Jizzax: O‘zMU Jizzax filiali Iqtisodiyot va turizm kafedrası, 2025-yil 21-22-noyabr. 557-bet.

Respublika miqyosidagi ilmiy-texnik anjuman materiallarida zamonaviy kompyuter ilmlari va muhandislik texnologiyalari sohasidagi innovatsion tadqiqotlar aks etgan.

Globalashuv sharoitida davlatimizni yanada barqaror va jadal sur‘atlar bilan rivojlantirish bo‘yicha amalga oshirilayotgan islohotlar samarasini yaxshilash sohasidagi ilmiy-tadqiqot ishlariga alohida e‘tibor qaratilgan. Zero iqtisodiyotning, ijtimoiy sohalarni qamrab olgan modernizatsiya jarayonlari, hayotning barcha sohalarini liberallashtirishni talab qilmoqda.

Ushbu ilmiy ma‘ruza tezislari to‘plamida mamlakatimiz va xorijlik turli yo‘nalishlarda faoliyat olib borayotgan mutaxassislar, olimlar, professor-o‘qituvchilar, ilmiy tadqiqot institutlari va markazlarining ilmiy xodimlari, tadqiqotchilari, magistr va talabalarning ilmiy-tadqiqot ishlari natijalari mujassamlashgan.

Mas‘ul muharrirlar: DSc.prof. Turakulov O.X., t.f.n., dots. Baboyev A.M.

Tahrir hay‘ati a‘zolari: p.f.d.(DSc), prof. Turakulov O.X., t.f.n., dots. Baboyev A.M., t.f.f.d.(PhD), prof. Abduraxmanov R.A., p.f.f.d.(PhD) Eshankulov B.S., p.f.n., dots. Alimov N.N., p.f.f.d.(PhD), dots. Alibayev S.X., t.f.f.d.(PhD), dots. Abdumalikov A.A, p.f.f.d.(PhD) Hafizov E.A., f.f.f.d.(PhD), dots. Sindorov L.K., t.f.f.d.(PhD), dots. Nasirov B.U., b.f.f.d. (PhD) O‘ralov A.I., p.f.n., dots. Aliqulov S.T., t.f.f.d.(PhD) Kuvandikov J.T., i.f.n., dots. Tsoy M.P., Sharipova S.F., Jo‘rayev M.M.

Mazkur to‘plamga kiritilgan ma‘ruza tezislarning mazmuni, undagi statistik ma‘lumotlar va me‘yoriy hujjatlarning to‘g‘riligi hamda tanqidiy fikr-mulohazalar, keltirilgan takliflarga mualliflarning o‘zlari mas‘uldirlar.

14. G‘aybullayev S. THE ROLE OF MARKETING ACTIVITIES IN INCREASING THE POTENTIAL OF TEXTILE ENTERPRISES //Talqin va tadqiqotlar. – 2023. – T. 1. – №. 7.
15. Гайбуллаев С., Пулатова М. Ish haqi va mehnat munosabatlari //Новый Узбекистан: успешный международный опыт внедрения международных стандартов финансовой отчетности. – 2022. – Т. 1. – №. 5. – С. 370-372.
16. Гайбуллаев С., Анорбоева Д. О ‘zbekistonda raqamli iqtisodiyotga o‘tish muammolari //Новый Узбекистан: успешный международный опыт внедрения международных стандартов финансовой отчетности. – 2022. – Т. 1. – №. 5. – С. 236-238.
17. Гайбуллаев С., Ярашева Г. Raqamli iqtisodiyotni hozirgi hayotimizdagi o‘rni //Новый Узбекистан: успешный международный опыт внедрения международных стандартов финансовой отчетности. – 2022. – Т. 1. – №. 5. – С. 270-273.
18. Гайбуллаев С., Норгозиев Д. Sport tizimining O‘zbekiston iqtisodiyotida tutgan o‘rni //Новый Узбекистан: успешный международный опыт внедрения международных стандартов финансовой отчетности. – 2022. – Т. 1. – №. 5. – С. 286-288.

JIZZAX VILOYATI IJTIMOIIY-IQTISODIY RIVOJLANISHINING ASOSIY YO‘NALISHLARI: MUAMMO VA YECHIMLAR

Qodirova Dilnura Ozodjon qizi

*Student of the faculty of Philology and language teaching, Mirzo
Ulugbek National university of Uzbekistan, Jizzax branch*

Scientific Supervisor:

*Senior lecturer **Sirojiddin Saitov Abduvaliyevich**,
Jizzakh branch of the National university of Uzbekistan
E-mail: dilnuraqodirova18@gmail.com*

Annotation: This article explores the essence of modern humanitarian education, its significance in the development of society, and the current challenges faced by this field in the era of globalization and rapid technological progress. The study emphasizes that the growing influence of digitalization and information technologies has increased the importance of humanitarian sciences in shaping critical thinking, moral awareness, and cultural identity. However, several urgent problems persist, such as the predominance of traditional teaching methods, the insufficient connection between educational content and real-life practice, and the weak development of students’ creative and analytical skills. The paper discusses the need to modernize humanitarian education by integrating innovative pedagogical technologies, adopting a competence-based approach, harmonizing national and universal human values, and enhancing teachers’ professional competencies. The

findings suggest that modern humanitarian education serves as a crucial factor in ensuring the spiritual, cultural, and intellectual development of society and in forming the human capital necessary for sustainable progress.

Keywords: Humanitarian education, modern education system, globalization, digital transformation, critical thinking, competence-based approach, innovative pedagogy, cultural values, national identity, moral education, human capital development, educational modernization.

In the era of globalization and rapid technological advancement, humanitarian education plays a pivotal role in developing well-rounded individuals. Unlike purely technical or scientific disciplines, humanitarian studies focus on shaping ethical awareness, moral responsibility, social values, and cultural understanding. They foster critical thinking, empathy, and an appreciation of both national and universal human values. Given the growing complexity of contemporary society, the role of humanitarian education is becoming increasingly vital. However, despite its significance, the field faces multiple pressing challenges that affect the quality and effectiveness of teaching and learning.

One of the key challenges in modern humanitarian education is the continued reliance on traditional teaching methods, such as lectures and rote memorization. While these approaches may be effective for delivering theoretical knowledge, they often fail to cultivate independent thinking, creativity, problem-solving abilities, and communication skills among students. Modern pedagogical principles emphasize student-centered learning, interactive lessons, case studies, and project-based approaches, which actively engage learners and help them internalize knowledge more effectively.

The rapid expansion of information technology presents both opportunities and challenges. Today, students can easily access vast amounts of data online; however, their ability to critically evaluate and analyze sources often remains underdeveloped. Integrating digital tools into humanitarian education requires a focus on teaching students to assess information reliability, compare sources, and develop evidence-based conclusions. Additionally, the use of e-learning platforms, virtual discussions, and interactive digital resources can significantly enhance learning outcomes. Another major challenge is the insufficient link between theoretical knowledge and practical application. Many humanitarian programs emphasize academic learning without adequately preparing students to apply concepts in real-world situations. For example, historical, literary, or philosophical studies may be assessed mainly through exams and essays, leaving students with limited experience in practical problem-solving. Incorporating project work, experiential learning, and real-world case analyses can bridge this gap and ensure that students develop both theoretical understanding and practical skills.

Globalization has expanded students' worldviews, but it also raises challenges regarding cultural identity and ethical grounding. Modern humanitarian education must balance national heritage, language, history, and cultural values with universal human principles such as tolerance, human rights, and global citizenship. Fostering this balance helps students retain their national identity while becoming responsible,

open-minded global city. The effectiveness of humanitarian education depends heavily on the competence of teachers. Educators must be skilled in modern pedagogical and digital methods, able to foster independent learning, and capable of guiding students in critical analysis and creative thinking. Continuous professional development, exposure to innovative teaching practices, and interdisciplinary training are essential to meet the evolving demands of the 21st-century educational landscape.

Humanitarian education does not operate in isolation. Global crises such as conflicts, displacement, and climate change have direct impacts on students' learning experiences. For example, refugee children may face limited access to schools, inadequate resources, or unsafe learning environments. Similarly, environmental disruptions, such as floods or extreme weather events, can interrupt educational continuity. Addressing these external challenges requires flexible, inclusive, and resilient educational systems.

In conclusion, modern humanitarian education is indispensable for shaping ethically aware, culturally literate, and intellectually capable individuals. However, the field faces several pressing challenges, including the dominance of traditional teaching methods, underdeveloped critical and creative skills, limited practical application of knowledge, and external socio-economic pressures. To overcome these issues, education systems must integrate innovative pedagogical approaches, apply competence-based curricula, harmonize national and universal values, enhance teacher professional development, and address environmental and social challenges. By doing so, humanitarian education can continue to contribute effectively to individual growth and societal development in the contemporary world.

References:

1. Bahattab, A., Trentin, M., Hubloue, I., Della Corte, F., Ragazzoni, L. (2024). Humanitarian health education and training state-of-the-art: a scoping review. *Frontiers in Public Health*, 12, 1343867.
2. Hayba, E. (2014). Linking education and innovation in humanitarian settings: are they connected? *UNHCR Innovation*.
3. International Institute for Educational Planning (IIEP-UNESCO). (2013). The challenges of providing quality education in conflict areas. Paris: UNESCO.
4. Johnson, P., Smith, A., & Thompson, L. (2023). Higher education for refugees: relevance, challenges, and open research questions. *SN Social Sciences*, 3, 177.
5. Smith, J., Brown, K., & Green, L. (2022). Mastering humanitarianism? A survey of postgraduate humanitarian courses. *Higher Education*, 84(4), 741-760.
6. UNICEF. (2022). Education in emergencies: ensuring access and quality for all children. New York: UNICEF.
7. UNESCO. (2021). Global education monitoring report: inclusion and equity in education. Paris: UNESCO.
8. Clark, D. & Anderson, R. (2020). Innovations in humanitarian education: digital tools and learning outcomes. *Journal of Humanitarian Studies*, 15(2), 45-63.