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The main directions of socio-economic development of New Uzbekistan: problems and solutions

MINISTRY OF HIGHER EDUCATION, SCIENCE AND INNOVATION OF THE REPUBLIC OF UZBEKISTAN

JIZZAKH BRANCH OF THE NATIONAL UNIVERSITY OF UZBEKISTAN NAMED AFTER MIRZO ULUGBEK

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The main directions of socio-economic development of New Uzbekistan: problems and solutions collection of materials of the international scientific and practical conference on the topic

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(Part 1)

Jizzakh-2024

Department of Economics and tourism of Jizzakh branch of the National University of Uzbekistan named after Mirzo Ulugbek
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In the collection of materials of the conference, the role and role of Science, Education and production in the era of globalization, the pressing problems of the issues of interaction of these processes, feedback on their solutions were presented by mature specialists of the field.

In addition, research on the scientific and practical topic, carried out in the economics, Exact Sciences, Natural Sciences and socio-humanities during the globalization period, information is presented in the scientific and practical fields, which includes the latest innovative technologies in the fields of production.

It can be argued that this collection is one of the specific intersections of current thoughts and innovative ideas of the world of science. This scientific and practical conference was actively attended by professors and scientific researchers engaged in scientific research in Uzbekistan and foreign countries. In increasing the position of the scientific and practical conference, the professors and teachers of domestic and foreign higher educational institutions made a significant contribution.

Professors and teachers of foreign higher educational institutions who actively participated in the work of the conference made a worthy contribution to the high level of interaction with scientists of our country. The processes of international cooperation with foreign countries and exchange with them in the field of Science in the era of globalization have a positive effect on the development of Higher Education, the fields of Science and production. The materials of this conference are special in that they include a wide range of research, from theoretical developments to practical solutions, demonstrating the diversity of approaches and directions in this area.

In conclusion, it should be noted that this scientific and practical conference will be a very useful collection for everyone who is interested in modern research in the fields of further development of Higher Education, Science, Education and production in the era of globalization. The authors are responsible for the content and quality of the articles and abstracts included in the collection.

TALABALARDA YANGICHA AXLOQIY QADRIYATLARNI SHAKLLANISHINING PSIXOLOGIK OMILLARI



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Annotatsiya. Ushbu maqolada har bir inson turli omillar ta’sirida shakllangan o‘ziga xos qadriyatlar, shaxs ongi va xulq-atvorining, uning yo‘nalishining asosini qadriyat yo‘nalishlari ahloqiy qarashlar aks ettirilgan.

Kalit sozlar: empirik, situation, konseptual, aks ettiruvchi, axloqiy qadriyatlar.

Kirish.

“Qadriyatlar” toifasi ikki yo‘nalishda ko‘rib chiqiladi: shaxsning kognitiv tuzilishining tarkibiy qismi sifatida va shaxsning motivatsion-ehtiyoj sohasining elementi sifatida. Pedagogikada “qadriyatlar” va “axloqiy qadriyatlar” toifalari shaxsning xulq-atvori va harakatlari prizmasidan, shaxsning qadriyat munosabatlarini rivojlantirish, uning faoliyatini tahlil qilish orqali ko‘rib chiqiladi.

“Qadriyatlar - bu noyob (ijobiy yoki salbiy) ijtimoiy munosabatlar. Ideal yoki moddiy ob'ektlar sifatida qadriyatlar inson uchun uning ehtiyojlari va talablarini qondirishda muhim ahamiyatga ega” [1].

[3] qadriyatlarni “butun jamiyatni, har qanday shaxsni va uning har qanday xatti-harakatlarini, har qanday xatti-harakatini tavsiflovchi hamma narsani qamrab oluvchi narsa” sifatida ifodalaydi. “Qadriyat” ta’riflarini ko‘rib chiqib, shunday xulosaga kelishimiz mumkinki, qiymat ma’lum bir ob’ekt sifatida shaxs uchun ham, butun jamiyat uchun ham muhim. Qadriyatlar - bu shaxsning tarkibiy ko‘rsatkichlari bo‘lib, uning yo‘nalishini, jamiyatdagi xatti-harakatlarini tartibga solish darajasini tavsiflaydi.

Tadqiqot natijalari va tahlili.

Har bir inson turli omillar ta’sirida shakllangan o‘ziga xos qadriyatlar tizimiga ega. Shu bilan birga, qadriyatlar turli odamlar tomonidan turlicha qabul qilinadi va baholanadi. Har bir inson o‘ziga xos, individual qadriyatlar ierarxiyasiga ega.

Shaxs ongi va xulq-atvorining, uning yo‘nalishining asosini qadriyat yo‘nalishlari tashkil etadi. Qadriyatlarning individual ierarxiyasining determinantlari quyidagi qiymat yo‘nalishlari hisoblanadi:

• Qadriyatlar-maqsadlar (abadiy qadriyatlar): bevosita inson hayoti va shaxsning o‘zi. I.Kant “shaxs mutlaq qadriyat, ya’ni o‘ziga xos qadriyat hisoblanadi”, deb belgilagan. Insondan tashqarida bo‘lgan hamma narsa ma’nodan mahrumdir.” Bundan tashqari, jamiyat mutlaq qadriyatlarga ishora qiladi;

Department of Economics and tourism of Jizzakh branch of the National University of Uzbekistan named after Mirzo Ulugbek
6.12.2024

• Ma’naviy qadriyatlar: g‘oyalar, ijtimoiy xulq-atvor namunalari, madaniy qadriyatlar; shaxsni “yaxshilik va yovuzlik”, “haqiqat va yolg‘on”, “adolat va adolatsizlik” tizimlarida ko‘rib chiqish. Ma’naviy qadriyatlar shaxsning ijtimoiy tabiatini, uning hayoti va faoliyati sharoitlarini ifodalaydi. Ma’naviy qadriyatlarga din, sevgi, iroda, erkinlik, ezgulik, hayot, oila kiradi. Boshqacha qilib aytganda, ma’naviy qadriyatlar jamiyatning o‘ziga xos ma’naviy kapitali hisoblangan, ming yillar davomida to‘plangan axloqiy qadriyatlardir;

• Moddiy (real yoki instrumental) qiymatlar yoki qiymat vositalari. Bu moddiy ko‘rinishga ega bo‘lgan moddiy boyliklardir. Masalan, kiyim-kechak, jihozlar, pul, asboblar. Moddiy qadriyatlar boshqa qadriyatlarga erishish vositasi hisoblanadi. Shunday qilib, ko‘pchilikning fikriga ko‘ra, moddiy qadriyatlarga ega bo‘lgan holda, farovonlik va e'tirofga erishish, oziq-ovqat va kiyim-kechakka ega bo‘lish, farovonlikni saqlash, yaxshi yashash maydoni va avtomobilga ega bo‘lish mumkin. Jamiyatdagi mavqei. Hozirgi vaqtda yosh avlodning qadriyatlar tizimida moddiy qadriyatlar ustunlik qiladi.

Axloqiy qadriyatlar bilan bir qatorda psevdo-qadriyatlar va antiqadriyatlar mavjud.

[2] soxta qadriyatlar individual, ommaviy va ijtimoiy ongga xos bo‘lgan ruhiy paradokslar bilan bog‘liqligini ta’kidlaydi. Ularga u xatolar, aldanishlar, noto‘g‘ri qarashlar, illyuziyalar, afsonalar, yolg‘on sohalari, ishonchsiz va tasdiqlanmaydigan ma’lumotlar, kvazi-ilmiy va diniy, “mo‘'jizaviy” shifolar, telekinez, telepatiya, ayyorlik, jinni egallash, jinni yo‘q qilish, astrologiya, nusratshunoslik, astrologiya, aytish, okkultizm va boshqalar.

Anti-qadriyatlar tabiiy emas, balki shaxslararo munosabatlar va jamiyatdagi munosabatlar bilan bog‘liq ijtimoiy ko‘rinishdir. Anti-qadriyatlar ko‘proq moddiy ko‘rinishdir, garchi shaxslar va mikroguruhlar, inson tashkilotlarining ma’naviy og‘ishlari bilan bog‘liq. Ularning barchasi g‘ayriinsoniy, g‘ayriijtimoiy xarakterga ega bo‘lib, shaxs, jamiyat uchun xavf tug‘diradi, tanazzulga uchrash xavfini tug‘diradi. Ularning manbai insoniyatga qarshi deb hisoblanadi, bu uning salbiy xususiyatlari yig‘indisida juda ko‘p xilma-xillikni beradi.

Xulosa.

quyidagi antiqadriyatlarni belgilaydi.

• Ijtimoiy antiqadriyatlar: urushlar, xalqlarga zulm, qotillik, kuchli bosim, dushmanlik, ochko‘zlik, shubha,

• Aldash natijasida yuzaga keladigan antiqadriyatlar: manipulyatsiya, taklif, aldashning shakllanishi,

• “inson - atrof-muhit” tizimidagi antiqadriyatlar: yashash muhitini yo‘q qilish, ekologik tizimni buzish, atrof-muhitning ifloslanishi,

• Shaxsga qaratilgan antiqadriyatlar: giyohvandlik, mastlik,

• Antiqadriyatlar bilan bog‘liq zararli qo‘shimchalar: dangasalik, ortiqcha ovqatlanish, oddiy axloqiy me'yorlarga rioya qilmaslik yoki xohlamaslik (jamiyatdagi xatti-harakatlar, shaxsiy gigiena), tartibsizlik. Salbiy omillarning

Department of Economics and tourism of Jizzakh branch of the National University of Uzbekistan named after Mirzo Ulugbek
6.12.2024

yuqori ta’siriga qaramay, talabalar orasida axloqiy qadriyatlarni shakllantirishga ta’sir qiluvchi ijobiy omillar ham o‘rnatilmoqda:

• Talabalarning innovatsion shaxsiy kapitalini rivojlantirish;

• Yoshlar o‘rtasida kasbiy harakatchanlik, amaliy yo‘nalish, mustaqillik, yangi tendentsiyalarni faol qabul qilish darajasini oshirish;

• Yoshlar tashabbusi o‘z-o‘zini anglash va rivojlantirish, belgilangan maqsadlarga erishish vositasi sifatida;

• Sifatli ta’lim, kasbiy bilim va malakalarni egallash zarurati;

• Amaliyotga yo‘naltirilgan ta’limga murojaat qilish;

• O‘z salomatligini saqlashga, sog‘lom turmush tarziga e'tibor qaratishga qiziqish va ehtiyoj;

• Xalqaro yoshlar jamiyatiga burilish (ilmiy, kasbiy va boshqalar), integratsiya jarayonlarining (iqtisodiy, siyosiy, gumanitar) yuksalishi.

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Department of Economics and tourism of Jizzakh branch of the National University of Uzbekistan named after Mirzo Ulugbek
6.12.2024