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**“MUHANDISLIKDA SUN'IY INTELLEKT VA
RAQAMLI INNOVATSION
TEKNOLOGIYALAR: ZAMONAVIY
YECHIMLAR VA ISTIQBOLLAR”
MAVZUSIDAGI
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"MUHANDISLIKDA SUN'IY INTELLEKT VA RAQAMLI INNOVATSION TEXNOLOGIYALAR:

ZAMONAVIY YECHIMLAR VA ISTIQBOLLAR" MAVZUSIDAGI

XALQARO ILMIY-AMALIY ANJUMAN MATERIALLARI

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МИНИСТЕРСТВО ВЫСШЕГО ОБРАЗОВАНИЯ, НАУКИ И ИННОВАЦИЙ РЕСПУБЛИКИ

УЗБЕКИСТАН

ТАШКЕНТСКИЙ ИНСТИТУТ УПРАВЛЕНИЯ И ЭКОНОМИКИ

МЕЖДУНАРОДНАЯ НАУЧНО-ПРАКТИЧЕСКАЯ КОНФЕРЕНЦИЯ НА ТЕМУ

«ИСКУССТВЕННЫЙ ИНТЕЛЛЕКТ И ЦИФРОВЫЕ ИННОВАЦИОННЫЕ ТЕХНОЛОГИИ В

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Ushbu to‘plamda — “Muhandislikda sun’iy intellekt va raqamli innovatsion texnologiyalar: zamonaviy yechimlar va istiqbollar” Xalqaro ilmiy –amaliy anjuman ishtirokchilarining tezislarini keltirilgan. Anjuman kun tartibiga kiritilgan masalalar dolzarb bo‘lib, u yalpi ma’ruzalar va amaliy zamonaviy muhandislik ta’limida raqamli transformatsiya va sun’iy intellekt, muhandislik yechimlari va sanoat 4.0, robototexnika va avtomatlashtirilgan boshqaruv tizimlari, kiberxavfsizlik va ma'lumotlarni himoya qilish, ta’limda axborot va innovatsion texnologiyalarning qo‘llanilishi, biznes jarayonlar va raqamli iqtisodiyotga axborot texnologiyalarining o‘rni kabi sho‘balardan tashkil topgan. To‘plam sohasi mutaxassislari, ilmiy tadqiqotchilar, professor-o‘qituvchilar, doktorantlar, magistrlar va talabalar uchun mo‘ljallangan.

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OPTIMIZING EDUCATIONAL PROCESSES WITH GENERATIVE AI: INNOVATIVE INSTRUCTIONAL DESIGN AND AUTOMATED ASSESSMENT TOOLS

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Abstract. The rapid emergence of generative artificial intelligence (GenAI) has introduced a structural shift in how educational processes are designed, delivered, and evaluated. This paper examines the role of GenAI in optimizing modern education through three interrelated dimensions: innovative instructional design, automated assessment, and personalized learning. Adopting a structured review and comparative analysis methodology, the study synthesizes recent literature (2021-2026) and documented institutional case studies to identify the mechanisms by which large language models and related technologies enhance teaching efficiency, scalability, and learner engagement. The analysis indicates that GenAI-enabled systems can substantially reduce instructional workload, accelerate content authoring, and provide continuous formative feedback, while raising critical concerns regarding academic integrity, algorithmic bias, data privacy, and over-reliance.

Keywords: generative artificial intelligence, instructional design, automated assessment, personalized learning, intelligent tutoring systems, educational technology, large language models, learning analytics.

Anotatsiya. Generativ sun'iy intellektning (GenAI) tez rivojlanishi ta'lim jarayonlarini loyihalash, yetkazib berish va baholash usullarida struktural o'zgarishni keltirib chiqardi. Ushbu maqola GenAIning zamonaviy ta'limni optimallashtirishdagi rolini uchta o'zaro bog'liq o'lcham orqali o'rganadi: innovatsion instruktsion dizayn, avtomatlashtirilgan baholash va shaxsiylashtirilgan o'quv. Tuzilgan sharh va taqqoslov analiz metodologiyasini qabul qilgan holda, tadqiqot so'nggi adabiyotlar (2021-2026) va hujjatlashtirilgan institut holatlarini sintez qilib, katta til modellari va tegishli texnologiyalar ta'lim samaradorligi, o'lchamlilik va o'quvchi ishtirokini qanday oshirish mexanizmlarini aniqlaydi. Tahlil shuni ko'rsatadiki, GenAI bilan ishlovchi tizimlar instruktsion ish yukini sezilarli darajada kamaytirishi, kontent yaratishni tezlashtirishi va doimiy formativ qaytarish taqdim etishi mumkin, shu

bilan birga akademik yaxlitlik, algoritmik xatolilik, ma'lumotlar maxfiyligi va ortiqcha qaramlik kabi muhim muammolarni ko'taradi.

Kalit so'zlar: generativ sun'iy intellekt, o'quv dizayni, avtomatlashtirilgan baholash, shaxsiylashtirilgan ta'lim, aqlli repetitorlik tizimlari, ta'lim texnologiyalari, katta til modellari, o'quv tahlillari.

Аннотация. Быстрое развитие генеративного искусственного интеллекта (GenAI) вызвало структурные изменения в методах проектирования, предоставления и оценки образовательных процессов. В данной статье рассматривается роль GenAI в оптимизации современного образования через три взаимосвязанных измерения: инновационный инструктивный дизайн, автоматизированная оценка и персонализированное обучение. Применяя методологию систематического обзора и сравнительного анализа, исследование синтезирует последние публикации (2021-2026 гг.) и задокументированные кейсы институтов, определяя механизмы, с помощью которых крупные языковые модели и сопутствующие технологии могут улучшить эффективность образования, масштабируемость и вовлеченность учащихся. Анализ показывает, что системы на базе GenAI могут значительно уменьшить инструктивную нагрузку, ускорить создание контента и предоставлять постоянную формативную обратную связь, при этом поднимая вопросы академической целостности, алгоритмических ошибок, конфиденциальности данных и избыточной.

Ключевые слова: генеративный искусственный интеллект, инструктивный дизайн, автоматизированная оценка, персонализированное обучение, интеллектуальные системы обучения, образовательные технологии, крупные языковые модели, аналитика обучения.

1. Introduction

Education systems worldwide are undergoing a profound digital transformation driven by advances in artificial intelligence (AI). Among these advances, generative artificial intelligence - a class of machine-learning systems capable of producing original text, images, code, and multimodal content - has rapidly become one of the most influential technologies in contemporary teaching and learning [1], [2]. Unlike earlier rule-based educational software, generative models learn statistical patterns from large corpora and synthesize context-aware responses, enabling new forms of interaction between learners, educators, and digital systems.

The accelerating adoption of these tools reflects a broader shift toward data-driven, adaptive learning environments. Surveys of higher education indicate that a growing share of institutions are piloting or formally integrating GenAI into curricula, instructional design, and assessment workflows [3], [4]. This trend intensified markedly following the public release of large-scale conversational models in late 2022, which transformed GenAI from a specialized research instrument into a widely accessible educational resource.

Despite this momentum, the integration of GenAI into education remains uneven and contested. While proponents emphasize gains in efficiency, personalization, and accessibility, critics highlight risks to academic integrity, equity, and the development of independent critical thinking [5], [6]. The central problem addressed in this paper is therefore not whether GenAI will influence education, but how its capabilities can be harnessed responsibly to optimize educational processes without compromising pedagogical and ethical standards.

Accordingly, this study pursues three objectives: (i) to characterize the principal applications of GenAI in instructional design, assessment, and personalized learning; (ii) to compare AI-enhanced and traditional educational processes across key effectiveness dimensions; and (iii) to articulate a structured, human-centered framework for the responsible deployment of GenAI in higher education. The remainder of the paper is organized following the IMRAD convention: a review of recent literature, a description of the methodology, a presentation and discussion of results, and concluding recommendations.

2. Literature Review

Research on artificial intelligence in education (AIED) has expanded from early intelligent tutoring systems toward contemporary generative paradigms. Systematic reviews of the field document a steady diversification of applications, including adaptive learning, profiling and prediction, intelligent tutoring, and automated assessment [3], [7]. These syntheses consistently note that, although technical capability has advanced rapidly, rigorous pedagogical evaluation and ethical reflection have lagged behind.

Generative AI and instructional design. A growing body of work examines how large language models support the authoring of learning materials, lesson plans, and curricula. Studies report that GenAI can accelerate content creation and enable rapid prototyping of differentiated instructional resources [2], [8]. The capacity to generate explanations, worked examples, and assessment items on demand reframes the instructional designer's role from manual production toward curation, validation, and pedagogical alignment.

Intelligent tutoring and personalized learning. Conversational agents and AI tutors have been studied extensively as mechanisms for scalable, individualized support [9], [10]. Recent evidence suggests that dialogue-based systems can provide timely, context-sensitive guidance and sustain learner engagement, particularly when designed to scaffold reasoning rather than supply direct answers. Personalization is frequently identified as the most distinctive contribution of GenAI, since adaptive systems can tailor pacing, difficulty, and feedback to individual learners at scale [4], [11].

Automated assessment. The literature on automated assessment encompasses automatic grading, formative feedback, and plagiarism or authorship analysis [7], [12]. While automated scoring of structured tasks is comparatively mature, the assessment of open-ended responses using generative models is an active research frontier, raising questions of reliability, fairness, and the appropriate division of labor between human and machine evaluators.

Ethical and practical challenges. A substantial and rapidly growing strand of research addresses the risks associated with GenAI in education. Recurrent themes include threats to academic integrity, the propagation of bias embedded in training data, data-privacy and security concerns, and the danger of learner over-reliance [5], [6], [13]. Meta-level reviews call for stronger ethical frameworks, greater methodological rigor, and closer collaboration between technologists and educators [14]. Institutional guidance, including that issued by international organizations, increasingly emphasizes human oversight, transparency, and equity as preconditions for responsible adoption [1].

Taken together, the literature converges on a dual conclusion: GenAI offers substantial opportunities to optimize educational processes, yet these benefits are contingent on deliberate pedagogical design and robust governance. This paper builds on that consensus by integrating instructional design and automated assessment into a single coherent framework and by comparing AI-enhanced and traditional processes empirically informed by reported trends.

3. Materials and Methods

This study employs a structured literature review combined with comparative conceptual analysis. The approach is appropriate for a domain that is evolving rapidly and in which consolidated, peer-reviewed evidence coexists with emerging institutional practice.

Data sources and selection. Peer-reviewed articles, systematic reviews, and authoritative institutional reports published between 2021 and 2026 were examined. Sources were identified through academic databases and reference tracing using combinations of search terms such as "generative AI in education,"

"instructional design," "automated assessment," "intelligent tutoring," and "personalized learning." Priority was given to systematic reviews, high-citation studies, and documents from recognized international bodies to ensure conceptual reliability.

Analytical procedure. The reviewed material was organized thematically into three analytical categories - instructional design, automated assessment, and personalized learning - together with a cross-cutting category of ethical and practical considerations. For the comparative component, five effectiveness dimensions frequently cited in the literature were selected: time efficiency, personalization, scalability, accessibility, and data-driven decision-making. Traditional and AI-enhanced processes were rated on an illustrative 0-100 relative effectiveness index synthesized from reported qualitative and quantitative findings; these values are interpretive rather than the product of a controlled experiment and are intended to visualize directional differences.

Case selection. Three widely documented real-world implementations were selected to illustrate practical deployment across different educational contexts: an AI tutoring system in school education, an AI-augmented language-learning platform, and a university-wide AI integration partnership. These cases were chosen for their public documentation, scale, and relevance to the three analytical categories.

Proposed framework. Finally, the findings were synthesized into a conceptual workflow (Figure 1) that integrates the instructional design pipeline with an automated assessment layer through a continuous feedback loop, with a generative AI engine serving as the shared computational substrate. The methodological limitations of this design - notably the interpretive nature of the comparative index and the reliance on secondary evidence - are acknowledged in the discussion.

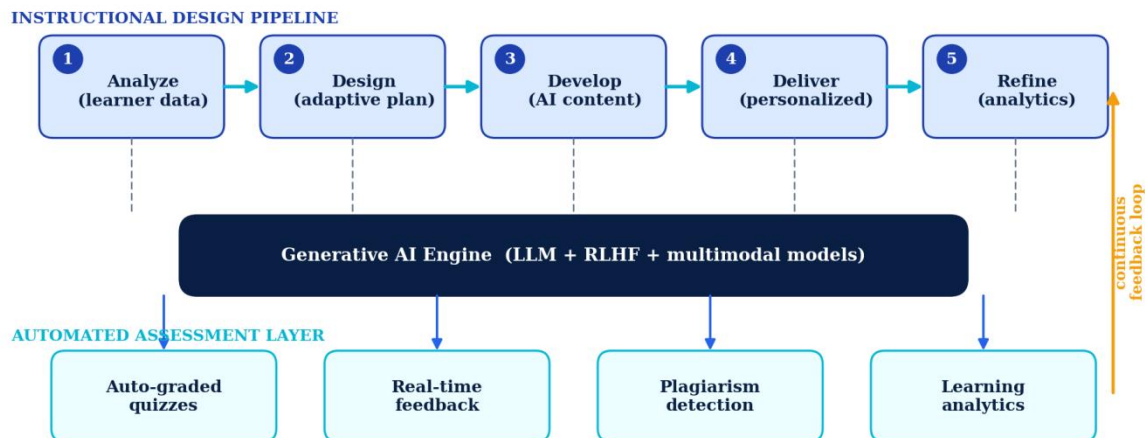


Figure 1. Proposed conceptual workflow integrating the GenAI-based instructional design pipeline (top) with the automated assessment layer (bottom) through a continuous feedback loop. The diagram illustrates how learner data flows through five design stages, is served by a shared generative AI engine, and is continuously refined using assessment analytics.

4. Results and Discussion

4.1. Applications of Generative AI in Education

The thematic analysis confirms that GenAI is being applied across the full educational value chain. Five application areas recur consistently in the reviewed literature: personalized learning, intelligent tutoring, automated content generation, language-learning support, and academic research assistance. Table 1 summarizes these areas, their characteristic functions, and representative technologies.

Application area	Characteristic function	Representative tools
Personalized learning	Adapts pace, difficulty, and feedback to individual learner profiles	Adaptive platforms, LLM tutors
Intelligent tutoring	Provides dialogue-based, context-aware guidance on demand	ChatGPT, Claude, Khanmigo
Automated content generation	Produces lessons, slides, exercises, and worked examples	GenAI authoring assistants
Language-learning support	Enables conversational practice and instant correction	Duolingo Max, speech AI
Research assistance	Summarizes literature and supports citation discovery	LLM research copilots

Table 1. Principal application areas of generative AI in education, with characteristic functions and representative technologies.

4.2. Comparative Analysis of Traditional and AI-Enhanced Processes

To assess the optimization potential of GenAI, traditional and AI-enhanced educational processes were compared across five effectiveness dimensions. Table 2 reports the synthesized relative effectiveness indices, and Figure 3 visualizes the same data. Across all dimensions, AI-enhanced processes display a substantial advantage, with the largest gaps observed in personalization and data-driven decision-making.

Effectiveness dimension	Traditional	AI-enhanced	Relative gain
Time efficiency	40	85	+45
Personalization	30	90	+60
Scalability	45	92	+47

Accessibility	50	88	+38
Data-driven decisions	35	95	+60

Table 2. Comparative relative effectiveness index (0-100, illustrative) of traditional versus AI-enhanced educational processes across five dimensions. Values synthesize directional findings from the reviewed literature.

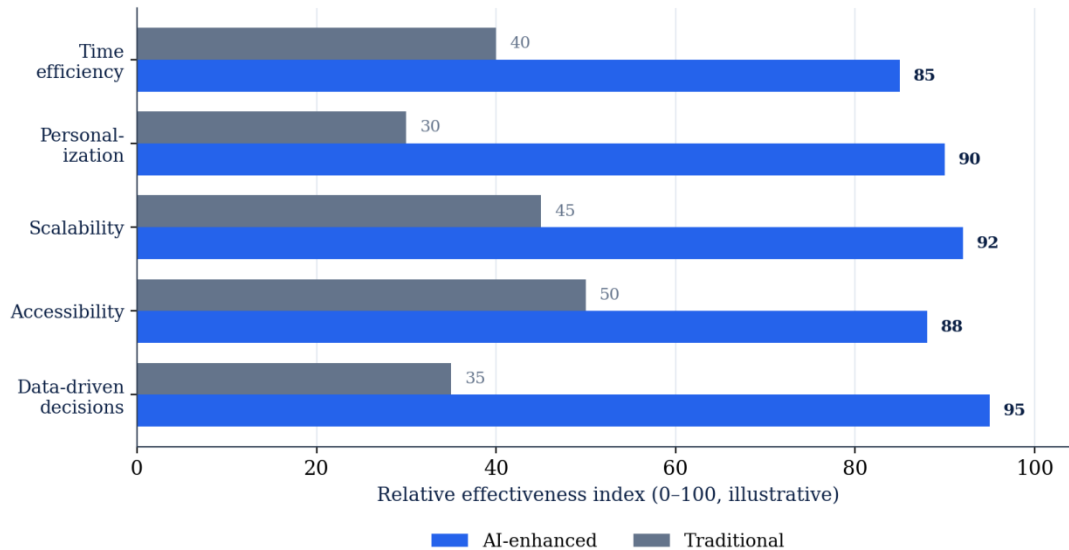


Figure 3. Comparative effectiveness of traditional and AI-enhanced educational processes. AI-enhanced processes consistently outperform traditional approaches, most notably in personalization and data-driven decision-making.

These results align with the literature's emphasis on personalization as the defining advantage of GenAI [4], [11]. The pronounced gains in scalability and time efficiency reflect the capacity of generative systems to automate content authoring and routine assessment, thereby reallocating educator effort toward higher-value pedagogical interaction. The accessibility advantage, while still substantial, is comparatively smaller, underscoring that equitable access depends on infrastructure and policy rather than technology alone.

4.3. Adoption Trends

The temporal analysis reveals a steep acceleration in both scholarly attention and institutional adoption of GenAI in education since 2021. Figure 2 illustrates this trajectory, with a marked inflection following the public release of large-scale conversational models in late 2022. Scholarly output and institutional uptake rise in tandem, indicating a closing gap between research interest and practical deployment - a pattern historically uncommon in educational technology, where adoption typically lags research by several years.

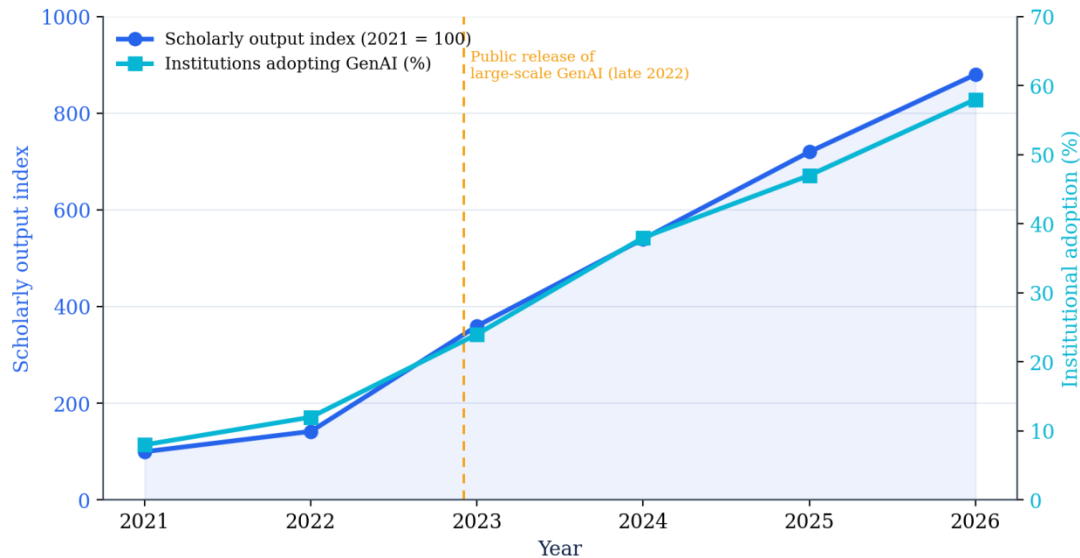


Figure 2. Trend in scholarly output (index, 2021 = 100) and institutional adoption of generative AI in education (2021-2026). The dashed line marks the public release of large-scale GenAI models in late 2022. Values are illustrative and indicate directional momentum.

4.4. Real-World Case Studies

Three documented implementations illustrate how the application areas in Table 1 translate into practice. Table 3 summarizes the cases, the GenAI capabilities they leverage, and their educational context.

Case / platform	GenAI capability	Context and reported outcome
Khanmigo (Khan Academy)	Dialogue-based tutoring	K-12 setting; Socratic guidance that scaffolds reasoning rather than supplying answers
Duolingo Max	Conversational language practice	Global users; AI-driven explanation and dialogue features integrated into language learning
University-OpenAI partnership	Campus-wide AI assistants	Higher education; institution-wide deployment for teaching, learning, and research support

Table 3. Representative real-world case studies of generative AI in education, mapped to GenAI capability and educational context.

Collectively, the cases demonstrate that effective deployments share a common design principle: GenAI augments rather than replaces human pedagogy. The tutoring case, in particular, shows that constraining the model to a scaffolding role - guiding learners through questioning - mitigates the risk of dependency while preserving the benefits of on-demand support.

4.5. Ethical and Practical Challenges

The optimization potential of GenAI is counterbalanced by significant challenges. Academic integrity is the most frequently cited concern, as generative systems can produce work that is difficult to distinguish from authentic learner output [5], [13]. Algorithmic bias, inherited from training data, threatens fairness across linguistic and cultural groups [6]. Data privacy is a further imperative, given that adaptive systems process sensitive learner information. Finally, over-reliance on AI may erode critical thinking if learners delegate cognitive effort rather than engaging with it. These risks are not arguments against adoption but rather requirements for governance: transparent policies, human oversight, and continuous quality assurance are necessary conditions for responsible use [14].

4.6. Future Trends

Looking forward, the literature and observed trajectories point to five converging developments: AI-enabled smart classrooms that integrate the Internet of Things with adaptive systems; AI-powered universities offering institution-wide intelligent services; ubiquitous virtual tutors providing multimodal, subject-agnostic support; deeper human-AI collaboration in which educators direct and validate AI capabilities; and interoperable educational ecosystems unified by intelligent agents. The common thread is augmentation rather than substitution - a future in which AI extends human pedagogical capacity within clearly defined ethical boundaries.

5. Conclusion

This paper examined the role of generative artificial intelligence in optimizing educational processes through innovative instructional design, automated assessment, and personalized learning. The analysis yields three principal conclusions. First, GenAI is a transformative technology that materially improves time efficiency, personalization, scalability, accessibility, and data-driven decision-making relative to traditional approaches. Second, the most effective implementations are human-centered: GenAI augments educators rather than replacing them, and its value depends on sound pedagogical design. Third, responsible integration - underpinned by educator training, transparent ethical policies, and continuous evaluation - is now a strategic competence for higher education institutions.

On the basis of these findings, the study recommends that institutions adopt explicit AI governance frameworks, invest in educator AI literacy, define clear policies on academic integrity and data privacy, preserve a central role for human judgment, and establish continuous monitoring of educational outcomes. The proposed workflow (Figure 1) offers a practical structure for embedding these principles within everyday instructional and assessment practice.

Future research should move beyond synthesis toward controlled, longitudinal studies that quantify the learning impact of GenAI across diverse contexts, validate automated assessment of open-ended work, and develop robust, equitable governance mechanisms. As generative technologies mature, the decisive question will not be whether AI transforms education, but whether educators and institutions can shape that transformation in a manner that is pedagogically sound, ethical, and inclusive.

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MUNDARIJA		
1-SHO'BA: ZAMONAVIY MUHANDISLIK TA'LIMIDA RAQAMLI TRANSFORMATSIYA VA SUN'IY INTELLEKT		6
<i>Turakulov O Asrayev M Karimov E</i>	QISHLOQ VRACHLIK PUNKTLARINING SAMARADORLIGINI OSHIRISHDA AXBOROT TEXNOLOGIYALARINING RO'LI	6
<i>G'oipova Kh</i>	VOICE ANALYSIS TECHNOLOGIES SPECIAL ALGORITHMS AND ARTIFICIAL INTELLECT MODELS	11
<i>G'oipova Kh</i>	SECURITY MECHANISMS BASED ON VOICE AND VIDEO SYNTHESIS	17
<i>Sh.A.Toirov, T.E.Xudoyqulov</i>	METHODS AND SOLUTIONS FOR GENERALIZING AMPLITUDE AMPLIFICATION IN QUANTUM ALGORITHMS	23
<i>Rizayev X</i>	MUHANDISLIK GRAFIKASI FANLARINI O'QITISHDA AUTOCAD DASTURIDAN BIM TEXNOLOGIYALARIGA ASOSLANGAN REVIT DASTURIGA O'TISHNING DIDAKTIK AFZALLIKLARI	27
<i>Turakulova Sh</i>	KO'Z TUBI TASVIRLARIDA QON TOMIR TARMOQLARINING DIAMETRI, EGRI-BUGRILIGI VA TARMOQLANISH BURCHAKLARI ASOSIDA DIAGNOSTIK TAHLIL	34
<i>Turakulov O, Jumaboyev D</i>	IJTIMOIIY TARMOQ YOZISHMALARIDAGI HISSIYOTLARNI TAHLILLASH MODELII	45
<i>X.T. Dusanov</i>	SUN'IY INTELLEKT ALGORITMLARI ASOSIDA TASVIRLAR SIFATINI OSHIRISH	49
<i>Yusupov R.A.</i>	YER OSTI SUVLARI GIDROSFERASI HARAKATINI SUN'IY INTELLEKT YORDAMIDA MODELLASHTIRISH	56
<i>Erhanova N</i>	BOLALARNING NUTQINI O'STIRISH ORQALI TANQIDIY FIKRLASHGA O'RGATISHDA SUN'IY INTELLEKTDAN FOYDALANISH	64
<i>S.A. Olimov</i>	TA'LIM TIZIMIGA SUN'IY INTELLEKT TEXNOLOGIYALARINI TATBIQ ETISH JIHATLARI	70
<i>Shadmanov S</i>	SUN'IY INTELLEKTNING ZAMONAVIY TENDENSIYALARI	77
2-SHO'BA: MUHANDISLIK YECHIMLARI VA SANOAT 4.0		82
<i>Норматов Ш, Туражонов К,</i>	МЕТОД ОЦЕНКИ УСТОЙЧИВОСТИ ОТКОСОВ И УСТУПОВ КАРЬЕРА	82

Логинов П, Акбаров Н		
Егорова В.В.	ЖИВУЧЕСТЬ И ТЕХНИЧЕСКОЕ СОСТОЯНИЕ ЖЕЛЕЗОБЕТОННЫХ КОНСТРУКЦИЙ КАРКАСА ЗДАНИЯ В РЕЗУЛЬТАТЕ ОСОБОГО ВОЗДЕЙСТВИЯ	89
Ochilova I	O'ZBEKISTON SANOAT KORXONALARIDA GENDER TENGLIK INDIKATORLARINI RAQAMLI MONITORING QILISH MEXANIZMLARI	104
Axmedov X, Sharipov K	KORXONALARNING RAQOBATBARDOSHLIGINI TA'MINLASH STRATEGIYASINI ISHLAB CHIQISHDA ZAMONAVIY TAHLIL METODLARINING AHAMIYATI	109
Khidirova D	TOWARDS TRUSTWORTHY WILDFIRE DETECTION: INTEGRATING EXPLAINABILITY AND UNCERTAINTY IN DEEP LEARNING MODELS	113
Axmedov X, Sharipov K	RAQOBAT STRATEGIYASINI ISHLAB CHIQISH ASOSIDA KORXONANI STRATEGIK BOSHQARISH TIZIMINI TAKOMILLASHTIRISH	120
Narbayev Sh, Abduqayumov A	DAVLAT KORXONALARIDA ESG STANDARTLARI ASOSIDA KORPORATIV BOSHQARUV TIZIMINI TAKOMILLASHTIRISH	126
Omonturdiyev O	SIFATLI NOTO'QIMA MATO OLISH UCHUN JUN TOLASINI CHO'TKALI BARABAN ORQALI SAMARALI TOZALASH VA UZATISH JARAYONINING NAZARIY TAHLILI	132
Rashidov J.X., Kaipov A. K	IQTISODIY MODERNIZATSIYA JARAYONIDA ISHLAB CHIQARISH SAMARADORLIGINI RIVOJLANTIRISHNING ASOSIY OMILLARI	143
Rashidov J.X., Kaipov A. K	IQTISODIYOTNI MODERNIZATSIYA VA DIVERSIFIKATSIYA QILISH JARAYONIDA KORXONALARDAGI MOLIVAVIY XAVFLARNI BOSHQARISH MEXANIZMLARI	147
Kadirjanova M	KORXONALARDA INNOVATSION RIVOJLANISHNI BOSHQARISH STRATEGIYALARINI TAKOMILLASHTIRISH	158
Kadirjanova M	KORXONALARDA INNOVATSION BOSHQARISH TIZIMINI TAKOMILLASHTIRISH.	166

<i>R.M. Tursunova, M.E. Tursunov, G. Abduraxmanov, A.T. Dexqonov, Sh.M. Norbekov, D.R. Jumaboyev</i>	LEGIRLANGAN SILIKAT SHISHASIDA SIZIB O'TISH BUSAG'ASIGA TEXNOLOGIK OMILLAR TA'SIRI	173
3-SHO'BA: ROBOTOTEXNIKA VA AVTOMATLASHTIRILGAN BOSHQARUV TIZIMLARI		179
<i>Asrayev M, Tursunaliyeva O</i>	HTTP GET ORQALI SERVERGA ULANISH.	179
<i>M.E. Tursunov, Sh.M. Norbekov</i>	AVTOMOBILLAR UCHUN PELTIER EFFEKTI ASOSIDAGI MINI AQLLI SUV SOVITISH TIZIMINI ISHLAB CHIQISH VA TADQIQ ETISH	188
<i>Yakubov S, Xasanova Sh.</i>	ROBOTOTEXNIKA VA AVTOMATLASHTIRILGAN BOSHQARUV TIZIMLARINING O'ZBEKISTONDA RIVOJLANISH TENDENSIYALARI INTELLEKT	194
4-SHO'BA: KIBERXAVFSIZLIK VA MA'LUMOTLARNI HIMOYA QILISH		201
<i>Sh.A.Toirov, A.A.Seytnazarova, T.E.Xudoyqulov</i>	OPTIMIZING GLOBAL SEARCH PROBLEMS USING GROVER'S QUANTUM ALGORITHM	201
<i>Toshpo'latov Sh</i>	VEB-ILOVALARDA HTTP XAVFSIZLIK SARLAVHALARINI JORIY ETISHNING DOLZARB MUAMMOLARI	209
<i>Очилов Н, Набиев С</i>	АНАЛИЗ АРХИТЕКТУРНОГО СЛОЯ ИСТОЧНИКОВ ДАННЫХ DLP-СИСТЕМ ДЛЯ ГИБРИДНЫХ КОРПОРАТИВНЫХ СРЕД	215
<i>Toirov Sh, Asrayev M, Yo'ldoshaliyeva G</i>	KIBERHUJUM VA UNGA QARSHI KURASH	225
<i>Karabayev R.</i>	O'ZBEKISTONDA KIBERXAVFSIZLIK HOLATINI BAHOLASH VA KIBERXAVFLARNING STATISTIK TAHLILI	229

5-SHO'BA: TA'LIMDA AXBOROT VA INNOVATSION TEKNOLOGIYALARNING QO'LLANILISHI		237
<i>Suyunov Y, Nazarov U</i>	RAQAMLI TA'LIM TEKNOLOGIYALARINI RIVOJLANTIRISH MARKAZIDA MOLIVAVIY NAZORATINI TASHKIL ETISHNING AMALDAGI HOLATI	237
<i>Gulyamova Sh</i>	THE NEW SETUP IN ENGLISH LANGUAGE TEACHING (ELT): THE INTEGRATION OF INNOVATIVE TECHNOLOGIES AND STANDARD CLASSES	247
<i>Xashimov A, Mamatov A</i>	KADRLARNI BAHOLASH VA RIVOJLANTIRISH UCHUN ELEKTRON BAHOLASH TIZIMLARI TAHLILI	252
<i>Mirzaev R.</i>	MATERIALLARNI ME'YORLASHTIRISH JARAYONIDA DATA ANALITIKA VA SUN'IY INTELLEKT TEKNOLOGIYALARIDAN FOYDALANISH MUAMMOLARI VA YECHIMLARI	264
<i>Xaydarov S</i>	TALABALARNI TARBIYALASHDA JISMONIY VA MA'NAVIY BARKAMOLLIKNI SHAKLLANTIRISHNING PEDAGOGIK MEXANIZMLARIDA AXBOROT VA INNOVATSION TEKNOLOGIYALARNING QO'LLANILISHI	269
<i>Anarkulova G, Mamajonova R.</i>	OLIY TA'LIMDA MAXSUS FANLARNI O'QITISHDA INNOVATSION TA'LIM TEKNOLOGIYALARIDAN FOYDALANISH: MUAMMOLAR VA YECHIMLAR	278
<i>Sherova D.</i>	OLIY TA'LIMDA INNOVATSION TEKNOLOGIYALAR VA SUN'IY INTELLEKT ASOSIDA MUSTAQIL TA'LIMNI TASHKIL ETISH IMKONIYATLARI	284
<i>Mukhamadiyev A, Sh.A.Toirov</i>	OPTIMIZING EDUCATIONAL PROCESSES WITH GENERATIVE AI: INNOVATIVE INSTRUCTIONAL DESIGN AND AUTOMATED ASSESSMENT TOOLS	290
<i>Xoshimova M.</i>	AKMEOLOGIK YONDASHUV ASOSIDA TALABALARDA KONFLIKTOLOGIK	301

	KOMPETENTLIKNI RIVOJLANTIRISH	
<i>Olamova M.</i>	PEDAGOGIK LOYIHALASHDA TALABALARDA AXBOROT-KONSTRUKTIV KOMPETENSIYANI SHAKLLANTIRISHNING PEDAGOGIK ASPEKTLARI	306
<i>Mamadaliyev N.</i>	RAQAMLI TEXNOLOGIYALAR YORDAMIDA “MA’LUMOTLAR TUZILMASI VA ALGORITMLAR” FANINING DASTURIY TA’MINOTINI PEDAGOGIK QO’LLASH METODIKASI	311
<i>G’aniyeva M. Yunusova I</i>	BARQAROR RIVOJLANISH HISOBOTI (ESG) – KORXONALARNING INVESTITSION JOZIBADORLIGINI OSHIRISHNING ZAMONAVIY AUDITI SIFATIDA	315
<i>Juraboyeva Sh.</i>	TA’LIM VA BIZNES INTEGRATSIYASIDA RAQAMLI PLATFORMALARNING AHAMIYATI.	320
<i>Anvarov D.</i>	O’ZBEKISTONNING ENG YANGI TARIXI FANINI O’QITISHDA AXBOROT VA INNOVATSION TEXNOLOGIYALARNING QO’LLANILISHI: METODOLOGIK TAHLIL VA SAMARADORLIK	326
<i>Usmonova M.</i>	TELEFONGA TOBELIK – NOMOFOBIYA: ZAMONAVIY DAVRNING PSIXOLOGIK ILLATLARI.	331
<i>Jo’rayeva N</i>	KORXONALARDA BOSHQARUV JARAYONLARINI TAKOMILLASHTIRISH: CRAFTERS SHIRINLIKLAR KORXONASI MISOLIDA EMPIRIK TADQIQOT	340
<i>A. M. Романова, С.А. Олимов</i>	ЗНАЧЕНИЕ СЕТЕВОЙ ФОРМЫ ВЗАИМОДЕЙСТВИЯ ПРИ РЕАЛИЗАЦИИ ОБРАЗОВАТЕЛЬНЫХ ПРОГРАММ УВО ДЛЯ ИНЖЕНЕРНО-ПЕДАГОГИЧЕСКОГО ОБРАЗОВАНИЯ	349
<i>Suyunova N</i>	RAQAMLI TEXNOLOGIYALARDAN FOYDALANGAN HOLDA MATEMATIKA DARSLARIDA MANTIQUIY VA TANQIDIY FIKRLASHNI RIVOJLANTIRISH	354
<i>Уснитдинов М</i>	РОЛЬ РУССКОГО ЯЗЫКА В ФОРМИРОВАНИИ НАЦИОНАЛЬНОЙ ИДЕНТИЧНОСТИ (НА ПРИМЕРЕ УЗБЕКИСТАНА).	361

6-SHO'BA: BIZNES JARAYONLAR VA RAQAMLI IQTISODIYOTGA AXBOROT TEXNOLOGIYALARINING O'RNI.		368
<i>Axmedov X.D, Kamalov Sh.F</i>	SANOAT KORXONALARIDA OPTIMAL XARAJATLAR STRATEGIYASINI AMALGA OSHIRISH YO'LLARI	368
<i>Sodiqov M</i>	TOVARLAR VA XIZMATLARNI KENG TABAQALASHTIRISH YO'NALISHLARI	381
<i>R.B.Mirzayev</i>	REKLAMA TIZIMI VA SOTUV JARAYONINI MUVOFIQLASHTIRISH MASALALARI.	388
<i>Primov S, Akramov J</i>	RAQAMLI IQTISODIYOT SHAROITIDA DAVLAT MOLIYASINI BOSHQARISHNING ZAMONAVIY MEKANIZMLARI	392
<i>Karabayev R.</i>	ИСККУССТВЕННЫЙ ИНТЕЛЛЕКТ В ЦИФРОВОЙ ЭКОНОМИКЕ УЗБЕКИСТАНА	401
<i>Абдураимова Н, Зоҳидов А</i>	ПУТИ ДОСТИЖЕНИЯ ЭКОНОМИЧЕСКОГО РОСТА ЗА СЧЁТ УСТОЙЧИВОГО РАЗВИТИЯ СЕТЕЙ В УЗБЕКИСТАНА	407
<i>М.Асраев, Ш.Акбаров</i>	ТЕХНОЛОГИЧЕСКИЙ ФУНДАМЕНТ КОМПОЗИТНОГО БИЗНЕСА	417
<i>Abduraimova N, Zohidov A</i>	BARQAROR TARMOQLARNING IQTISODIY O'SISHGA TA'SIRINI BAHOLASHNING DOLZARB MODELLARI: O'ZBEKISTON TAJRIBASI	422
<i>Samatov A, Turdibekova S.</i>	RAQAMLI IQTISODIYOT SHAROITIDA KORPORATIV BOSHQARUV JARAYONIGA RAQAMLI TEXNOLIGYALARNI JORIY QILISHNING SAMARADORLIGI.	430
<i>Samatov A, Turdibekova S.</i>	RAQAMLI IQTISODIYOT SHAROITIDA KORPORATIV BOSHQARUV ASOSLARI VA UNING ZAMONAVIY MODELLARI TAHLIL QILISH	435
<i>Toxirov J.</i>	EKOLOGIK STANDARTLAR JORIY ETILISHIDA BUYRUQBOZLIK VA BOZOR MEKANIZMLARINING TA'SIRI	440

<i>Maxmudov J.</i>	O'ZBEKISTONNING "TASHQI QARZ ORQALI RIVOJLANISH STRATEGIYASI"	450
<i>Shoyev D, Abdullayeva G.</i>	BOSHQARUV SIFATIGA TA'SIR QILUVCHI OMILLAR TAHLILI	459
<i>Daminova O', Pulatov Sh.</i>	QISHLOQ XO'JALIK KORXONALARINING IQTISODIY MOHIYATI, TASNIFI VA FAOLIYAT XUSUSIYATLARI	467
<i>Daminova O', Pulatov Sh.</i>	QISHLOQ XO'JALIK MAHSULOTLARINI XALQARO BOZORLARGA OLIB CHIQISH STRATEGIYALARINI ISHLAB CHIQISH	471
<i>Narbayev Sh.K. Nabixonov S.</i>	BIZNES ETIKASIDAN KORPORATIV MADANIYATNI SHAKLLANTIRISH VOSITASI SIFATIDA FOYDALANISH	480
<i>Muydinov N</i>	RAQAMLI IQTISODIYOT RIVOJLANISHI VA IT TEXNOLOGIYALARINING IQTISODIY SAMARADORLIGI	487
<i>Primov S, Shakirov X.</i>	DAVLAT TASHQI QARZI VA MOLIYAVIY BARQARORLIKNI TA'MINLASH YO'LLARI	491
<i>Primov S, Shakirov X</i>	RAQAMLI TRANSFORMATSIYA SHAROITIDA "YASHIL" IQTISODIYOTNING STRATEGIK YO'NALISHLARI VA ISTIQBOLLARI.	498
<i>Bozorov J</i>	MEHNAT MIGRATSIYASINI KAMAYTIRISHDA KICHIK BIZNESNING IQTISODIY AHAMIYATI	505
<i>Mamajonov A</i>	STARTAPLARNI QO'LLAB-QUVVATLASH MARKAZLARI FAOLIYATI: JAHON TAJRIBASI VA O'ZBEKISTON AMALIYOTI	511
<i>Samatov A, Kushbakov B</i>	KORXONANING IQTISODIY SALOHİYATIDAN SAMARALI FOYDALANISH JARAYONLARI	516
<i>X.D.Axmedov, Kamalov.Sh</i>	KORXONADA TEXNIKAVIY VA MEHNAT RESURLARINI BOSHQARISH TAHLILI	521
<i>Karabayev R</i>	RAQAMLI IQTISODIYOT: NAZARIY ASOSLARI VA O'ZBEKISTONDA RIVOJLANISH YO'NALISHLARI	527
<i>Туракулов О, Асраев М,</i>	ЛУЧШИЕ РЕШЕНИЯ ДЛЯ ОПТИМИЗАЦИИ ЛОГИСТИКИ	532

<i>Мирзаева О.</i>		
<i>Алимов О</i>	ФОРСИРОВАННАЯ ИНТЕРНАЦИОНАЛИЗАЦИЯ БИЗНЕСА В УСЛОВИЯХ ЦИФРОВОЙ ЭКОНОМИКИ: ИИ-ПОДХОД ДЛЯ ЭКСПАНСИИ НА ВНЕШНИЕ РЫНКИ	543
<i>Nazarov X</i>	OCHIQ BANK (OPEN BANKING) FAOLIYATINING XALQARO TAJRIBASI VA O'ZBEKISTONDA QO'LLANILISHI	551
<i>Narbayev Sh.K, Nabixonov S</i>	ISHBILARMONLIK ETIKASINI RIVOJLANTIRISHNI KORPORATIV MADANIYATGA TA'SIRI	560
<i>R.B.Mirzayev</i>	TADBIRKORLIK FAOLIYATIDA SOLIQ HUQUQI MADANIYATINING AHAMIYATI	572
<i>Narbayev Sh.K, Axmadaliyev V.A.</i>	QISHLOQ XO'JALIGI YERLARI MONITORINGINI YURITISHDA MASOFADAN ZONDLASH VA RAQAMLI TEXNOLOGIYALARDAN FOYDALANISH	580
<i>Soliyev D</i>	SOLIQ MA'MURCHILIGINI RAQAMLASHTIRISH: AFZALLIKLARI VA IMKONIYATLARI	590
<i>Samatov A, Allanov U</i>	SIFAT MENEJMENT TIZIMIDA NOMUVOFIQLIKLARNI ANIQLASH USULLARI	597
<i>Narbayev Sh, Abdufattoxova H</i>	MENEJMENT FAOLIYATIDA SUN'IY INTELLEKTNING INNOVATSION YECHIMLARI	600
<i>Narbayev Sh.K, Abduqayumov A</i>	KORXONALARDA ESG (Environmental, Social, Governance) KO'RSATKICHLARINI JORIY ETISHDA MENEJMENTNING ROLI	605
<i>Primov S, Akramov J</i>	DAVLAT MOLIVASINING BARQARORLIGINI TA'MINLASHNING ASOSIY MUAMMOLARI VA BARTARAF ETISH YO'LLARI	611

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