

# Yashil

## IQTISODIYOT va TARAQQIYOT

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08.00.03 Sanoat iqtisodiyoti  
08.00.04 Qishloq xo'jaligi iqtisodiyoti  
08.00.05 Xizmat ko'rsatish tarmoqlari iqtisodiyoti  
08.00.06 Ekonometrika va statistika  
08.00.07 Moliya, pul muomalasi va kredit  
08.00.08 Buxgalteriya hisobi, iqtisodiy tahlil va audit  
08.00.09 Jahon iqtisodiyoti

08.00.10 Demografiya. Mehnat iqtisodiyoti  
08.00.11 Marketing  
08.00.12 Mintaqaviy iqtisodiyot  
08.00.13 Menejment  
08.00.14 Iqtisodiyotda axborot tizimlari va texnologiyalari  
08.00.15 Tadbirkorlik va kichik biznes iqtisodiyoti  
08.00.16 Raqamli iqtisodiyot va xalqaro raqamli integratsiya  
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# MUNDARIJA

|                                                                                                                                                                        |     |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
| Green Economy Transition Strategy for Uzbekistan .....                                                                                                                 | 6   |
| <b>Raekwon Chung</b> , Chairman, Supervisory Committee for New Climate Innovation Center at TSUE                                                                       |     |
| Jahon Savdo Tashkilotiga a'zolikning dolzarb masalalari.....                                                                                                           | 8   |
| <b>Nodira Shotursunova</b> , Iqtisodiyot fanlari bo'yicha falsafa doktori (PhD)                                                                                        |     |
| "Yashil iqtisodiyot" dan "yashil taraqqiyot" sari.....                                                                                                                 | 12  |
| <b>Shoyqulov Baxtiyor Bakirovich</b> , t.f.n., dotsent                                                                                                                 |     |
| Tadbirkorlik faoliyatida yuzaga keladigan risklarni sug'urtalashning mohiyati va xususiyatlari.....                                                                    | 16  |
| <b>Egamov Zoxid Baxtiyarovich</b> , bosh mutaxassisi                                                                                                                   |     |
| Unleashing the Potential of Human Capital for Green Development:<br>Bridging the Gap between Environmental Sustainability and Skill Development.....                   | 26  |
| <b>Muratova Muzayana</b> , Teacher                                                                                                                                     |     |
| Анализ состояния применения механизма инновационного управления<br>инфраструктурами нефтегазовых предприятиях в условиях глобальной потепление земли.....              | 34  |
| <b>Кучаров Абдор Сабирижанович</b> , профессор; <b>Динара Нурмамад кизи Ишманова</b> , доцент; <b>Тю Константин Геннадьевич</b> , соискатель                           |     |
| Enhancing Methodology for Developing Professional and Communicative Skills<br>of Future Economists in the Context of Teaching English and Green Economy .....          | 39  |
| <b>Nargiza Samandarova Muxammadovna</b> , Teacher                                                                                                                      |     |
| The Role of Higher Education in Shaping a Sustainable Green Economy.....                                                                                               | 47  |
| <b>Ikromov Sayidolim</b> , Teacher                                                                                                                                     |     |
| O'zbekistonda yashil turizmni rivojlantirish istiqbollari.....                                                                                                         | 54  |
| <b>Rasulova Nigora Yusupovna</b> , kafedra assistenti                                                                                                                  |     |
| Qishloq hududlarini rivojlantirishda agroturizmning ahamiyati .....                                                                                                    | 58  |
| <b>Jontemirova Iroda Ikrom qizi</b> , talaba                                                                                                                           |     |
| Iqtisodiy rivojlanish yo'lida "Yashil iqtisodiyot" ning o'rni.....                                                                                                     | 61  |
| <b>Hamroyeva Sevinchbonu Hamroyevna</b> , talaba                                                                                                                       |     |
| O'zbekistonda yashil iqtisodiyot va yashil byudjetlashtirish tizimiga o'tishning ahamiyati.....                                                                        | 64  |
| <b>Raxmanov M. A.</b> , tayanch doktorant                                                                                                                              |     |
| Sustainable Globalization: Nurturing a Green Economy in Higher Education.....                                                                                          | 68  |
| <b>Tukhtaeva Shakhnoza</b> , Teacher                                                                                                                                   |     |
| Qishloq xo'jaligida ishlab chiqarishni investitsiyalar yordamida oshirish xususiyatlari.....                                                                           | 75  |
| <b>Bauyetdinov Majit Janizagovich</b> , kafedra dotsenti; <b>Djumaniyazov Ubbiniyaz Ismayl uli</b> , tayanch doktoranti                                                |     |
| Qishloq xo'jaligi nisbiy samaradorligini baholash.....                                                                                                                 | 79  |
| <b>Berkinov Bozorboy</b> , iqtisodiyot fanlari doktori, professor; <b>Qulmatova Sayyora Safarovna</b> , PhD; <b>Ruxsatova Rushana O'ktamovna</b> , erkin tadqiqotchisi |     |
| O'zbekiston Respublikasidagi yirik tijorat banklari kreditlash amaliyotining ekonometrik tahlil va natijalari .....                                                    | 86  |
| <b>Kaxxarov Ulug'bek Xalmatovich</b> , mustaqil izlanuvchi                                                                                                             |     |
| O'zbekistonda eksportni kreditlash mexanizmlarini yanada kengaytirish yo'nalishlari.....                                                                               | 97  |
| <b>G'aniyev Shaxriddin Abduvoxidovich</b> , i. f. d., professor; <b>Qarshiyev Daniyar Eshpulatovich</b> , i. f. d. (PhD)                                               |     |
| Tijorat banklarida iqtisodiy-matematik modellashtirish samaradorligini yanada oshirish usullari.....                                                                   | 102 |
| <b>Raxmanov Mexridin Sindarovich</b> , kafedra dotsent v. b.                                                                                                           |     |
| Banklarda moliyaviy resurslarni boshqarishning ayrim rivojlangan mamlakatlar tajribasi.....                                                                            | 106 |
| <b>Ortiqov Uyg'un Davlatovich</b> , kafedra dotsenti, i.f.n.                                                                                                           |     |
| Зарубежный опыт в области цифровизации цепочки поставок продуктов питания .....                                                                                        | 115 |
| <b>Марданова Барно Асатуллоевна</b> , докторант                                                                                                                        |     |
| Environmental culture and building the ecosystem performance: An empirical analysis from Uzbekistan.....                                                               | 119 |
| <b>Aziz Zikriyoev</b> , PhD                                                                                                                                            |     |
| Kichik biznes subyektlarining eksport salohiyatini oshirishda innovatsiya<br>va raqamlashtirish bo'yicha xorij tajribasi.....                                          | 129 |
| <b>Kambarova Sh. M.</b> i.f.b.f.d. PhD                                                                                                                                 |     |



|                                                                                                                                                                            |     |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
| Xalqaro dividend siyosati tajribalarida "S&P 500 dividend aristocrats" amaliyoti<br>va uni milliy fond bozorida qo'llash imkoniyatlari .....                               | 134 |
| <b>Sherkuziyeva Nasiba Abrorovna</b> , dotsent                                                                                                                             |     |
| Yirik sanoat korxonalarida innovatsion menejmentni joriy etish asosida<br>mehnat samaradorligini oshirish yo'llari .....                                                   | 139 |
| <b>Tuxtabayev Jamshid Sharafetdinovich</b> , i. f. b. f. d. (PhD), dotsent; <b>Saotaliyeva Nozima Isomiddinovna</b> , talaba                                               |     |
| Byudjetdan tashqari mablag'lari samaradorligini oshirishda davlat xaridlarining roli .....                                                                                 | 147 |
| <b>Norov Akbar Ruzimamatovich</b>                                                                                                                                          |     |
| O'zbekistonda sanoat kooperatsiyasi asosida tayyor mahsulotlar ishlab chiqarishni<br>mahalliyashtirish jarayonlari tahlili .....                                           | 151 |
| <b>Egamberiyev Shuxrat Satimbayevich</b> , i.f.f.d.(PhD)                                                                                                                   |     |
| Aholining tadbirkorlik faolligini oshirishda oilaviy tadbirkorlikning roli .....                                                                                           | 158 |
| <b>Xudayarova Maftuna Shavkatovna</b> , tayanch doktorant                                                                                                                  |     |
| Elektron tijoratni samarali tashkil etishda raqamli platformalarning yaratilish texnologiyasi .....                                                                        | 164 |
| <b>Karimova Shirin Zoxid qizi</b> , tayanch doktorant                                                                                                                      |     |
| Tadbirkorlik subyektlarini moliyalashtirish mexanizmini takomillashtirish orqali aholi bandligini ta'minlash .....                                                         | 168 |
| <b>Shakirova Nigora Axralovna</b> , kafedra dotsenti v.b.                                                                                                                  |     |
| Aglomeratsiya iqtisodiyoti – hududiy rivojlanini harakatlantiruvchi omili sifatida .....                                                                                   | 172 |
| <b>Raximbayev Akmal Azatboyevich</b> , mustaqil tadqiqotchi                                                                                                                |     |
| Overview of Environmental Management in Uzbekistan: A Comparative Analysis<br>of Protected Areas and Waste Management.....                                                 | 177 |
| <b>Mamadjonova Sarvinoz Sharifjonovna</b> , PhD                                                                                                                            |     |
| Obligatsiyalar bozorining paydo bo'lishi va uning iqtisodiyotga kapital jalb qilishdagi ahamiyati .....                                                                    | 182 |
| <b>Xushvaqov Islombek Muxammadi o'g'li</b> , tayanch doktorant                                                                                                             |     |
| Iqtisodiy subyektlarga soliq yukini hisoblashning ahamiyati va zarurati.....                                                                                               | 186 |
| <b>Abduturovov Jasurbek Nozimjonovich</b> , mustaqil izlanuvchi                                                                                                            |     |
| Muammoli kreditlar va ularni bartaraf etish yo'llari.....                                                                                                                  | 195 |
| <b>Tojiyev Sardor Dilmurod o'g'li</b>                                                                                                                                      |     |
| Yangi O'zbekiston taraqqiyotida sug'urta munosabatlarini amalga oshirishning ahamiyati va zarurligi.....                                                                   | 199 |
| <b>Abdutarapova Dildora Farxodjon qizi</b> , tayanch doktorant                                                                                                             |     |
| Assotsiativ qoidalar va bozor savatlarining tahlili .....                                                                                                                  | 205 |
| <b>Sh. B. Rajabov; Sadinov Aziz Ziyadullayevich</b> , 3 st year doctoral student                                                                                           |     |
| Mamlakatda davlat soliq xizmati organlari soliq ma'muriyatchiligi faoliyati tahlili.....                                                                                   | 210 |
| <b>Tashmuxeimedova Yayra</b> , tadqiqotchi                                                                                                                                 |     |
| Exploring the Integration of Management and Marketing Strategies<br>in Higher Education Institutions: Addressing Crucial Gaps for Enhanced Organizational Performance..... | 213 |
| <b>Rakhimova Gulnoza</b> , Teacher                                                                                                                                         |     |
| Особенности научной биографии художника Урала Тансыкбаева<br>(на материале эпистолярного наследия).....                                                                    | 218 |
| <b>Искендир Аккуралай Абдиуалиевна</b> , докторант                                                                                                                         |     |
| Raqamli iqtisodiyot: milliy iqtisodiyot drayveri .....                                                                                                                     | 222 |
| <b>Kutbitdinova Moxigul Inoyatovna</b> , kafedra dotsenti; <b>Berdiyeva Janonaxon Jahongir qizi</b>                                                                        |     |
| Роль цифровизации туристической отрасли в повышении её экспортного потенциала страны .....                                                                                 | 228 |
| <b>Суюнова Фотима Баходир кизи</b> , базовый докторант                                                                                                                     |     |
| Таргетирование инфляции в Узбекистане: предпосылки применения и первые итоги .....                                                                                         | 233 |
| <b>Рашидов Рахимжон Искандарович</b> , в.и.о доцента; <b>Якубова Шамшинур Шухратовна</b> , к.э.н., доцент, докторант (DSc)                                                 |     |
| O'zbekistonda tadbirkorlik faoliyati va uning barqarorligini ta'minlashda sug'urtaning o'rni .....                                                                         | 240 |
| <b>Nomozova Qumri Isoyevna</b> , iqtisodiyot fanlari bo'yicha falsafa doktori (PhD), dotsent                                                                               |     |
| Tijorat banklarining investitsion jozibadorligini takomillashtirishning xorijiy davlatlar tajribalari.....                                                                 | 248 |
| <b>Nazarov Qilich Xolmuradovich</b> , kafedra assistenti                                                                                                                   |     |
| Bank moliyaviy xavfsizligini ta'minlashda huquqiy mexanizmlarning o'rni .....                                                                                              | 255 |
| <b>Akbarov Behzodhon Ulug'bek o'g'li</b> , mustaqil tadqiqotchi                                                                                                            |     |
| Tijorat banklarida muammoli aktivlarni boshqarishning dolzarb masalalari.....                                                                                              | 262 |
| <b>Do'sanov Doniyor</b> , magistr                                                                                                                                          |     |



|                                                                                                                                                                                   |     |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
| Tijorat banklarida raqamli texnologiyalarni joriy qilish xususidagi ilmiy-nazariy qarashlar .....                                                                                 | 269 |
| <b>N. N. Ro'ziyev</b>                                                                                                                                                             |     |
| Exploring the Potential of Islamic Finance in Uzbekistan.....                                                                                                                     | 277 |
| <b>Sattorova Nasiba G'anijon qizi, Teacher</b>                                                                                                                                    |     |
| O'zbekiston Respublikasida tijorat banklari faoliyatini tartibga solish tizimining zamonaviy holati.....                                                                          | 284 |
| <b>Murodova Dilnoza Choriyevna, PhD</b>                                                                                                                                           |     |
| Kredit mexanizmini metodologik asoslarini takomillashtirish .....                                                                                                                 | 288 |
| <b>Gadoyev So'hrob Jumakulovich, mustaqil tadqiqotchi</b>                                                                                                                         |     |
| Korxonalarda raqamli marketing vositalaridan foydalanish xususiyatlari.....                                                                                                       | 295 |
| <b>M. A. Saparova, talaba</b>                                                                                                                                                     |     |
| Приоритетные направления модернизации системы подготовки туристских кадров.....                                                                                                   | 299 |
| <b>Очилова Хилола Фармоновна, к.э.н., доцент</b>                                                                                                                                  |     |
| Improving the use of competitive strategies in the management<br>of sewing and knitting enterprises during green development .....                                                | 304 |
| <b>Vafoyeva Dilafruz, Teacher</b>                                                                                                                                                 |     |
| O'zbekistonda savdo xizmatlari sohasining rivojlanish tendensiyasi va istiqbollari .....                                                                                          | 311 |
| <b>Xojiyev Elshod Yoqub o'g'li, katta o'qituvchisi, PhD</b>                                                                                                                       |     |
| O'zbekiston Respublikasida aholini ijtimoiy himoya qilishning zamonaviy statistik usullaridagi tahlili .....                                                                      | 316 |
| <b>Kutbitdinova Muhayyoxon Inoyatovna, tayanch doktorant</b>                                                                                                                      |     |
| O'zbekiston to'qimachilik sanoatida CRM strategiyalaridan foydalanish yo'llari .....                                                                                              | 323 |
| <b>Xalilova Nafisa Komilovna, magistrant</b>                                                                                                                                      |     |
| Ko'zi o'zi shaxslarni ish bilan ta'minlashni qonunchilik vositasida tartibga solishdagi xorijiy tajriba .....                                                                     | 327 |
| <b>Usmonov Ziyodulla Ulmas o'g'li, tayanch doktorant</b>                                                                                                                          |     |
| Оптимизации операционной стратегии и повышение экономического<br>потенциала хлопково-текстильных кластеров .....                                                                  | 334 |
| <b>Джурбаев Отабек Джурбаевич, доцент кафедры</b>                                                                                                                                 |     |
| Необходимость управления активами и пассивами современными банками Узбекистана.....                                                                                               | 341 |
| <b>Фаттахова Муниса Абдухамитовна</b>                                                                                                                                             |     |
| Transport logistika xizmatini eksportni takomillashtirishga ta'siri .....                                                                                                         | 349 |
| <b>Jumabayeve Akmole Sheraliyevich, magistrant</b>                                                                                                                                |     |
| Цифровая валюта: возможные последствия вывода из обращения наличных денег .....                                                                                                   | 354 |
| <b>Бахромов Мирзаахмад Рустам угли, студент; Абдикаримова Динара Рустамхановна, научный руководитель, д. э. н. (DSc)</b>                                                          |     |
| Systematic mapping study of higher education in green development context.....                                                                                                    | 361 |
| <b>Asqarova Feruza Abdullaevna, Senior Teacher</b>                                                                                                                                |     |
| O'zbekistonda rekreatsiya turizmini rivojlantirish imkoniyatlari .....                                                                                                            | 368 |
| <b>Vayskulov Ramazon Alisher o'g'li, kafedra o'qituvchisi; Shaymanova Nigora Yusupovna, tayanch doktoranti</b>                                                                    |     |
| Особенности подготовки юных футболистов на этапах начальной подготовки, спортивно – оздоровительном и групп<br>начальной специализации.....                                       | 373 |
| <b>Д. К. Исмагилов, кандидат педагогических наук, доцент</b>                                                                                                                      |     |
| Optimizing Financial Resources Management in Treasury Systems for Sustainable Green Development.....                                                                              | 377 |
| <b>Shodmonkulova Shahlo, PhD student</b>                                                                                                                                          |     |
| Iqtisodiy xavfsizlikning institutsional asoslarini takomillashtirishning xorij davlatlar tajribasi .....                                                                          | 384 |
| <b>Mamatov Sardor Axmatjonovich, mustaqil tadqiqotchi</b>                                                                                                                         |     |
| Bank tizimida resurs bazasini mustahkamlash yo'llari.....                                                                                                                         | 390 |
| <b>Voxidov Oybek Rozikovich, mustaqil tadqiqotchisi</b>                                                                                                                           |     |
| Integrating Career-Oriented Communication Competences in English Language<br>Teaching for Future Specialists in Higher Education Institutions: A Catalyst for Green Economy ..... | 398 |
| <b>Rajapov Sulaymon Nuraddin Ugli, Teacher</b>                                                                                                                                    |     |
| Tijorat banklari faoliyatida raqamli texnologiyalaridan foydalanish samaradorligini baholash istiqbollari .....                                                                   | 406 |
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**Аннотация:** В данной статье исследуется роль высшего образования в формировании устойчивой зеленой экономики. Он исследует, как высшие учебные заведения способствуют развитию рабочей силы, обладающей знаниями, навыками и ценностями, необходимыми для устойчивого будущего. Благодаря обширному обзору литературы, программных документов и тематических исследований это исследование выявляет многогранные способы, которыми высшее образование способствует развитию “зеленой” экономики. В документе подчеркивается интеграция принципов устойчивости в учебные программы высшего образования, содействие междисциплинарному сотрудничеству и исследованиям, ориентированным на устойчивость. В нем также исследуется, как высшие учебные заведения развивают у студентов мышление устойчивого развития, давая им возможность стать проводниками перемен в своих областях. Кроме того, в исследовании исследуется роль высшего образования в обмене знаниями, сотрудничестве и партнерстве с государственными органами, бизнесом и организациями гражданского общества. Это сотрудничество превращает результаты исследований в практические решения и политику, способствуя переходу к “зеленой” экономике как на местном, так и на глобальном уровнях. В документе обсуждаются программы наращивания потенциала и возможности практического обучения, предлагаемые высшими учебными заведениями, вооружающие студентов навыками решения проблем устойчивого развития. В нем также подчеркивается потенциал высшего образования в содействии предпринимательству и инновациям для устойчивых стартапов и “зеленых” технологий, способствующих экономическому росту и созданию рабочих мест. В заключение, это исследование подчеркивает незаменимую роль высшего образования в формировании устойчивой зеленой экономики. Интегрируя принципы устойчивого развития в учебные программы, способствуя устойчивому мышлению, способствуя сотрудничеству и привлекая заинтересованные стороны, высшие учебные заведения могут инициировать трансформационные изменения в направлении более зеленого и устойчивого будущего. В этом документе представлены идеи и рекомендации для политиков, педагогов и заинтересованных сторон, инвестирующих в построение устойчивого общества.

**Ключевые слова:** высшее образование, устойчивая зеленая экономика, интеграция устойчивости, междисциплинарное сотрудничество, мышление устойчивого развития, обмен знаниями и партнерские отношения, наращивание потенциала и обучение на основе опыта.

## 1. INTRODUCTION

The urgent need to address environmental challenges and transition towards a sustainable future has highlighted the crucial role of higher education institutions in shaping a sustainable green economy <sup>[1]</sup>. Higher education equips individuals with the knowledge, skills, and values necessary to navigate sustainability complexities and foster positive change <sup>[2]</sup>.

This paper comprehensively explores the multifaceted role of higher education in a sustainable green economy. Through a review of literature, policy documents, and case studies, it provides valuable insights and recommendations for building a sustainable society <sup>[6]</sup>.

The research investigates key dimensions of higher education's contribution to a green economy. It examines the integration of sustainability principles into curricula, emphasizing how universities incorporate sustainability knowledge across disciplines <sup>[7]</sup>. Interdisciplinary collaboration and sustainability-focused research are explored as catalysts for innovative solutions to sustainability challenges <sup>[8]</sup>.

The study delves into cultivating a sustainability mindset among students, empowering them as change agents <sup>[9]</sup>. It explores educational approaches that foster critical thinking, problem-solving, and ethical decision-making related to sustainability.

The role of higher education in knowledge exchange, collaboration, and partnerships with stakeholders is investigated <sup>[10]</sup>. Such collaborations facilitate the translation of research findings into practical solutions and policies, advancing the green economy <sup>[11]</sup>. Successful models of engagement, including co-creation and shared expertise, are highlighted.

Capacity-building programs and experiential learning opportunities are examined as avenues for students to develop practical skills for sustainability <sup>[12]</sup>. Internships, fieldwork, and community engagement projects deepen understanding and cultivate responsibility towards the environment.

Lastly, the paper emphasizes higher education's role in fostering entrepreneurship and innovation for sustainable startups and green technologies <sup>[13]</sup>. Support for entrepreneurial initiatives and resources for research and development drive economic growth, job creation, and the advancement of green technologies <sup>[14]</sup>.

In conclusion, higher education plays an indispensable role in shaping a sustainable green economy. By integrating sustainability into curricula, fostering a sustainability mindset, promoting collaboration, and engaging stakeholders, higher education institutions drive transformative change towards a greener future <sup>[15]</sup>. The findings and recommendations of this study inform policymakers, educators, and stakeholders committed to building a sustainable society.





a deeper understanding of sustainability and cultivate a sense of responsibility towards the environment <sup>[25]</sup>. These opportunities bridge the gap between theory and practice, fostering the application of sustainability knowledge in real-world contexts <sup>[26]</sup>.

### **Fostering Entrepreneurship and Innovation for Sustainable Startups**

Higher education institutions play a significant role in fostering entrepreneurship and innovation for sustainable startups and green technologies <sup>[13]</sup>. By supporting entrepreneurial initiatives and providing resources for research and development, universities contribute to economic growth, job creation, and the advancement of green technologies <sup>[14]</sup>. Incubators, innovation hubs, and entrepreneurship programs within higher education institutions offer support and mentorship to students and researchers interested in developing sustainable business ventures <sup>[27]</sup>. These initiatives help bridge the gap between academia and the business sector, facilitating the transfer of knowledge and technologies to the market <sup>[28]</sup>.

The comprehensive literature review on the role of higher education in shaping a sustainable green economy reveals the diverse ways in which higher education institutions contribute to sustainability. Through the integration of sustainability principles into curricula, interdisciplinary collaboration, and sustainability-focused research, higher education promotes a holistic understanding of sustainability challenges <sup>[16]</sup>. By cultivating a sustainability mindset among students, higher education institutions empower future professionals to drive change in their respective fields <sup>[20]</sup>. Knowledge exchange, collaboration, and partnerships with external stakeholders facilitate the translation of research findings into practical solutions and policies, fostering the transition to a green economy <sup>[23]</sup>. Capacity-building programs and experiential learning opportunities equip students with the skills to address sustainability challenges <sup>[25]</sup>. Moreover, higher education institutions foster entrepreneurship and innovation for sustainable startups and green technologies, contributing to economic growth and job creation <sup>[13]</sup>.

## **3. METHODOLOGY**

This section outlines the methodology used to study the role of higher education in shaping a sustainable green economy. It includes a brief description of the literature review, analysis of policy documents and case studies, and acknowledges the limitations of the study.

### **Literature Review:**

A systematic search of academic databases (Google Scholar, Scopus, Web of Science) was conducted using relevant keywords related to higher education, sustainability, and the green economy. The search included peer-reviewed journal articles, conference proceedings, books, and reports published in English. Articles were screened based on their titles and abstracts, and relevant references were examined to identify key concepts, theories, frameworks, and empirical evidence.

### **Policy Documents and Case Studies:**

Policy documents at international, national, and institutional levels were reviewed to understand the context and initiatives promoting sustainability in higher education. These included government reports, strategic plans, and policy frameworks. Case studies from diverse geographical regions and sustainable higher education institutions were selected to provide real-world examples of best practices and successful outcomes in integrating sustainability.

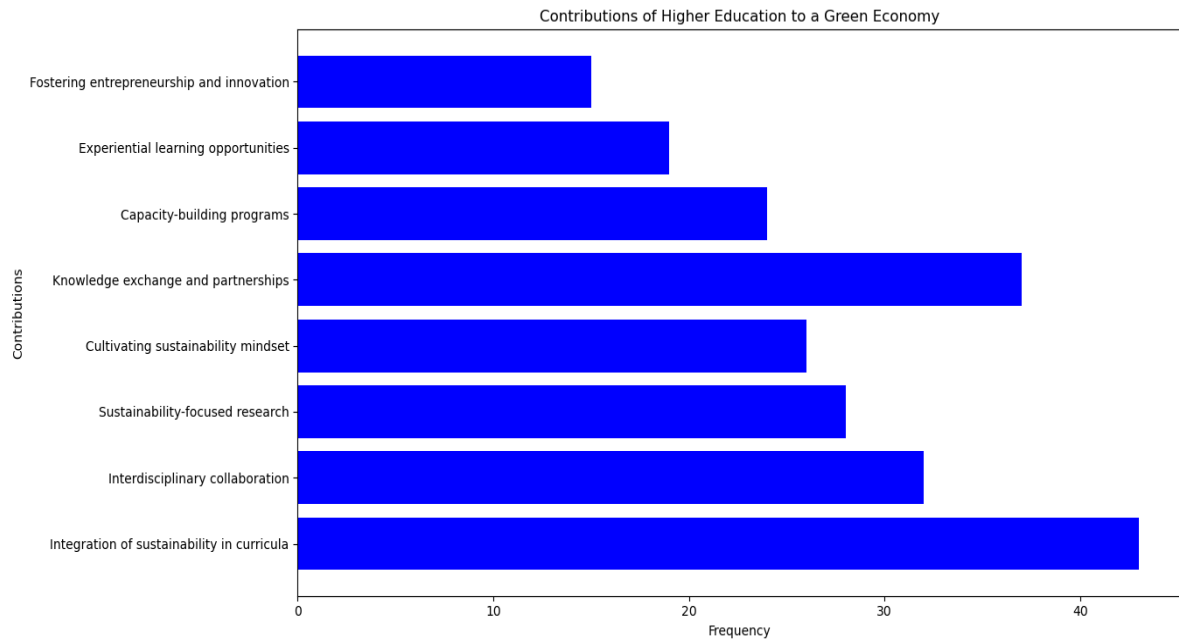
### **Limitations:**

Several limitations should be acknowledged. The choice of databases and search terms may have influenced the coverage of the literature review. Additionally, the inclusion criteria focused on recent publications and full-text availability, potentially excluding older or inaccessible articles. The analysis of policy documents and case studies relied on the availability of resources and may not capture the entire range of initiatives. Finally, there is a possibility of bias in the interpretation and synthesis of findings.

Despite these limitations, this research aims to offer a comprehensive overview of the role of higher education in shaping a sustainable green economy. The methodology employed allows for the synthesis of key concepts, theories, frameworks, and empirical evidence, providing valuable insights for policymakers, educators, and stakeholders interested in sustainability.

## **4. RESULTS**

The literature review on the role of higher education in shaping a sustainable green economy revealed various ways in which higher education institutions contribute to sustainability. The findings highlight key themes and trends identified in the literature, showcasing the multifaceted contributions of higher education to a green economy. The results are presented below.



Graph 1: Contributions of Higher Education to a Green Economy

Table 1: Key Themes and Trends

| Themes                                    | Key Findings                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|-------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Integration of sustainability             | Higher education institutions have made significant efforts to integrate sustainability principles into curricula across disciplines. This includes the development of sustainability-focused courses, programs, and degrees, as well as the incorporation of sustainability content into existing courses. The goal is to provide students with a comprehensive understanding of sustainability challenges and solutions.                                                          |
| Interdisciplinary collaboration           | Collaboration across disciplines is essential in addressing complex sustainability challenges. Higher education institutions have established interdisciplinary research centers, programs, and initiatives that bring together experts from various fields. These collaborations foster the exchange of ideas, knowledge, and methodologies, leading to innovative and holistic solutions to sustainability issues.                                                                |
| Sustainability-focused research           | Higher education institutions are actively engaged in sustainability-focused research, exploring diverse topics such as renewable energy, sustainable agriculture, waste management, and climate change adaptation. This research contributes to the knowledge base on sustainability and informs policy development, technological advancements, and best practices for a green economy.                                                                                           |
| Cultivating sustainability mindset        | Higher education plays a vital role in cultivating a sustainability mindset among students. By embedding sustainability principles throughout the educational experience, institutions foster critical thinking, ethical decision-making, and a sense of responsibility towards the environment. Educational approaches such as problem-based learning, service-learning, and campus sustainability initiatives contribute to this mindset.                                         |
| Knowledge exchange and partnerships       | Higher education institutions engage in knowledge exchange and partnerships with government agencies, businesses, and civil society organizations. Collaborations involve joint research projects, community engagement initiatives, and the co-creation of solutions to sustainability challenges. These partnerships bridge the gap between academia and practice, ensuring the application of research findings and enhancing the impact of higher education on a green economy. |
| Capacity-building programs                | Higher education institutions offer capacity-building programs that equip students with the practical skills necessary to address sustainability challenges. Experiential learning opportunities, such as internships, fieldwork, and community engagement projects, provide hands-on experiences and facilitate the application of sustainability knowledge in real-world contexts.                                                                                                |
| Fostering entrepreneurship and innovation | Higher education institutions foster entrepreneurship and innovation for sustainable startups and green technologies. Incubators, innovation hubs, and entrepreneurship programs support students and researchers in developing sustainable business ventures and technologies, driving economic growth, job creation, and the transition to a green economy.                                                                                                                       |

These findings demonstrate the multifaceted contributions of higher education institutions to a sustainable green economy. The integration of sustainability principles in curricula, interdisciplinary collaboration, sustainability-focused research, and the cultivation of a sustainability mindset among students are key themes that emerged from the literature. Furthermore, knowledge exchange and partnerships, capacity-building programs, and the fostering of entrepreneurship and innovation are crucial elements in driving transformative change towards a green economy.

The graph provides a visual representation of the frequency of various contributions identified in the literature. The qualitative table presents the key themes and trends synthesized from the literature review, highlighting the findings in a comprehensive manner.

## 5. DISCUSSION

The discussion section provides a platform to delve deeper into the research findings, offering a comprehensive analysis of the role of higher education in shaping sustainability. By examining the data and synthesizing the information, this section uncovers meaningful connections between different dimensions of higher education's involvement in sustainability.

Within the discussion, specific themes and patterns in the data are identified and explored. These themes may encompass the integration of sustainability into curriculum design, the significance of research in addressing sustainability challenges, the value of partnerships and collaborations with external stakeholders, and the impact of sustainability initiatives within higher education institutions. By delving into these themes, the discussion section offers a nuanced understanding of the diverse ways in which higher education can contribute to building a sustainable green economy.

Furthermore, the discussion section sheds light on the challenges and gaps that emerged during the research process. These challenges may include barriers to implementing sustainability initiatives in higher education, the need for capacity building and professional development, and the limited awareness and understanding of sustainability among students, faculty, and administrators. Acknowledging these challenges provides an opportunity for reflection and improvement, aiming to address identified gaps and overcome obstacles hindering the integration of sustainability into higher education.

In addition, the discussion section explores potential future directions for research and practice in the field of higher education and sustainability. It highlights areas that warrant further investigation, such as evaluating pedagogical approaches and assessing learning outcomes in sustainability education. It also emphasizes the exploration of innovative strategies for institutional change and the examination of long-term impacts resulting from sustainability initiatives. These future directions contribute to the advancement of knowledge and encourage ongoing scholarly inquiry in the field.

## 6. CONCLUSION

In the conclusion section, a concise summary of the main findings is provided, encapsulating the key outcomes of the research. It serves as a culmination of the entire study, highlighting the most significant insights and discoveries related to the role of higher education in shaping a sustainable green economy.

Furthermore, the conclusion section offers specific recommendations tailored to policymakers, educators, and stakeholders invested in building a sustainable society. These recommendations are derived from the knowledge and understanding gained through the research process. They provide practical guidance on how to leverage the potential of higher education in advancing sustainability goals.

The recommendations put forth in the conclusion section may include the need for policy support and incentives to encourage sustainability integration in higher education, the importance of fostering interdisciplinary collaboration and engagement with external stakeholders, and the significance of incorporating experiential learning opportunities that allow students to apply sustainability principles in real-world contexts. By providing actionable recommendations, the conclusion section aims to bridge the gap between research and practice, empowering decision-makers and stakeholders to take concrete steps towards a sustainable future.

In essence, the conclusion section of the research paper consolidates the main findings and offers a clear path forward. It emphasizes the relevance and impact of higher education in promoting sustainability and underscores the importance of collective efforts in building a sustainable society.

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# Yashil

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Ijtimoiy, iqtisodiy, siyosiy, ilmiy, ommabop jurnal

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