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1-SEKSIYA. TURIZM VA TA’LIM INTEGRATSIYASINING NAZARIY-METODOLOGIK ASOSLARI

1 СЕКЦИЯ. ТЕОРЕТИКО-МЕТОДОЛОГИЧЕСКИЕ ОСНОВЫ ИНТЕГРАЦИИ ТУРИЗМА И ОБРАЗОВАНИЯ

SECTION 1 THEORETICAL AND METHODOLOGICAL FOUNDATIONS OF TOURISM AND EDUCATION INTEGRATION

INTERVENTİON STRATEGİES DEVELOPED BY SCHOOL COUNSELORS İN THE PROCESS OF WORKİNG WİTH MİGRANT STUDENTS: CULTURAL ADAPTATİON AND INCLUSİVE APPROACHES İN EDUCATİON

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Abstract: This study aims to examine the intervention strategies developed by school counselors working with migrant students. The research was conducted using a qualitative method based on a phenomenological design. The study group consisted of 10 school counselors actively working with migrant students in the Bağcılar district of Istanbul. Data were collected through semi-structured interviews and analyzed using content analysis. The findings indicate that school counselors develop various interventions particularly related to language support, psychosocial support, social adaptation, and school-based practices. However, language barriers, limited family participation, heavy workload, lack of professional support, and institutional inadequacies emerged as major challenges during the intervention process. The results reveal that counseling services play a significant role in supporting the academic, social, and psychological adaptation of migrant students in culturally diverse educational environments. In this context, strengthening school counselors' cultural competence, improving school-based support mechanisms, and developing more systematic support policies appear to be important for creating more inclusive educational environments.

Keywords: Migrant students, school counselors, cultural adaptation,

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inclusive education, intervention strategies

Аннотация:Исследование посвящено стратегиям вмешательства школьных психологов-консультантов при работе с учащимися-мигрантами. В исследовании приняли участие 10 школьных консультантов из района Багджылар города Стамбул. Результаты показывают, что консультанты разрабатывают стратегии языковой поддержки, психосоциальной помощи и социальной адаптации учащихся-мигрантов. Также были выявлены языковые и институциональные трудности.

Annotatsiya: Ushbu tadqiqot migrant o‘quvchilar bilan ishlayotgan maktab psixolog-maslahatchilarining aralashuv strategiyalarini o‘rganishga qaratilgan. Tadqiqotda Istanbulning Bag‘jilar tumanida faoliyat yuritayotgan 10 nafar maktab maslahatchisi ishtirok etgan. Natijalar til yordami, psixososial qo‘llab-quvvatlash va ijtimoiy moslashuvga oid turli strategiyalar ishlab chiqilganligini ko‘rsatmoqda. Shuningdek, til va institutsional muammolar aniqlangan.

Introduction

In recent years, increasing migration movements have caused important changes in education systems. Due to wars, economic crises, and political instability, Türkiye has become one of the countries most affected by migration movements [1]. Especially after the Syrian civil war that began in 2011, mass migration toward Türkiye increased cultural diversity in schools and created significant changes in the education system [2].

Migrant students may experience language barriers, social adaptation problems, and psychosocial difficulties during their educational processes [3]. Language insufficiency may negatively affect academic participation and peer relationships [4]. Cultural differences may also make adaptation to the school environment more difficult [5].

As cultural diversity in schools has increased, inclusive education and school counseling services have become more important [6]. School counselors support migrant students’ academic, social, and psychological adaptation and develop culturally sensitive intervention strategies [7][8].

This study aims to examine the intervention strategies developed by school counselors working with migrant students.

Method

This research used a qualitative research approach based on a phenomenological design to examine the intervention strategies developed by school counselors working with migrant students. The study group consisted of 10 school counselors actively working with migrant students in the Bağcılar district of Istanbul. Participants were selected through criterion sampling.

Data were collected through semi-structured interviews and analyzed using content analysis. Similar statements were grouped together to form themes, and the findings were supported by direct quotations from participants.

Ethical principles were considered throughout the research process, and ethical approval was obtained from the Ethics Committee of Social and Human Sciences Research at Yıldız Technical University.

Findings

The findings indicate that school counselors develop various intervention strategies while working with migrant students. Language barriers, psychosocial adaptation problems, and institutional inadequacies were identified as the main challenges during the intervention process.

Language and Communication-Based Interventions

Participants stated that students' low level of Turkish negatively affects academic success and social adaptation. Therefore, school counselors use visual materials, peer support, and simplified language during communication.

"When they first arrive, it becomes really difficult to communicate with the children." (R3)

Psychosocial Support and Social Adaptation Interventions

The findings show that migrant students frequently experience anxiety and belonging problems. School counselors emphasized the importance of trust, emotional support, and peer interaction.

"The child must first trust you." (R6)

Institutional and Systemic Difficulties

Participants stated that limited family participation, heavy workload, and lack of institutional support make the intervention process more difficult.

"There actually needs to be a more comprehensive system." (R8)

School counselors emphasized the need for stronger school-based support mechanisms and culturally focused in-service training programs.

Table 1. Intervention Strategies Developed by School Counselors

Intervention Area	Strategies Used
Language and Communication-Based Interventions	Visual materials, peer support, simplified language
Psychosocial Support and Social Adaptation Interventions	Individual interviews, group activities, empathy studies
Institutional and Systemic Interventions	Teacher collaboration, parent communication, awareness activities

Conclusion

The findings show that school counselors develop various intervention strategies related to language support, psychosocial support, and social adaptation while working with migrant students. In particular, language support, trust-building, and peer interaction were identified as important practices during the intervention process.

However, the results also indicate that language barriers, limited family participation, heavy workload, and lack of institutional support make the process more difficult for school counselors. This situation demonstrates the need for stronger and more systematic support mechanisms for migrant students.

In this context, strengthening school-based counseling services and increasing culturally focused in-service training programs may contribute to more effective intervention processes in culturally diverse educational environments.

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GÖÇ, TURİZM HAREKETLİLİĞİ VE EĞİTİM BAĞLAMINDA GÖÇMEN ÖĞRENCİLERE YÖNELİK REHBERLİK MÜDAHALELERİ

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Özet: Bu araştırma, göç, turizm hareketliliği ve eğitim bağlamında göçmen öğrencilerle çalışan rehber öğretmenlerin geliştirdiği müdahale stratejilerini incelemeyi amaçlamaktadır. Küresel hareketlilik, kültürel çeşitliliğin eğitim ortamlarında daha görünür hale gelmesine neden olmuş ve kapsayıcı eğitim

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MUNDARIJA:

1-seksiya.	**TURIZM VA TA'LIM INTEGRATSIYASINING NAZARIY-METODOLOGIK ASOSLARI**	**3**
1 секция.	**ТЕОРЕТИКО-МЕТОДОЛОГИЧЕСКИЕ ОСНОВЫ ИНТЕГРАЦИИ ТУРИЗМА И ОБРАЗОВАНИЯ**	**3**
Section 1	**THEORETICAL AND METHODOLOGICAL FOUNDATIONS OF TOURISM AND EDUCATION INTEGRATION**	**3**
Abdullayev I.S.	**TURIZM VA TA'LIM INTEGRATSIYASINING ZAMONAVIY MODELLARI.**	4
Ruzmetov B	**EKOLOGIK TURIZMNI RIVOJLANTIRISHNING ZAMONAVIY YO'NALISHLARI.**	11
Sauxanov J., Naurizbaev A	**OROLBO'YI TRANSCHEGARAVIY HUDUDLARIDA MINTAQAVIY TURIZM XIZMATLARINING RAQOBATBARDOSHLIGINI OSHIRISH ASOSLARI**	20
Абдуллаев Ф	**ЗАМОНАВИЙ ТАШКИЛОТЛАРДА ИНСОН КАПИТАЛИНИ БОШҚАРИШ САМАРАДОРЛИГИНИ ОШИРИШ: ЖАҲОН ТАЖРИБАСИ ВА ЎЗБЕКИСТОН АМАЛИЁТИ**	24
Matyoqubova D	**RAQAMLI IQTISODIYOT SHAROITIDA HUDUDIY BIZNES TUZILMALARINI INNOVATSION DIVERSIFIKATSIYALASHNING USTUVOR YO'NALISHLARI**	30
Mirzataev S., Sultansuynov P	**TURIZM-TA'LIM INTEGRATSIYASINING NAZARIY-METODOLOGIK ASOSLARI VA SAVDO XIZMATLARI RIVOJLANISHINI IQTISODIY JIHATDAN TAKOMILLASHTIRISH**	36
Süleyman DOĞAN Halil ÇALIK	**INTERVENTION STRATEGIES DEVELOPED BY SCHOOL COUNSELORS IN THE PROCESS OF WORKING WITH MIGRANT STUDENTS: CULTURAL ADAPTATION AND INCLUSIVE APPROACHES IN EDUCATION**	39

Süleyman DOĞAN ***Halil ÇALIK***	**GÖÇ, TURIZM HAREKETLILIĞI VE EĞITIM BAĞLAMINDA GÖÇMEN ÖĞRENCILERE YÖNELIK REHBERLIK MÜDAHALELERI**	43
Odinaev Naim	**ЖИЗНЬ И ДЕЯТЕЛЬНОСТЬ ИБН АЛ-АСИРА И ЕГО АРАБСКИЙ ТРУД “АЛ-КАМИЛ ФИТ-ТАЪРИХ”**	58
Ишимбаев Рафаэль	**ИНТЕГРАЦИЯ КУЛЬТУРНЫХ ЗНАНИЙ И МЕЖДИСЦИПЛИНАРНОГО ПОДХОДА В ТУРИСТСКОМ ОБРАЗОВАНИИ: ТЕОРЕТИКО-МЕТОДОЛОГИЧЕСКИЕ ОСНОВЫ**	65
Adilchaev Rustem ***Щербина Кирилл***	**НЕЙРОСЕТЕВОЕ МОДЕЛИРОВАНИЕ В УПРАВЛЕНИИ ТУРИСТСКО-РЕКРЕАЦИОННЫМ КОМПЛЕКСОМ РЕГИОНА (НА ПРИМЕРЕ КРАСНОДАРСКОГО КРАЯ)**	70
Садуллаев А	**ЎЗБЕКИСТОН РЕСПУБЛИКАСИДА ТУРИЗМНИ РИВОЖЛАНТИРИШДА ИЛҒОР АХБОРОТ ТЕХНОЛОГИЯЛАРИДАН ФОЙДАЛАНИШ ИМКОНИЯТЛАРИ**	74
Ибадуллаев Д	**МИНТАҚА ИҚТИСОДИЁТИГА ИНВЕСТИЦИЯЛАРНИ ЖАЛБ ЭТИШГА ТАЪСИР ҚИЛУВЧИ ОМИЛЛАР**	78
Ибадуллаев Д	**ХОРАЗМ ВИЛОЯТИ ИНВЕСТИЦИЯ САЛОҲИЯТИНИ ОШИРИШНИНГ НАЗАРИЙ ЖИҲАТЛАРИ**	83
Norboyev S	**TURIZM VA TA’LIM INTEGRATSIYASINING ZAMONAVIY MODELLARI: INNOVATSION YONDASHUVLAR VA BARQAROR RIVOJLANISH ASOSLARI**	88
Ro‘zmetov B	**MUZEY ALOQALARINI BOSHQARISH TIZIMINI TAKOMILLASHTIRISHNING MINTAQAVIY TURIZM RIVOJIGA TA’SIRI**	94
Sapayev M	**TURISTIK-REKREATSION ZONALARDA MAXSUS SOLIQ REJIMLARINI QO‘LLASHNING SAMARADORLIGI**	98
DJabbarova Z	**TURIZM VA TA’LIM INTEGRATSIYASINING NAZARIY-METODOLOGIK ASOSLARI**	106

Nasretdinova F.	**MINTAQADA EKOLOGIK TURIZMNI RIVOJLANTIRISHDA ATROF-MUHIT MUAMMOLARINI HAL QILISHNING INNOVATSION YONDASHUVLARI**	109
Durumov T	**TURIZM SOHASIDA INSON RESURSLARINI BOSHQARISHNING O‘RNI VA AHAMIYATI**	114
Zakirova G., Aliyeva G	**TURIZM VA TA’LIM INTEGRATSIYASINI RIVOJLANTIRISHNING ZAMONAVIY KONSEPSIYALARI.**	118
Sattarova M., Pirnafasov S	**TURIZMNI BARQAROR RIVOJLANTIRISHDA IQTISODIY MEXANIZMLARNING AHAMIYATI VA XORIJ TAJRIBASIDAN FOYDALANISH ZARURIYATI.**	122
Панжиева Н	**ЗАРУБЕЖНЫЙ ОПЫТ ИНВЕСТИЦИОННОЙ ДЕЯТЕЛЬНОСТИ КОММЕРЧЕСКИХ БАНКОВ В ОБЕСПЕЧЕНИИ РАЗВИТИЯ РЕГИОНАЛЬНОЙ ЭКОНОМИКИ**	126
Toshev N	**MINTAQA IQTISODIYOTINI BARQAROR RIVOJLANTIRISHDA TURIZM SAMARADORLIGINI OSHIRISHNING METODOLOGIK TAMOYILLARI**	129
Sapayev M	**YASHIL TURIZMNI BARQAROR RIVOJLANTIRISHDA MAQSADLI SOLIQ IMTIYOZLARI TIZIMINI SHAKLLANTIRISH**	133
Tadjiev S	**PAXTA-TO‘QIMACHILIK KLASTERLARIDA ILM-FAN, TA’LIM VA ISHLAB CHIQARISH INTEGRATSIYASINING INNOVATSION RIVOJLANISHGA TA’SIRI**	140
Muxtarov B	**O‘ZBEKISTONDA ICHKI TURIZM XIZMATLARI BOZORINING RIVOJLANISH TENDENSIYALARI VA TARKIBIY TAHLILI**	146
Gulomova M	**MINTAQA HUNARMANCHILIK SOHASINI SINERGIK YONDASHUV ASOSIDA IQTISODIY RIVOJLANTIRISHNING**	151

	STATISTIK TAHLILI	
Shaynazarov A	**KICHIK BIZNES SUBYEKTLARIDA AUTSORSING XIZMATLARINING MOLIYAVIY BARQARORLIKKA TA'SIRI IQTISODIY TAXLILI**	157
Safarov A	**HUDUDLARDA ENERGETIKA RESURSLARI SAMARADORLIGINI OSHIRISHNING IJTIMOIY-IQTISODIY OMILLAR TAHLILI**	161
Turaev O	**MECHANISMS FOR DEVELOPING REGIONAL ECONOMIC POTENTIAL THROUGH THE INTEGRATION OF TOURISM AND EDUCATION IN THE KHOREZM REGION**	165
Kadirbergenova Sh	**TURIZM FAOLIYATIDA TUROPERATORLAR UCHUN RAQAMLI MARKETING STRATEGIYASINI QO'LLASH USULLARI**	169
Ismailov F	**O'ZBEKISTON YOQILG'I BOZORIDA GEOPOLITIK OMILLARNING NARX BARQARORLIGIGA TA'SIRI: UZEX BIRJASI MA'LUMOTLARI ASOSIDA EMPIRIK TAHLIL**	174
Aminov A	**QURILISH KORXONALARIDA MARKETING STRATEGIYALARINI TAKOMILLASHTIRISH YO'LLARI**	180
Berdimuratova Sh	**TURIZM-TA'LIM INTEGRATSIYASI SHAROITIDA QISHLOQ XO'JALIGI RESURSLARIDAN SAMARALI FOYDALANISHNI STATISTIK TAHLIL QILISH**	183
Jalalov K	**TURIZM-TA'LIM INTEGRATSIYASI SHAROITIDA QISHLOQ XO'JALIGI IQTISODIYOTI VA MOLIYAVIY BOSHQARUVNING ZAMONAVIY YO'NALISHLARI**	186
Matmurodova N	**ISLOM MOLIYASI TASHKILOTLARINING TURIZMNI RIVOJLANTIRISHGA TA'SIRI**	190

Qutlımuratov S	**BARQAROR TURIZMNI TA'MINLASHDA TURISTIK KLASTERLARINI RIVOJLANTIRISH ISTIQBOLLARI (QORAQALPOG'ISTON RESPUBLIKASI MISOLIDA)**	196
Ochilova D	**MINTAQADA TURIZM XIZMATLARI EKSPORTINI RIVOJLANTIRISH USTUVOR YO'NALISHLARI**	202
Ramazanov S	**TURIZMNI BARQAROR RIVOJLANTIRISHDA INNOVATSION EKOTIZIMLARDAN FOYDALANISH MUAMMOLARI**	209
Sapayev S	**MINTAQAVIY INNOVATSION INFRATUZILMANI RIVOJLANTIRISHNING IQTISODIY MEXANIZMLARI**	213
Sultansuynov P	**TURIZM VA TA'LIM INTEGRATSIYASI SHAROITIDA SAVDO XIZMATLARI RIVOJLANISHINI IQTISODIY MEXANIZMLAR ORQALI TAKOMILLASHTIRISH**	216
Latipov X	**TRANSPORT-LOGISTIKA INFRATUZILMASI VA MINTAQAVIY EKSPORT O'SISHI O'RTASIDAGI BOG'LIQLIK**	219
Қодиров Ж	**ТАЪЛИМ ХИЗМАТЛАРИ БОЗОРИДА ҲУДУДИЙ ИННОВАЦИОН-ТАЪЛИМ ТАРМОҚЛАРИНИ ШАКЛЛАНТИРИШНИНГ ИҚТИСОДИЙ ОМИЛЛАРИ ВА МЕХАНИЗМЛАРИ**	224
Atamuratova L	**TURIZMDA RAQOBAT USTUNLIGINI SHAKLLANTIRUVCHI ASOSIY OMILLAR**	230
Abdullaeva N	**ECONOMIC MODELING OF SUSTAINABLE REGIONAL TOURISM DEVELOPMENT AND THE APPLICATION OF FOREIGN EXPERIENCE**	235
Ramatov A	**ZAMONAVIY DUNYODA TURIZM BIZNESINI RIVOJLANTIRISH MUAMMOLARI VA ISTIQBOLLARI**	240

2-SEKSIYA	**MINTAQADA TURIZMNI BARQAROR RIVOJLANTIRISHNI IQTISODIY MODELLASHTIRISH VA XORIJ TAJRIBASIDAN FOYDALANISH YO‘LLARI**	**247**
2 СЕКЦИЯ	**ЭКОНОМИЧЕСКОЕ МОДЕЛИРОВАНИЕ УСТОЙЧИВОГО РАЗВИТИЯ ТУРИЗМА В РЕГИОНЕ И ПУТИ ИСПОЛЬЗОВАНИЯ ЗАРУБЕЖНОГО ОПЫТА**	**247**
SECTION 2	**WAYS OF ECONOMIC MODELING AND USING FOREIGN EXPERIENCE FOR SUSTAINABLE TOURISM DEVELOPMENT IN THE REGION**	**247**
Doschanov T	**TURIZM SOHASIDA XORIJIY TAJRIBALARNI JORIY ETISH ISTIQBOLLARI**	248
Ismailov A	**O‘ZBEKISTON HUDUDLARIDA IJTIMOIY-IQTISODIY TABAQALANISHNI THEIL DISPERSION INDEKSI VA KOMPOZIT KO‘RSATKICHLAR ORQALI BAHOLASH METODOLOGIYASI**	253
Baxtiyarov Sh	**TARMOQLARARO KLASTERLARNI SHAKLLANTIRISH METODOLOGIYASINI TAKOMILLASHTIRISH USLUBIYATI**	260
Djurayev N., Shaynazrov R	**MINTAQADA CHAKANA SAVDO TIZIMINI OPTIMALLASHTIRISH ASOSIDA IQTISODIY SALOHIYATNI OSHIRISHNING EKONOMETRIK MODELLARI**	268
Xudoyorov L., Eshmurodov A	**QASHQADARYO VILOYATIDA SANOAT INFRATUZILMASI VA TURIZM RIVOJLANISHI O‘RTASIDAGI BOG‘LIQLIKNING EKONOMETRIK TAHLILI**	272
Xakimov Z	**DECISION TREE, RANDOM FOREST VA XGBOOST ANSAMBL METODLARI ASOSIDA HUDUDIY IQTISODIY RIVOJLANISHNI PROGNOZLASHNING NAZARIY-METODOLOGIK ASOSLARI**	276
Jumaniyozova R	**MINTAQADA HUDUDIY TURIZM SALOHIYATINI OSHIRISHDA MARKETING MEXANIZMLARINING SAMARADORLIGI**	284
Ermetov A	**MINTAQADA TURIZMNI BARQAROR RIVOJLANTIRISHDA**	288

	HUNARMANDCHILIKNING XORIJIY TAJRIBADAN FOYDALANISH YO‘LLARI	
Adizov B	**BUILDING COMPETITIVE ADVANTAGE IN FINANCIALLY AUTONOMOUS HIGHER EDUCATION INSTITUTIONS THROUGH MARKETING STRATEGIES**	295
Alimov D	**TURIZM SOHASINI BARQAROR RIVOJLANTIRISH: MUAMMOLAR VA YECHIMLARI**	305
Aminova M	**KONTENT MARKETINGINING ASOSIY STRATEGIYALARI**	310
Artiqova O‘	**INNOVATSION IQTISODIYOT SHAROITIDA MEHNAT RESURSLARIDAN SAMARALI FOYDALANISH OMILLARI (XORAZM VILOYATI MISOLIDA)**	314
Artiqova O‘	**MINTAQA INNOVATSION RIVOJLANISHIDA TA’LIM-TURIZM SEKTORLARI INTEGRATSIYASI JARAYONIDA MEHNAT RESURSLARIDAN SAMARALI FOYDALANISH**	319
Kurbanov F., Ataboyeva Sh	**KICHIK BIZNES TARAQQIYOTIDA MOLIYAVIY DASTAKLARDAN SAMARALI FOYDALANISH YO‘NALISHLARI**	325
Avezov B., Abdullaev H	**ЭКОНОМИЧЕСКАЯ МОДЕЛЬ ВНЕДРЕНИЯ ЕДИНОЙ ТУРИСТИЧЕСКОЙ КАРТЫ KHIVA–URGENCH TOURIST CITY CARD В РАЗВИТИИ УСТОЙЧИВОГО ТУРИЗМА ХОРЕЗМСКОЙ ОБЛАСТИ**	331
Babaxanov O	**HUDUDLARNI IJTIMOIY-IQTISODIY RIVOJLANTIRISHDA TURIZM TARMOQLARINING O‘RNI**	336
Boltayev M	**TURISTLARNING SOG‘LIG‘INI SAQLASHDA ZAMONAVIY RAQAMLI TEXNOLOGIYALARDAN SAMARALI FOYDALANISH**	345
Egamov S	**UNIVERSITET 3.0 VA 4.0 SHAROITIDA MARKETING STRATEGIYASINING TRANSFORMATSIYASI**	349
Egamov S	**TA'LIM XIZMATLARI BOZORIDA ISTE'MOLCHI XULQ-ATVORINING MARKETING STRATEGIYASIGA TA'SIRI**	357

Sayfutdinov F	**QAD ROSTLAGAN YO‘LLAR CHORRAHASIDA: MANG‘IT AMIRLARI DAVRIDA BUXORO AMIRLIGINING SAVDO YO‘LLARI VA KARVONSAROYLARI**	361
Xudoyqulov H	**MAHALLIY MOLIYANI BOSHQARISHDA XORIJ TAJRIBASI: GERMANIYA, JANUBIY KOREYA VA POLSHANING FISKAL DETSENTRALIZATSIYA MODELLARINI O‘ZBEKISTON SHAROITIGA MOSLASHTIRISH**	367
Ibadullayeva Sh	**EKSPORT FAOLIYATIDA RAQAMLI MARKETINGNI QO‘LLASH IMKONIYATLARI VA AHAMIYATI**	371
Ibragimova Sh	**MINTAQADA TURIZM INDUSTRIYASINI RIVOJLANTIRISH USTUVOR YO‘NALISHLARI**	376
Ziyoyev J	**HUDUDIY IQTISODIY RIVOJLANISHDA OZIQ-OVQAT SANOATINING STRATEGIK AHAMIYATI**	384
Rajapov S	**MINTAQADA INVESTITSIYA FAOLIYATIGA TA’SIR QILUVCHI OMILLAR**	395
Napasova F	**BARQAROR TURIZMNI RIVOJLANTIRISHDA XORIJIY TAJRIBALARNING O‘ZBEKISTON AMALIYOTIGA TATBIQI**	400
Nazarov J	**MINTAQADA TURIZM TARMOQLARINI NI RIVOJLANTIRISHDA RAQAMLI TEXNOLOGIYALARDAN FOYDALANISH IMKONIYATLARI**	407
O‘rinova D	**MINTAQA ZIYORAT TURIZMI SAMARADORLIGINI BOSHQARISH: ZAMONAVIY YONDASHUVLAR VA BARQAROR RIVOJLANISH MEXANIZMLARI**	413
Ro‘ziboyeva M	**MINTAQALARARO IQTISODIY TAFOVUTLARNI QISQARTIRISHDA INNOVATSION VA INSTITUTSIONAL YONDASHUVLARNING AHAMIYATI**	420
Rustamova D., Rustamov R	**TURIZM SEKTORI VA YALPI ICHKI MAHSULOT O‘RTASIDAGI BOG‘LIQLIK: REGRESSION TAHLIL ASOSIDA EMPIRIK**	423

	TADQIQOT	
Ruzmetov SH	**HUDUDIY KLASTERLARNING MINTAQAVIY IQTISODIY RIVOJLANISHDAGI O‘RNI**	428
Ruzmetova I	**KICHIK BIZNES SAMARADORLIGINI OSHIRISH UCHUN RAQAMLI TEXNOLOGIYALARDAN FOYDALANISH**	432
Saurova I	**MINTAQA AGRAR SOHASINI IQTISODIY MODELLASHTIRISH VA XORIJ TAJRIBASIDAN FOYDALANISH YO‘LLARI**	437
Sattarova D., Atayev S	**ISLOMIY MOLIYALASHTIRISH MEXANIZMLARINI QO‘LLASH ORQALI BARQAROR IQTISODIY O‘SISHNI TA’MINLASH YO‘LLARI**	444
Sauxanov J., Qidirniyazov A	**TURIZMNI IQTISODIY MODELLASHTIRISH VA QURILISH SOHASIDA SUN’IY INTELLEKT ASOSIDA INNOVATSION XIZMATLAR TIZIMINI RIVOJLANTIRISH**	450
Baxtiyorov Sh	**MINTAQADA YASHIRIN IQTISODIYOTNI QISQARTIRISH OMILLARI**	455
Sultonov S	**QASHQADARYO VILOYATINING IJTIMOIY-IQTISODIY RIVOJLANTIRISHDA KLASTERLARINI INVESTITSION-INNOVATSION RIVOJLANTIRISH ISTIQBOLLARI (2018-2025 YILLAR DAVOMIDA)**	461
Кыпшакбаев А., Адильчаев Р	**ОЦЕНКА ЭФФЕКТИВНОСТИ ИСПОЛЬЗОВАНИЯ ЦИФРОВЫХ ПЛАТФОРМ И БОЛЬШИХ ДАННЫХ В ПРЕДПРИНИМАТЕЛЬСТВЕ В СФЕРЕ ТУРИЗМА**	468
Jumaniyozova R	**TURIZM INFRATUZILMASINING HUDUDIY IQTISODIY O‘SISH VA IJTIMOIY BARQARORLIKKA TA’SIRI**	474
Zaripov X., Yaqubov A	**IQTISODIYOT TARMOQLARIDA KADRLAR QO‘NIMSIZLIGINI KAMAYTIRISHNING TASHKILIY-BOSHQARUV MEXANIZMLARI**	477
Turdibekova Z	**MINTAQADA TURIZM XIZMATLARINI RIVOJLANTIRISH OMILLARI**	481

Umarov M	**MINTAQADA QISHLOQ XO‘JALIGI SALOHIYATIDAN SAMARALI FOYDALANISH YO‘LLARI**	489
Reimbaeva Z	**TURIZMNI RAQAMLI TEXNOLOGIK RIVOJLANTIRISHDA XALQARO TAJRIBA KO‘RSATKICHLARI TAHLILI.**	494
Kurbanov F., Xo‘janiyozov Sh	**O‘ZBEKISTONDA MEHNAT BOZORINI RIVOJLANTIRISH VA SAMARALI BANDLIKNI TA’MINLASHNING USTUVOR YO‘NALISHLARI**	500
Xo‘jayeva N	**МИНТАҚА ИҚТИСОДИЁТИДА ЛОГИСТИКА ИНФРАТУЗИЛМАСИ САЛОҲИЯТИДАН САМАРАЛИ ФОЙДАЛАНИШНИНГ ИЛМИЙ-НАЗАРИЙ АСОСЛАРИ**	510
Xodjaniyazov E	**TRANSPORT XIZMATLARI SIFATINING IQTISODIY MOHIYATI VA TURLARI**	514
Xojanov B	**TIJORAT BANKLARIDA MASOFAVIY XIZMATLAR INFRATUZILMASINI RIVOJLANTIRISHNING MIJOZLAR SODIQLIGIGA TA’SIRI**	518
Latipov X	**RAQAMLI SAVDO INFRATUZILMASI VA MINTAQAVIY EKSPORT RAQOBATBARDOSHLIGI: XORAZM VILOYATI MISOLIDA**	524
Kurbanov F., Xudaybergenov Y	**VALYUTA KURSI TEBRANISHLARINING TASHQI SAVDO VA INVESTITSION FAOLLIKKA TA'SIRI**	529
Zaripov X., Yaqubov A	**ATROF-MUHIT MONITORINGI ASOSIDA SIRKULYAR IQTISODIY LOYIHALARNING EKOLOGIK NATIJALARINI BAHOLASH USULLARI**	537
Zaripov X., Yaqubov A	**XODIMDAN RAHBARGACHA: IQTISODIYOT TARMOQLARIDA BOSHQARUV KARYERASINI SHAKLLANTIRISHNING ZAMONAVIY MODELI**	543
Saidmaxmudova O	**LOGISTIKA FIRMALARI VA HUDUDIY ISHLAB CHIQARUVCHILAR INTEGRATSIYASINI RIVOJLANTIRISHNING IQTISODIY MEXANIZMLARI (XORAZM VILOYATI MISOLIDA)**	547

O‘ktamova A	**ЭКОНОМИЧЕСКОЕ МОДЕЛИРОВАНИЕ УСТОЙЧИВОГО РАЗВИТИЯ ТУРИЗМА В РЕГИОНЕ И ПУТИ ИСПОЛЬЗОВАНИЯ ЗАРУБЕЖНОГО ОПЫТА**	552
Achilov I	**MINTAQAVIY KIMYO SANOATIDA RAQAMLI TEXNOLOGIYALARNI JORIY ETISH VA SAMARADORLIKNI OSHIRISH**	557
Achilov I	**KIMYO SANOATI KORXONALARIDA EKOLOGIK BARQARORLIKNI TA'MINLASH VA "YASHIL" TEXNOLOGIYALARNI JORIY ETISH**	561
Ro‘zmetov B	**MINTAQAVIY TURIZM RIVOJLANISHIDA MUZEYLAR FAOLIYATINI KLASTER YONDASHUV ASOSIDA SAMARALI BOSHQARISH**	565

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