



UDK:378.14:338.48:37.02

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THE IMPORTANCE OF PEDAGOGICAL DESIGN IN TRAINING TOURISM PROFESSIONALS IN MODERN EDUCATIONAL PRACTICE

Annotation

This article examines the role and importance of pedagogical design in the training of tourism professionals within modern educational practices. Pedagogical design aids in effectively structuring the learning process to develop students' theoretical knowledge and practical skills. Through interactive methods and enhanced cultural competence, pedagogical design prepares students to adapt to professional environments and meet industry standards.

Key words: Pedagogical design, tourism education, professional training, modern technologies, teaching methodology, interactive learning.

ВАЖНОСТЬ ПЕДАГОГИЧЕСКОГО ДИЗАЙНА В ПОДГОТОВКЕ СПЕЦИАЛИСТОВ В ОБЛАСТИ ТУРИЗМА В СОВРЕМЕННОЙ ОБРАЗОВАТЕЛЬНОЙ ПРАКТИКЕ

Аннотация

В данной статье рассматривается роль и значение педагогического дизайна в подготовке специалистов в сфере туризма в рамках современных образовательных практик. Педагогический дизайн способствует эффективной структуризации учебного процесса для развития теоретических знаний и практических навыков студентов. С помощью интерактивных методов и повышения культурной компетенции педагогический дизайн подготавливает студентов к адаптации в профессиональной среде и соответствии стандартам отрасли.

Ключевые слова: Педагогический дизайн, обучение туризму, профессиональная подготовка, современные технологии, методика преподавания, интерактивное обучение.

ZAMONAVIY TA'LIM AMALIYOTIDA TURIZM MUTAXASSISLARINI TAYYORLASHDA PEDAGOGIK DIZAYNING AHAMIYATI

Annotatsiya

Ushbu maqolada zamonaviy o'quv amaliyotida turizm sohasi mutaxassislarini tayyorlashda pedagogik dizayning roli va ahamiyati o'rganiladi. Pedagogik dizayn ta'lim jarayonini samarali tashkil etishga, talabalar nazariy bilimlari va amaliy ko'nikmalarini rivojlantirishga yordam beradi. Interfaol metodlar va madaniy kompetensiyani oshirish orqali pedagogik dizayn talabalarni kasbiy muhitga moslashishga va soha standartlariga javob berishga tayyorlaydi.

Kalit so'zlar: Pedagogik dizayn, turizm ta'limi, kasbiy tayyorgarlik, zamonaviy texnologiyalar, o'qitish metodikasi, interfaol ta'lim.

Introduction. The demand for qualified professionals in the tourism industry is growing as globalization continues to drive the sector's expansion. Tourism professionals are expected to possess not only industry-specific knowledge but also advanced communication skills, cultural competence, and problem-solving abilities. Pedagogical design plays a critical role in developing these skills by structuring educational programs that are both effective and applicable to real-life scenarios.

Pedagogical design emphasizes adapting educational materials and techniques to meet evolving industry needs, supporting the preparation of students for real-world challenges. It integrates interactive teaching methods, modern technologies, and cultural awareness, which are essential for professionals who work in culturally diverse and customer-oriented environments like tourism.

Literature review. Pedagogical design is recognized as an essential framework that supports the creation of targeted educational experiences by defining specific learning goals, selecting appropriate teaching methods, and structuring content to meet professional standards. According to Merrill [8], pedagogical design is grounded in principles of task-centered instruction, where learners actively engage in solving real-world problems, which is especially beneficial for students in vocational fields like tourism. Merrill emphasizes that pedagogical design encourages "learning by doing," enabling students to experience situations closely related to their future work environments. Furthermore, Reigeluth and Carr-Chellman [9] note that pedagogical design in tourism education should incorporate adaptive learning environments, where instruction is personalized to the needs and goals of individual students. This adaptability is key for tourism, as the field demands diverse skills, from customer service to intercultural communication. Reigeluth [9] argues that by focusing on flexibility, pedagogical design supports the varying learning needs of students, preparing them for complex industry demands.

Interactive learning methods have been widely studied for their effectiveness in vocational training, as they promote active engagement and practical application of knowledge. Chickering and Gamson [2] introduced the "Seven Principles for Good Practice in Undergraduate Education," which emphasize active learning, prompt feedback, and student collaboration—all crucial in tourism training. These principles underscore that students who actively participate in their learning process demonstrate improved retention and application of skills, which aligns with the needs of the tourism industry.

Kolb's [6] experiential learning theory, which emphasizes learning through concrete experience and reflective observation, provides a foundation for interactive learning. In tourism education, simulations, role-plays, and case studies allow students to experience realistic challenges in a controlled environment. According to Tjosvold [11], cooperative learning, where students work in teams to solve problems, is another powerful tool in tourism education. Cooperative learning enhances communication skills, teamwork, and interpersonal dynamics, essential competencies in tourism. Cultural competence has been widely recognized as a vital component of professional training in tourism. Bennett [1] developed the Developmental Model of Intercultural Sensitivity, which identifies stages through which individuals progress in their understanding of cultural differences.

Another important perspective is provided by Hofstede [5], who identified dimensions of cultural difference, including power distance, individualism versus collectivism, and uncertainty avoidance. By understanding these cultural dimensions, tourism professionals can provide services that are both culturally appropriate and customer-centered. Deardorff [4] also offers insights into cultural competence through her process model, which includes attitudes (such as openness and curiosity), knowledge, and skills necessary for successful intercultural interactions.

Modern technologies play a transformative role in tourism education, as they provide new ways for students to acquire and practice industry-relevant skills. Mayer [7] argues that multimedia learning can enhance comprehension and retention by integrating visual and auditory information, making it especially useful in tourism training where students need to learn complex concepts quickly. Mayer's principles of multimedia learning have been applied in tourism to design virtual tours, digital case studies, and interactive modules that simulate real-world challenges.

Selwyn [10] explores the integration of digital technologies in education, noting that digital tools increase student engagement and motivation. In tourism, this engagement is essential, as it helps students prepare for dynamic and customer-oriented environments. Selwyn suggests that the use of technology fosters self-directed learning and provides students with access to global information and resources, which enhances their understanding of the international tourism market.

In the field of virtual learning, Cheng et al. [3] discuss the use of virtual reality (VR) as an immersive tool that allows students to experience destinations and practice customer service skills without physical limitations. VR applications have shown promising results in tourism training, as students can simulate interactions with clients in various contexts, from hotel management to guided tours.

Discussions. The findings indicate that pedagogical design is essential for training tourism professionals. By combining structured teaching methods with innovative approaches, pedagogical design significantly enhances the quality of tourism education.

Interactive methods such as role-playing and simulations allow students to apply theoretical knowledge in practical contexts,

boosting their confidence and communication skills. These methods also facilitate students' engagement and motivation by making the learning experience more dynamic and closer to real-life professional scenarios.

Cultural competence is a critical factor in professional communication, especially in tourism, where professionals frequently interact with clients from various cultural backgrounds. Pedagogical design that includes cultural education enables students to understand cultural nuances, thereby enhancing their readiness for international and intercultural exchanges.

Modern technologies such as virtual reality and online simulations provide students with the opportunity to practice industry-relevant tasks in controlled environments. Technology-integrated pedagogical design enables students to develop professional skills in settings that simulate actual tourism scenarios, thereby strengthening their confidence and adaptability in real-life situations.

Conclusion. Pedagogical design plays a pivotal role in preparing tourism professionals for the challenges they will face in the industry. By combining interactive methods, cultural education, and modern technologies, pedagogical design equips students with both the theoretical knowledge and practical skills necessary for effective communication and problem-solving in the tourism sector.

Integrating cultural competence and interactive technology into tourism education ensures that students are prepared to engage with clients globally, fostering a higher level of customer satisfaction and professionalism. As the tourism industry continues to evolve, the need for adaptive, culturally competent, and technologically skilled professionals will only increase, underscoring the importance of pedagogical design in modern educational practices.

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UDK:1:111:378 (575.6)

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“MAFKURAVIY OMILLAR” TUSHUNCHASI VA UNING YOSHLAR TAFAKKURIGA TA’SIRINI O’RGANISHNING FALSAFIY TAHLILI

Annotatsiya

Yoshlarning jamiyatda tutgan o’rni va ahamiyatini, ularni hozirgi globallashuv davriga xos mafkuraviy omillarni singdirish obyekti sifatida ilmiy o’rganish hamda baholash nihoyatda murakkab masaladir. Shu nuqtai nazardan ushbu maqolada “Mafkuraviy omillar” tushunchasi va uning yoshlar tafakkuriga ta’siri o’rganilgan. Shuningdek, mafkuraviy xurujlarga qarshi kurashishning samarali usullari tahlil qilingan.

Kalit so’zlar: Mafkura, g’oya, fikr, inson, tabiat, jamiyat, mafkuraviy immunitet, mafkuraviy xurujlar.

ФИЛОСОФСКИЙ АНАЛИЗ ИЗУЧЕНИЯ ПОНЯТИЯ «ИДЕОЛОГИЧЕСКИЕ ФАКТОРЫ» И ЕГО ВЛИЯНИЯ НА МОЛОДЕЖНОЕ МЫШЛЕНИЕ

Аннотация

Научное изучение и оценка роли и значения молодежи в обществе, как объекта идеологического воздействия на нее идеологическими факторами, специфичными для современной эпохи глобализации, представляет собой чрезвычайно сложную проблему. С этой точки зрения в данной статье рассматривается понятие «Идеологический фактор» и его влияние на мышление молодежи. Также анализируются эффективные методы борьбы с идеологическими атаками.

Ключевые слова: Идеология, идея, мысль, человек, природа, общество, идеологический иммунитет, идеологические атаки.

PHILOSOPHICAL ANALYSIS OF THE STUDY OF THE CONCEPT OF "IDEOLOGICAL FACTORS" AND ITS INFLUENCE ON YOUTH THINKING

Annotation

Scientific study and assessment of the role and significance of youth in society, as an object of ideological influence on it by ideological factors specific to the modern era of globalization, is an extremely complex problem. From this point of view, this article examines the concept of the "Ideological factor" and its influence on the thinking of young people. Effective methods of combating ideological attacks are also analyzed.

Key words: Ideology, idea, thought, man, nature, society, ideological immunity, ideological attacks.

Kirish. Ma'lumki, XXI asr boshlarida mamlakatimizda milliy istiqlol g'oyasi konsepsiyasi yaratilgan va u to'g'risidagi fikr va qarashlar shakllana boshlagan, bu xalqimizning eski mafkura tushunchalari hamda omillaridan xalos bo'lishiga xizmat qilgan edi. Uning maqsadi sobiq ittifoq davrida ustuvor bo'lgan va fuqarolarning tafakkuriga singib qolgan "kommunistik g'oya" tushunchasi o'rni "milliy g'oya" tushunchasini aholining barcha qatlamlari qalbi va ongiga singdirish hamda bu to'g'ridagi dastlabki tasavvurlarni shakllantirishdan iborat bo'lgan edi. Milliy istiqlol g'oyasi konsepsiyasi yaratilgan va uning mazmun mohiyati alohida risola sifatida chop etilgan 2000-yildan keyin o'tgan 15-16 yil davomida ushbu vazifa bajarildi, deyish mumkin.

Mavzuga oid adabiyotlar tahlili. Ushbu masalada, avvalo, akademik E. Yusupovning 2000-yil nashr etilgan "Milliy g'oya va mafkura: mohiyati, ijtimoiy-tarixiy ildizlari va ahamiyati" deb nomlangan asarida va dastlabki izlanishlarning asoslariga e'tibor qaratilganini ta'kidlash joiz [10]. F.f.d., professor O'.Abilovning 2000-yilda chop etilgan "Milliy g'oya: ma'naviy omillar" risolasi ham ana shunday dastlabki asarlar sirasiga kiradi [1].

Ushbu risolalarda asosan o'sha davrda mavjud bo'lgan ba'zi qarashlar va yondashuvlar aks etgan. Chunonchi, ularda olimlar va mutaxassislarning ba'zilarida mavjud bo'lgan mafkuraning butunlay voz kechish va to'la-to'kis mafkurasizlik holatiga o'tish zarurligi haqidagi fikr-mulohazalardan farq qiladigan yondashuvlar bayon qilingan. Bu jihatdan I. Ergashev [4], S. Mamashokirov [6], S. Otamurotov O'. Abilov [1], Q. Nazarov [7], A. Ochilidiev [3] kabi olimlarning fikr-mulohazalari tadrijini o'rganish tadqiqotimiz uchun muhim ahamiyatga molik jihatlarni anglash imkonini beradi.

Xususan, I. Ergashev, X. Xudoyberdiyev, A. Qahramonovlarning 2002-yilda chop etilgan "O'zbekistonning mustaqil taraqqiyot yo'li va mafkuraviy jarayonlar" kitobini ham muhim jihatlar aks etgan dastlabki manbalar qatoriga kiritish mumkin [4]. Ushbu darslikdagi fikr-mulohazalar va metodologik xulosalar o'sha davrdagi bir necha yillik tajribalarni umimlashtirgani, 2000-yilda nashr etilgan "Milliy istiqlol g'oyasi: asosiy tushuncha va omillar" risolasida aks etgan tushuncha va omillarni ning amaliyotga

joriy etish jarayonining muayan natijalariga tayanganini alohida ta'kidlash lozim.

Bu borada o'sha yillarda barakali ijod qilgan f.f.d., professor A. Ochilidievning 2004-yilda nashr qilingan "Milliy g'oya va millatlararo munosabatlar" hamda "Globallashuv va mafkuraviy jarayonlar" kitoblarida mavzuning ba'zi jihatlariga e'tibor qaratilgan [3].

Ushbu yo'nalishda mazkur sohada faol ishtirok etgan olimlardan yana biri f.f.d., professor S. Mamashokirovning "O'zbekistonda yangi jamiyat qurilishining g'oyaviy-mafkuraviy masalalari" hamda ushbu muallifning Sh. Tog'ayev bilan yozgan "Erkin va farovon hayot qurilishining g'oyaviy-mafkuraviy masalalari" kabi kitoblarni ham alohida ta'kidlash lozim [6].

Tadqiqot metodologiyasi. Mafkuraviy omillar tushunchasi va uning yoshlar tafakkuriga ta'sirini o'rganishning falsafiy tahliliga bag'ishlangan ushbu maqolada ilmiy tadqiqotning ijtimoiy-gumanitar fanlar sohasida qo'llaniladigan germeneytik tahlil, qiyosiy tahlil, analiz, sintez kabi usullaridan samarali foydalanildi.

Tahlil va natijalar. "Mafkuraviy omillar" mafkura sohasining muhim tarkibiy qismi, uning tub ildizi bo'lmish g'oyaviy mezonlar va ma'naviy omillarni, shu sohaga xos hodisalar, voqea va jarayonlarni, maqsad va muddaolarni o'zida jamlaydigan eng muhim umumiy tushunchalardan biri bo'lib hisoblanadi. Aynan ana shunday o'ziga xoslik va serqirralik mazkur tushunchaning mazmun-mohiyatini, uning yangi bir qancha sohalarining tushunchalaridan farqini, maqsad va vazifalari, o'ziga xos xususiyatlarini yaqqol ifodalaydi.

Bu borada "Mafkuraviy tamoyillar" tushunchasining mafkura sohasiga doir "g'oya", "mafkura", "bunyodkor g'oyalar", "vayronkor g'oyalar", "g'oyalar tizimi", "mafkuraviy tizim" kabilar bilan uzviy aloqadorlikda namoyon bo'lishini alohida ta'kidlashimiz zarur. Ushbu tushunchalar kabi mazkur yo'nalishdagi narsa va hodisalarning ba'zi individual jihatlarni emas, balki insonning ma'naviy va ruhiy dunyosiga, g'oya va mafkuralarga xos umumiy belgilar, bog'likliklar va munosabatlarni ifodalaydi [7].

Ayni paytda, biz tahlil qilayotgan "Mafkuraviy tamoyillar" tushunchasi mafkura sohasining "g'oyaviylik", "g'oyasizlik", "g'oyaviy bo'shliq", "mafkuraviy jarayonlar", "mafkuraviy faoliyat", "mafkuraviy tahdid", "mafkuraviy poligon", "mafkuraviy immunitet", "mafkuraviy profilaktika", "g'oyaviy tarbiya" va boshqa tushunchalari sirasiga kiradi. Ushbu tushunchalar mazkur sohani tubdan va mukammal aks ettirishi, uning hamma o'rinlarda amal qilishi bilan oddiy tushunchalardan farq qiladi. Shuning uchun unga bog'liq barchaomillar va mezonlarning ma'lum xususiyatlari va zarur belgilarini tushunishda mazkur omillarga murojaat etish lozim bo'ladi [9].

"Mafkuraviy omillar" tushunchasi, bir jihatdan, inson tafakkuri mahsuli, ikkinchidan, voqea va hodisalarning inson ongida voqelanishi, uchinchi tomondan esa, shaxs ongining voqea-hodisaga yaqinlashishi va olamni bilish vositasidir. Ushbu tushuncha, boshqa gumanitarfanlarning asosiy unsurlari kabi, mafkuraviy jarayonlar, ma'naviy hayot va g'oyalarning amaliyoti bilan bog'liq hodisalarni idrok etishda nazariy hamda metodologik rol o'ynaydi. Bu borada u, dastlab, shaxsning jamiyatdagi voqeliklar mohiyati va mazmunini, ularga xos qonuniyatlarni bilish davomida qo'lga kiritilgan bilimlarining natijasi, ikkinchidan, hayotni yana ham kengroq bilish va uning o'ziga xos xususiyatlari hamda tizimlarini shakllantirishga xizmat filadigan muhim ilmiy vositalar sanaladi [8].

"Mafkuraviy omillar" tushunchasi moddiy dunyodan, uning tuzilmalaridan tamomila farqlanadi. Aksariyat hollarda uning bahosi va qadrini, oqibati va natijalarini aniq statistikada aks ettirish bir muncha murakkab, ularga xos holatlar va muhim tomonlarni aniq raqamlar hamda foizlar bilan baholab bo'lmaydi. Bunday hollarda mazkurtushunchaning inson va jamiyatga, millatlar va mamlakatlar taqdiriga ta'siri, tarixan ravnaq topish va ijtimoiy taraqqiyotdagi o'rni hamda ahamiyatimuhim masaladir. Haqiqatda esa, uning aniq chizmasi, to'laqonli obrazini topish murakkab, ya'ni har qaysi tushunchaning mazmuni, aktualligi, oqibati va natijalarini yana ham taqqoslash va qiyoslash vositasida o'rganish mumkin [3].

Ushbu tushuncha shaxsiy rivojlanish, jamiyat tamadduni va mafkuraviy voqeliklar silsilasida birato'la va tez fursatda yuzaga kelmagan. Aniqki, insoniyat minglab yillar davom etgan tarixiy taraqqiyot mobaynida g'oyaviy-mafkuraviy hodisalarga xos hollar va alomatlarini chuqurroq anglab, ulardagi ayrim va umumiy jihatlarni chuqur o'rganib borgan. Ana shu asosda ko'plab tushunchalar va kategoriyalar shakllangan. Ular insonlarning ham ma'n'an, ham jismonan yetuklikka erishishi, jamiyat taraqqiyoti, mamlakatlar tarixi hamda taqdirida muhim rol o'ynashda davom etgan. Shu bois, ushbu unsurlar insonning hayot hodisalari va ular bilan bog'liq voqelikning mohiyatini, ummning mazmuni va ma'nosini, o'zining jamiyatdagi o'rni va qadr-qimmatini to'laqonli anglab borishi natijasida shakllangan ma'naviy hodisalardan biridir [4].

Umuman olganda, "Mafkuraviy omillar" tushunchasi:

a) shu sohadagi munosabat, bog'lanishlarni ifodalovchi umumiy mazmun va xususiyatga ega bo'lgan falsafiy-ideologik atamalardan biridir;

b) bu sohani keng va atroflicha tavsiflagani holda, bir-birini taqozo etadi va bir butunlikda, o'zaro aloqadorlikda namoyon bo'ladiga omillar majmuidir;

v) obyektiv mazmunga ega bo'lib, ularning har biri ijtimoiy voqelikda ro'yobga chiqadi, namoyon bo'ladi, ushbu voqelikning o'ziga xos xususiyatlari, tomonlari, belgilarini ifodalovchi ideologik tushuncha sifatida inson tafakkurida aks etadi;

g) umumiy ideologik tushuncha sifatida insonning shu sohadagi hodisalar mohiyatini bilishga qaratilgan mafkuraviy anglash va ideologik idrok qilish jarayonining natijalari va ijtimoiy jarayonlarni yanada chuqurroq o'rganishning ilmiy vositasidir;

d) nafaqat mafkura nazariyasi va g'oyalar sohasini ilmiy bilish jarayonidagina emas, balki ideologik amaliyotda ham o'ziga xos ta'sirga ega bo'ladi, mafkuraviy xususiyatlari va ma'naviy ahamiyatini saqlab qolaveradi [10].

Ilmiy-nazariy va metodologik nuqtayi nazardan olganda, mafkuraviy omillar obyektiv mazmunga ega bo'lib, shu yo'nalishdagi hodisalar va jarayonlar tufayli ro'yobga chiqadi, namoyon bo'ladi,

hayotning o'ziga xos xususiyatlari, tomonlari, belgilarini ifodalovchi voqelik sifatida inson tafakkurida aks etadi. Ularning har biri mazkur yo'nalishdagi g'oyaviy ta'lim-tarbiya uchun ilmiy-metodologik ahamiyatga ega bo'lgan umumiy belgilovchi omillardan biri bo'lib hisoblanadi.

Bu sohadagi ilm-fan va tadqiqotlarning vazifasi mafkuraviy boshqa omillardan farqlay olish hamda uni o'zga turdosh tushunchalar bilan umumiy munosabat va yaxlit tadqiq etib, taraqqiyotning umummafkuraviy omillarining xarakteristikalarini va alomatlarini ochish, amalda uning sharoitlaridan ijodiy foydalanishga yordamlashishdan iborat [5].

Aynan ana shu nuqtayi nazardan, "Mafkuraviy omillar" tushunchasi O'zbekistonning keyingi yillardagi taraqqiyoti jarayonida qanday zamonaviy xususiyatlarini namoyon etmoqda? Uning Yangi O'zbekistonni barpo etish bilan bog'liq Harakatlar strategiyasini amalda oshirishdagi ta'siri va ahamiyati qanday bo'lmoqda? Bu murakkab va serqirra jarayonning ustuvor g'oyaviy asoslari va mafkuraviy omillari qanday g'oyalarga tayanadi? - kabi masalalar paydo bo'lmoqda. Bu soxada ham yechilishi lozim bo'lgan va bugungi kun hamda keyingi o'n yilliklar uchun nihoyatda muhim bo'lgan muammolar to'planib qolganligi ko'zga tashlanmoqda [2].

Mamlakatimizning bugungi kundagi asosiy maqsadi Yangi O'zbekistonni barpo etish, butun xalq ommasini ana shu g'oya atrofida birlashtirish, kishilarni ma'naviy-ruhiy jihatdan ulug'vor ishlarga tayyorlash va safarbar etishdan, pirovard natijada esa, eng ilg'or davlatlar qatoriga ko'tarishdan iboratdir. Bunday pirovard natijaga erishishning umumijtimoiy yo'llari, vositalari va usullari bilan birga mafkuraviy omillar nazariyasi va amaliyoti ham ushbu maqsaddan kelib chiqadi.

Bunday maqsadlar va ular asosida shakllanadigan tamoyillarni amalga oshirishda esa, muayan yo'nalishda va o'ziga xos usullar bilan amalga oshiriladigan mafkuraviy siyosat muhim ahamiyat kasb etadi. I. Ergashev, X. Xudoyberdiyev, A. Qahramonovlar fikricha, mafkuraviy siyosatni mafkuraviy vazifalarni amalga oshirish uchun bo'lgan harakat tarzida ham tushunish mumkin [3].

Ushbu tushuncha muayyan g'oyaviy qarashlar tizimini odamlar ongiga singdirish, zararli ma'naviy-mafkuraviy ta'sirlar, turli ko'rinishdagi tazyiqlarning oldini olishga qaratilgan uslub va vositalar hamda ularni ishlab chiqish, tartibga solish va boshqarish bilan bog'liq faoliyat majmuidini ifodalaydi. Bu vazifalar mafkuraviy omillarning amaliyotini belgilaydi va mamlakatimizning dunyo hamjamiyatida tutgan o'rni, nufuzi, xalqaro iqtisodiy, siyosiy, diplomatik aloqalardagi mavqeyi, taraqqiyot darajasi kabi bir qator ko'rsatkichlardan kelib chiqadi.

Xulosa va takliflar. Xulosa sifatida aytish mumkinki, "Mafkuraviy omillar" tushunchasi o'ziga xos ma'no-mazmunga ega bo'lib, uni amalga oshirishning umuminsoniyatga va barcha davlatlarga xos amaliyoti muayyan mafkuraviy tizim orqali sodir bo'lishi va unga tayanishi lozim. Bunday tizim mafkuraviy ishlarni tashkil qilish, boshqarish vazifalarini o'taydi va jamiyatning turli ijtimoiy institutlariga tayanadi, ya'ni madaniy-ma'rifiy uyushmalar maktabgacha tarbiya muassasalari, oila, umumiy ta'lim maktablari, mehnat jamoalari, mahalla kengashlari, jamoat tashkilotlari, o'rta maxsus va oliy o'quv yurtlari, madaniy-ma'rifiy uyushmalar tarbiyaviy imkoniyatlarini muvofiqlashtirish, tizimlashtirish, ularni yagona maqsad tomon yo'naltirish omillari (ish vaqti va ishdan keyingi bo'sh vaqt) va vositalari (fan, adabiyot, san'at, matbuot, radio, televideniye, kino, muzey va hokazo), uslublari (tushuntirish, ishonitirish, majbur qilish) va usullarining (alohida, jamoaviy, ommaviy) to'la-to'kis butunlikdagi uyushmasi nazarda tutishni taqozo qiladi.

Shuningdek, bugungi jamiyatimiz taraqqiyotida muhim ahamiyatga molik mafkuraviy omillarni amalga oshirish tizimi mafkuraviy ta'sir yo'nalishlari (aqliy, axloqiy, huquqiy) va uning zarur qismlari (mehnat, jismoniy, estetik, ekologik, jinsiy va hokazo) ham o'z ichiga oladi. U bir butun va yaxlit uyushma bo'lib, doimo takomillashib, jamiyat va davlat hayoti va taraqqiyotiga moslashib, o'zgarib turadi.

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