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O'ZBEKISTON
IQTISODIYOTI**

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OLY TA‘LIM, FAN VA INNOVATSIYALAR VAZIRLIGI**

**MIRZO ULUG‘BEK NOMIDAGI
O‘ZBEKISTON MILLIY UNIVERSITETI**

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"GREEN ECONOMY" - THE PROBLEM OF TEACHING AT UNIVERSITIES IN CENTRAL ASIA USING THE EXPERIENCE OF EUROPEAN UNION UNIVERSITIES

"YASHIL IQTISODIYOT" - YEVIROPA ITTIFOQI UNIVERSITETLARI TAJRIBAIIDAN FOYDALANGAN HOLDA MARKAZIY OSIYO UNIVERSITETLARINDA O‘QITISH MUAMMOSI

«ЗЕЛЕНАЯ ЭКОНОМИКА» — ПРОБЛЕМА ПРЕПОДАВАНИЯ В УНИВЕРСИТЕТАХ ЦЕНТРАЛЬНОЙ АЗИИ НА ОСНОВЕ ОПЫТА УНИВЕРСИТЕТОВ ЕВРОПЕЙСКОГО СОЮЗА

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Abstract

Climate change and global warming have been major issues for the past decades. However, we are now increasingly aware of the seriousness of the environmental challenge. The world faces a range of unprecedented environmental, climate and sustainability challenges. These include biodiversity loss, climate change and resource depletion the problem

Key words: Green economy, European Union universities, Central Asian universities, Climate, resources, climate change

Iqlim o‘zgarishi va global isish so‘nggi o‘n yilliklar davomida asosiy muammolar bo‘lib kelgan. Biroq, biz endi ekologik muammoning jiddiyligini tobora ko‘proq anglayapmiz. Dunyo misli ko‘rilmagan ekologik, iqlim va barqarorlik muammolariga duch kelmoqda. Bularga biologik xilma-xillikning yo‘qolishi, iqlim o‘zgarishi va resurslarning kamayishi kiradi.

Kalit so‘zlar: Yashil iqtisodiyot, Yevropa Ittifoqi universitetlari, Markaziy Osiyo universitetlari, Iqlim, resurslar, iqlim o‘zgarishi

Изменение климата и глобальное потепление были серьезными проблемами на протяжении последних десятилетий. Однако сейчас мы все больше осознаем серьезность этой экологической проблемы. Мир сталкивается с целым рядом беспрецедентных экологических, климатических проблем и проблем устойчивого развития. К ним относятся утрата биоразнообразия, изменение климата и истощение ресурсов.

Ключевые слова: Зеленая экономика, университеты Европейского союза, университеты Центральной Азии, климат, ресурсы, изменение климата.

The environmental problems of Central Asia (hereinafter - CA) are closely intertwined with global ones and are characterized by significant environmental disturbances: the problem of the shrinking Aral Sea, the future impact of the Koshtepa canal (Afganistan) on the habitat of the population, the depletion of natural resources and the negative effects of environmental degradation, including desertification, drought, land degradation, lack of drinking water, increased waste and industrial air pollution.. The Central Asia, is home to about 55 million people, that is, over 20% of its population. The average population density is generally close to 100 people/square km, and in the valley plain, it is over 350 people/square km (in the Andijan region it is over 500 people/square km). Andijan, Namangan, and Fergana provinces, which occupy 4.3% of Uzbekistan's territory, are home to 27.2% of the population. Batken, Jalalabad, Osh, and Talas provinces (44.4% of the territory) have 55.9% of the population of Kyrgyzstan, and Sogd province (17.6%) has 29.9% of the population of Tajikistan.

In the Central Asia agricultural overpopulation is clearly visible, with the most fertile areas having only 0.6 ha of land per person. According to expert estimates, by 2025 the population of the Central Asian will reach 15-15.5 million people. The situation in the valley is a classic example of social tension under conditions of overpopulation, land shortages, and an overabundance of labor in agriculture. The economic situation in the region is characterized by an acute shortage of resources (land, water), poor development of small and medium-sized enterprises. It is possible to change the situation mainly with the help of environmental education, starting from preschool age and ending throughout life. The acquisition of ecological culture, ecological consciousness, ecological thinking is the only way out of the current situation.

Important legislative, organizational and socio-economic measures have been developed and introduced in Uzbekistan to ensure environmental safety and aimed at the use and protection of nature and the improvement of the environmental situation. The Presidential Decree approved the Concept for Environmental Protection of the Republic of Uzbekistan until 2030, the Concept for the Development of Environmental Education in the Republic of Uzbekistan, the Approval of the Strategy for the Conservation of Biodiversity in the Republic of Uzbekistan and other legal and regulatory documents. The New Development Strategy for Uzbekistan for 2023-2030 sets out important tasks in the area of ecology and environmental protection, improving the environmental situation in cities and districts, and implementing the nationwide "Green Space" project in Higher Education Sistem (Fergana SU, Fergana STU, Andijan Agricultural University, Namangan SU, Namangan University of Business and Science, Kokand University, TSUAM I and other)

The Government of the Kyrgyz Republic adopted several important resolutions: the Law of the Kyrgyz Republic "On Specially Protected Natural Territories", "On Atmospheric Air Protection", Amendments to the Law of the Kyrgyz Republic "On Environmental Protection", "On Production and Consumption Waste", which demonstrate the extreme urgency of environmental protection issues in the country.

Every year about 2,000 students are trained in Environmental programs in Kyrgyz universities. One of the important problems in improving environmental literacy of students and teaching environmental courses is that only half of the teachers have specialized education in the field of ecology. As a result, teachers develop curricula at their own discretion, without following a strict sequence of material presentation. This form of material presentation complicates perception and formation of ecological thinking of students and does not motivate them to deep study of ecology. Among the methods of forming ecological thinking in students, mainly theoretical training is emphasized. But this is clearly insufficient, without visual examples of solving environmental problems students will not be able to transfer their knowledge to practice.

But there is not methodical recommendations on environmental education in the state language do not exist in Kyrgyz universities (Osh SU, Manas SU, Talas SU)

Over the last years, more than 20 different resolutions and decisions have been adopted at the level of the Government of Tajikistan concerning ecology, green economy, environmental protection, preservation of rare endangered species of plants and fauna. On the basis of these resolutions of the Government of the Republic of Tajikistan, the Executive Committee of Sughd and Khatlon regions during the same period adopted 17 decisions aimed at solving problems. For example, the Law "On the State Complex Programme of Development of Environmental Education and Enlightenment of the Population of the Republic of Tajikistan for 2021-2025", the Law "On Environmental Expertise", etc.

In addition, there are legal norms regulating the relations of organizations, enterprises and individuals to the environment. These legal norms are reflected in the following government documents: the Land Code, the Nature Code, the Water Code and the Forest Code of the Republic of Tajikistan. The Development Strategy for Tajikistan for 2024-2029 sets out important tasks in the area of ecology and environmental protection in Higher Education (Hujand SU, Buston STU, Tajikistan SU, Dushanbe STU and other)

In the major corresponding discussions in Central Asia, the talks revolve largely around the scale and nature of the consequences of climate change. Within them, we can see a series of different responses, among which:

- non-action of those who lack the proper knowledge and resources;
- mitigation strategies to slow down or lessen carbon emissions and incidence of greenhouse gas;
- adaptation strategies for those who are preparing for or experiencing the destructive;
- consequences of climate change e.g., global warming, flooding, drought, and desertification, desalination.

However, in recent years environmental pollution has increased significantly, mainly due to increased industrial and agricultural production. Universities of Uzbekistan, Kyrgyzstan and Tajikistan should play a bigger role in the development of environment-focused people's behaviour. The specially designed curricula "Ecology and Environmental Protection" is taught in all Universities, according to appropriate. But the analysis of ecological education indicates deficiencies that pull back the full realization of reforms in ecological education.

This form of presentation complicates the perception and formation of environmental thinking of students and does not motivate them to deep study ecology. In the number of methods of forming environmental thinking among students, mainly theoretical training was highlighted. But this is definitely insufficient, without observing examples of solving environmental problems, students will not be able to transfer their knowledge into practice.

Due to the fact that there are no methodological guidelines for environmental education in the national language, universities develop programs themselves and approve by the university academic council. Existing BA/ MA curricula mostly consist of theoretical courses, don't have modern innovative approaches to the study, that do not fully meet the requirements of ecological organisations.

The curricula "Ecology and Environmental Protection" and related curricula included in the curricula of all educational institutions in the country. However, this is not enough. At present, real life shows that:

- teaching the subject in the traditional way alone does not give desirable results;
- it is necessary to introduce new models of education. In the framework of the educational process, every university should be guided by a number of recommendations on the formation of an ecological world outlook- ecological education process should be personalized;
- it is necessary to form environmentally sound behavior patterns, ability to assess the environment not only from the position of own wellbeing but also harmony of relationships "nature - society";
- to introduce a system of scientific knowledge, views, and beliefs, which provide formation of responsible attitude to the environment; -----increase cooperation with environmental organizations, nature reserves and national parks.

Central Asian Universities need a common concept and methodological approach in the field of environmental education, train professional ecologists, who could adequately assess the environmental situation, conduct an environmental audit, environmental expertise, engage in environmental management and marketing, and predict the negative effect of intensive human impact on the nature. European experience in environmental issues and reasonable energy consumption are to be used as crucial practical and methodological instruments in order to improve environmental protection, modernize the teaching of environmental courses at universities and improve the professional competencies of graduates. The European Union has been a global champion in reducing the consumption of fossil fuels to power its economy and tackling climate change, a policy that was confirmed when the EU joined the 'Paris Agreement Considering the above-described situation and the current state of things, change should come mainly from the young generation and increasing their skills to reduce environmental impact and resilience will make a difference in the future.

At present, the problem of strengthening the environmental literacy of every inhabitant of the planet has come to be one of the first places in importance. This also applies to the Central Asia,

where a huge number of enterprises, plants and factories are concentrated, the waste of which pollutes the soil and the surrounding nature.

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РОЛЬ ЦИФРОВИЗАЦИИ И ИСКУССТВЕННОГО ИНТЕЛЛЕКТА В УГЛУБЛЕНИИ РЕГИОНАЛЬНЫХ ЭКОНОМИЧЕСКИХ ОТНОШЕНИЙ В ЦЕНТРАЛЬНОЙ АЗИИ

MARKAZIY OSIYODA MINTAQAVIY IQTISODIY MUNOSABATLARNI CHUQURLASHTIRISHDA RAQAMLASHTIRISH VA SUN'IY INTELLEKTNING ROLI

THE ROLE OF DIGITALIZATION AND ARTIFICIAL INTELLIGENCE IN DEEPENING REGIONAL ECONOMIC RELATIONS IN CENTRAL ASIA

Шамшод Юнусов, независимый соискатель ФерДУ

Аннотация

Статья анализирует влияние цифровизации и технологий искусственного интеллекта на развитие региональных экономических связей в Центральной Азии. Казахстан и Узбекистан выделяются как лидеры цифровой трансформации, тогда как Кыргызстан, Таджикистан и Туркменистан демонстрируют более медленный прогресс. Рассматривается роль цифровых платформ и инициатив Digital CASA и CAREC Digital Strategy 2030 в снижении транзакционных издержек и развитии электронной торговли. Отмечается потенциал ИИ для углубления интеграции через интеллектуальные системы управления и аналитику данных. Определены ключевые барьеры и уроки цифрового развития в регионе.

Ключевые слова: Центральная Азия, цифровизация, электронное правительство, искусственный интеллект, региональная интеграция, цифровые платформы, CAREC, Digital CASA.

Ushbu maqolada raqamlashtirish va sun'iy intellekt texnologiyalarining Markaziy Osiyoda mintaqaviy iqtisodiy aloqalarni rivojlantirishga ta'siri tahlil qilinadi. Qozog'iston va O'zbekiston raqamli transformatsiyada yetakchilar sifatida ajralib turadi, Qirg'iziston, Tojikiston va Turkmaniston esa sekinroq rivojlanishni namoyish etdilar. Maqolada raqamli platformalar va Digital CASA va CAREC Digital Strategy 2030 tashabbuslarining tranzaksiya xarajatlarini kamaytirish va elektron tijoratni rivojlantirishdagi roli ko'rib chiqiladi. Intellektual boshqaruv tizimlari va ma'lumotlar tahlili orqali integratsiyani chuqurlashtirish uchun sun'iy intellektning salohiyati ta'kidlangan. Mintaqada raqamli rivojlanish uchun asosiy to'siqlar va saboqlar aniqlangan.

Kalit so'zlar: Markaziy Osiyo, raqamlashtirish, elektron hukumat, sun'iy intellekt, mintaqaviy integratsiya, raqamli platformalar, CAREC, Digital CASA.