

IFRS” HOMLI
KONFERENCIYA

CONFERENCE “GLOBAL AND NATIONAL ECONOMIC

TRENDS”

2nd FORUM OF
DEVELOPMENT
STRATEGY:
GLOBAL AND
NATIONAL
ECONOMIC
TRENDS



TASHKENT STATE
UNIVERSITY OF ECONOMICS

ЙЎНАЛИШ: ГЛОБАЛ
ИҚТИСОДИЁТНИ
РИВОЖЛАНТИРИШНИНГ
ТЕНДЕНЦИЯЛАРИ ВА
ИСТИҚБОЛЛИ ЙЎНАЛИШЛАР
“Глобал ва миллий
иқтисодий трендлари”

CONFERENCE

19-20
OCTOBER

ФОРУМ

PARALLEL CONFERENCES

“NEW2AN, ICFNDS
AND ICDSIS”

2nd FORUM OF
DEVELOPMENT
STRATEGY:
GLOBAL AND
NATIONAL
ECONOMIC
TRENDS

NEW2AN, ICFNDS AND ICDSIS”

CONFERENCE
“IFRS”

2nd FORUM OF
DEVELOPMENT
STRATEGY:
GLOBAL AND
NATIONAL

“IFRS”

HOMLI

KONFERENCIYA

МЛМ
ИЦМЯ

2nd FORUM OF
DEVELOPMENT
STRATEGY:

MEHNAT IQTISODIYOTI VA INSON KAPITALI

2023

ILMIY ELEKTRON JURNAL

MAXSUS SON

ФОРУМ

19-20 OCTOBER

PARALLEL CONFERENCES

“NEW2AN, ICFNDS

AND ICDSIS”

РАҚАМЛИ ИҚТИСО
АХБОРОТ ТЕХНОЛ
ВА ТАЪЛИМНИНГ
ИСТИҚБОЛЛИ ЙЎН
“NEW2AN, ICFNDS,
номли параллель
конференциялар

- Macroeconomic Stability
- Social Welfare
- Human Capital
- Decent Employment
- World Economy
- Gender Equality
- Industry 4.0
- Sustainable Agriculture



MEHNAT IQTISODIYOTI VA INSON KAPITALI

<https://laboreconomics.uz>



MEHNAT IQTISODIYOTI VA INSON KAPITALI 2023-yil Maxsus son

ЭКОНОМИКА ТРУДА И ЧЕЛОВЕЧЕСКИЙ КАПИТАЛ

LABOR ECONOMICS AND HUMAN CAPITAL

laboreconomics.uz

“**Mehnat iqtisodiyoti va inson kapitali**” ilmiy elektron jurnali O‘zbekiston Respublikasi Oliy ta’lim, fan va innovatsiyalar vazirligi huzuridagi Oliy attestatsiya komissiyasi (OAK) rayosatining 2023-yil 3-iyundagi 328/3-sonli qarori bilan ro‘yxatga olingan.
Muassis: “Mehnat iqtisodiyoti va inson kapitali” ilmiy maktabi.

Tahririyat manzili:

100066, Toshkent shahri, Islom Karimov ko‘chasi, 49-uy.

Elektron manzil: ilmiymaktab@gmail.com

Jurnal web-sayti: www.laboreconomics.uz

Bog‘lanish uchun telefonlar:

+998 (99) 881-86-98.

TOSHKENT-2023

EDITORIAL BOARD | TAHRIRIYAT KENGASHI

Tahririyat Kengashi raisi: (Chairman of the Editorial Board)

Abdurahmanov Qalandar Xodjayeovich, O‘zFA akademigi

Tahririyat Kengashi a‘zolari: (Members of the Editorial Board)

Toshqulov Abduqodir Hamidovich,
i.f.d., prof.

Yusupov Axmadbek Tadjiyevich,
i.f.d., prof.

Sharipov Kongratboy Avezimbetovich,
t.f.d., prof

Raifkov Kudratilla Mirsagatovich,
i.f.d., prof

Xalmuradov Rustam Ibragimovich,
i.f.d., prof

Umurzakov Baxodir Xamidovich,
i.f.d., prof.

Nazarov Sharofiddin Xakimovich,
i.f.d., prof.

Jumayev Nodir Xasiyatovich,
i.f.d, prof.

Abduraxmanova Gulnora Kalandarovna,
i.f.d., prof.

Eshov Mansur Po‘latovich,
i.f.d., prof.

Zokirova Nodira Kalandarovna,
i.f.d.. prof.

Xudoyberdiyev Zayniddin Yavkachevich,
i.f.d., prof.

Muxiddinov Erkin Madorbekovich,
i.f.f.d., (PhD)

Xolmuxammedov Muhsinjon Murodullayev,
i.f.n., dots.

Amirov Lochinbek Fayzullayevich,
i.f.f.d., (PhD), dots.

G‘oyipnazarov Sanjar Baxodirovich,
i.f.f.d., (PhD), dots.

Shakarov Zafar Gafarovich,
i.f.f.d., (PhD)

Jamoatchilik Kengashi a‘zolari:
(Community Council members)

Bred Bodenzauzen (AQSh)

Jon Ankor (Buyuk Britaniya)

Odegov Yuriy Gennadevich
(Rossiya Federasiyasi)

Keynz Miller (AQSh)

Sung Dong Ki (Koreya Respublikasi)

Masato Xivatari (Yaponiya)

Gerxard Feldmayer (Germaniya)

Eko Shri Margianti (Indoneziya)

Ahmed Mohamed Aziz Ismoil (Misr)

Rohana Ngah (Malayziya)

Sharifah Zanniyerah (Malayziya)

Teguh Dartanto (Indoneziya)

Nur Azlinna (Saudiya Arabistoni)

Muhammed Xoliq (Pokiston)

Alisher Dedaxonov (Toshkent)



Mas‘ul muxarrir (Editor-in-Chief):

G‘oyipnazarov Sanjar Baxodirovich

Veb-administrator (Web admin):

Musayev Xurshid Sharifjonovich



MUNDARIJA (CONTENTS)

MEHNAT BOZORI VA MEHNAT MUNOSABATLARI

Q.X. Abdurahmonov S.B. G'oyipnazarov	Сунъий интеллектни жорий этиш натижасида меҳнат бозоридаги ўзгаришлар	6–12
R.I. Nurimbetov A.M. Ismailov	O'zbekiston iqtisodiyoti tarmoqlari rivojlanishi va aholi bandligini manfaatdorlik indeksi asosida baholash	13–21
N.T. Shayusupova S.S. Amirdjanova	Прогнозирование макроэкономических показателей роста экономики и занятости населения республики	22–29
I.A. Bakiyeva	Тошкент вилоятида ишсизларни замонавий касб-ҳунарга ўқитишни самарали ташкил этиш йўллари	30–34
S.I. Sotnikova	Наемный труд: институциональные эффекты неравновесной экономики .	35–41
A.S. Usmanov M.A. Bahridinova	Qashqadaryo viloyatida bandlikning tarmoq tuzilishidagi o'zgarishlar va uning aholi turmush farovonligiga ta'siri	42–48
X.F. To'xtayeva	Туристик хизматлар бозорида бандликни тартибга солиш ва бошқариш бўйича илғор хорижий тажрибалар	49–56
B.Z. Ganiyev	O'zbekiston hududlarida bandlikning iqtisodiy o'sishga nisbatan elastikligi tahlili	57–61

INSON RESURSLARINI BOSHQARISH

S. Sotnikova N. Sotnikov	Ecology of the employee's career based on the concept of time management .	62–70
A.N. Turayev B.B. Suvonov	Направления развития анализа затрат труда в хозяйствующих субъектах	71–76
B.B.Suvonov	Зарубежный опыт анализа показателей затрат труда в хозяйствующих субъектах	77–82
Z.M. Xasanova	Enhancing economic education and human resources management: a study of innovative approaches in Uzbekistan's higher education institutions	83–91
R.R. Oqmullayev	Инсон ресурсларини бошқариш — олий таълим муассасаларининг глобал рақобатбардошликка эришиш омили	92–102
B.B. Mardonov	Xizmat ko'rsatish sohasida kadrlar salohiyatini baholash	103–108
M.Sh. Xaydarova	Использование искусственного интеллекта в управлении человеческими ресурсами	109–123

INSON KAPITALI

A. Zikriyoyev D. Khojamqulov M. Raimjanova N. Turayev A. Abdullayev	Human capital development in the context of health and safety regulation: policy analysis in construction industry	124–138
A. Zikriyoyev M. Farmonova Ch. Keldiyorova D. Nekboyev O. Murodova	Orientation / induction day as a remedy for human capital investment at higher education	139–150
A.S. Boltayev Y.M. Otaboyev	The impact of health and education expenditure on economic growth in case of Uzbekistan	151–163
O.A. Eshbayev	Strategic integration of emerging technologies in engineering education: a holistic approach to cultivate human capital for the digital economy	164–169

A.O. Jumanov R.A. Omirzakov	Innovative environmental education in higher education: fostering sustainable mindsets for a greener future	170–175
I.Sh. Khadjiyeva	School climate quality and education quality: evidence from 15 worst performing nations at PISA 2018	176–187
M.O. Kurolov	Leveraging digital healthcare marketing strategies to enhance social welfare through human capital development	188–192
M. Numanova F. Khakimov	Priorities for the development of national human capital in the economy	193–198
M.X. Xo‘jayeva	Properties of innovative activity in the education system of Uzbekistan	198–203
H.T. Yaxshiyev	Mehmonxona hamda restorani biznesi faoliyati tushunchasi va mohiyati	204–206
X.B. Nasriddinov	O‘quvchilarning kreativ fikrlashini rivojlantirishda ta‘lim metodlaridan foydalanish	207–210
Sh.Y. Sharobiddinov	Investing in human capital: a comparative analysis of democratic and authoritarian regimes	211–220
Z.M. Xasanova	Comparative analysis of innovative education management strategies for economic education and green development: lessons from foreign countries	221–228
S.R. Xolbayeva	Трансформация системы подготовки кадров в целях повышения эффективности функционирования человеческого капитала в экономической системе	229–238
INSON TARAQQIYOTI		
Sh.U. Jo‘rayeva	Socio-economic significance and analysis of the standard of living of the population	239–244
N.M. Khazratkulova	The impact of inter-budgetary relations on regional growth and the standard of living of the population of the regions (on the example of the republic of Uzbekistan)	245–250
KAMBAG‘ALLIKNI QISQARITRISH		
G.Q. Abduraxmonova M.X. Fayziyeva Sh.Q. Xoliyorova	O‘zbekiston davlat ijtimoiy himoya tizimini mustahkamlashda raqamli rivojlanishning o‘rni	251–261
GENDER TENGLIK		
G.Q. Abruraxmonova N.U. Khalimjonov	Gender inequality in labour market	262–268
MUNOSIB MEHNAT		
Sh.X. Raxmatullayeva	Milliy korxonalarda mehnat samaradorligining muhim ko‘rsatkichlarini baholash tizimini imkoniyatlari	269–275
Z.U. Usmonov	Ko‘zi ojiz shaxslarni ish bilan ta‘minlashning obyektiv zarurligi	276–283
TADBIRKORLIKNI RIVOJLANTIRISH		
L.F. Amirov	Современные тенденции развития аграрного сектора Республики Узбекистан	284–293
I. Khotamov A. Kasimov Y. Najmiddinov G. Yuldashev	The current importance of alternative energy and renewable energy in Uzbekistan	294–317
Z.T. Abdurakhmanova	Factors affecting sustainable agriculture and food production in Uzbekistan	318–328
J.X. Ishanov	Determination of hydraulically acceptable length of drip irrigation pipe	329–334

U.Sh. Duskobilov	Influence of monetary policy instruments on macroeconomic stability during the transition to inflation targeting in Uzbekistan	335–342
Sh.D. Ergashkhodjayeva E.Y. Khojiyev	The EU’s generalised system of preferences: impact on foreign trade of domestic products	343–348
O.A. Eshbayev	Exploring synergies: redefining engineering education management for industry 4.0 in the digital economy era	349–354
H.B. Haydarov	O‘zbekistonda makroiqtisodiy barqarorlikni ta’minlashda xorijiy investitsiyalarning tutgan o‘rni	355–361
M.R. Khidirova	Improving the efficiency of corporate governance based on the modeling of agricultural machinery enterprises	362–369
B.N. Ishniyazov	Analysis of the activities of innovation of the agricultural sector of our country	370–374
N.N. Ismoilov	Implementing SDGS (sustainable development goals) in small business entities	375–380
N.S. Karimova	O‘zbekistonda klasterlar faoliyatini tashkil etish mexanizmi	381–385
M.R. Khayitova	The essence of green loans in a global unstable environment	386–391
S.B. Maxmudov	Milliy iqtisodiyotda eksport amaliyotiga ta’sir etuvchi omillarni ekonometrik tahlilini baholash	392–401
Y.F. Najmiddinov	Initial efforts to develop green energy and green growth in Uzbekistan	402–407
Ch.G. Nosirova	Developing sustainable pathways for textile product exports: a green strategy approach to enhance social welfare	408–415
N. Khalimjonov P. Allayarov	The gravity trade model for Uzbekistan	416–424
D. Usmonova	Evaluating the role of marketing strategies in fostering the growth of viticulture enterprises for achieving sustainable agricultural development	425–431
МАКРОИҚТИСОДИЙОТ		
A. Valiyeva	Assessing the impact of sustainable agricultural practices on legume market dynamics: a comprehensive marketing research analysis	432–440
V.K. Yarashova	The mutual influence of transport on macroeconomic indicators in Uzbekistan	441–447
M.S. Yusupov G.T. Ismoilova	Oziq-ovqat mahsulotlari ishlab chiqarish zanjirida agrosanoat klasterlarining ahamiyati va rivojlantirish imkoniyatlari	448–459
M.T. Abdurahmanova M.M. Ismailova	Қишлоқ хўжалигида ер ресурсларидан самарали фойдаланишнинг хориж тажрибасини такомиллаштириш	460–465
N.B. Achilova	Сущность и значение национального брендинга стран в условиях глобализации	466–474
J.N. Bayisbayev	Мамлакатимизнинг тадбиркорлик субъектларини ижтимоий фаолиятини қўллаб-қувватлашдаги иштироки	475–481
A. Valiyeva	Оценка роли устойчивых методов ведения сельского хозяйства в повышении конкурентоспособности рынков бобовых: глобальный маркетинговый анализ	482–490
F.R. Bobobekov	Мақроқиқтисодий барқарорлик шароитида факторингга таъсир этувчи омиллар	491–497
D.B. Xajiyev	Даромадларни қайта тақсимлаш жараёнларини тартибга солишнинг фискал воситалари	498–504



COMPARATIVE ANALYSIS OF INNOVATIVE EDUCATION MANAGEMENT STRATEGIES FOR ECONOMIC EDUCATION AND GREEN DEVELOPMENT: LESSONS FROM FOREIGN COUNTRIES

Xasanova Zarina Maxammadolimovna

Department of English Language, Corporate Governance faculty, Tashkent State University of Economics

Abstract. In an era characterized by dynamic economic shifts and escalating environmental concerns, the integration of innovative education into economic and green development curricula has emerged as a critical imperative for nations worldwide. This research paper presents a comprehensive comparative analysis of the experiences of foreign countries in managing innovative education within the realms of economic education and sustainable green development. By examining the strategies, policies, and practices implemented by diverse nations, this study aims to distill valuable insights that can inform and enrich educational frameworks and practices. Drawing on a multidisciplinary approach, this research scrutinizes the multifaceted dimensions of innovative education management, encompassing pedagogical methodologies, curricular design, and institutional frameworks. The analysis encapsulates the ways in which foreign countries have navigated the intricate intersection of economic education and environmental consciousness, thereby fostering a holistic understanding of the interplay between economic growth and ecological preservation. Through a meticulous synthesis of international experiences, this study illuminates best practices and lessons learned, highlighting successes and challenges encountered by foreign nations. By elucidating how these countries have harmonized the demands of economic education with the imperatives of green development, this research provides a roadmap for stakeholders in the education sector to cultivate forward-looking educational paradigms. The outcomes of this research are poised to catalyze discourse and action in educational policy and practice spheres, fostering the evolution of pedagogical strategies that equip learners with the acumen to navigate complex economic landscapes while nurturing ecological sustainability. As nations seek to fortify their educational systems to address the demands of the future, this study offers a timely and invaluable resource for crafting resilient, innovative, and sustainable approaches to economic education and green development.

Keywords. Innovative Education, Economic Education, Green Development, Comparative Analysis, Learner-Centered Pedagogies, Transdisciplinary Education, Sustainability Integration

IQTISODIY TA'LIM VA YASHIL RIVOJLANISH UCHUN INNOVATSION TA'LIMNI BOSHQARISH STRATEGIYALARINING QIYOSIY TAHLILI: XORIJIY DAVLATLAR TAJRIBALARI

Xasanova Zarina Maxammadolimovna

TDIU, Ingliz tili kafedrası

Annotatsiya. Dinamik iqtisodiy siljishlar va atrof-muhitga oid tashvishlarning kuchayishi bilan tavsiflangan davrda innovatsion ta'limning iqtisodiy va yashil rivojlanish o'quv dasturlariga integratsiyalashuvi butun dunyo mamlakatlari uchun muhim imperativ bo'lib chiqdi. Ushbu tadqiqot ishi iqtisodiy ta'lim va barqaror yashil rivojlanish sohalarida innovatsion ta'limni boshqarish bo'yicha xorijiy mamlakatlar tajribasining har tomonlama qiyosiy tahlilini taqdim etadi. Turli mamlakatlar tomonidan amalga oshirilayotgan strategiyalar, siyosatlar va amaliyotlarni o'rganish orqali ushbu tadqiqot ta'lim asoslari va amaliyotlarini xabardor qilishi va boyitishi mumkin bo'lgan qimmatli tushunchalarni o'rganishga qaratilgan. Ko'p tarmoqli yondashuvdan kelib chiqqan holda, ushbu tadqiqot pedagogik metodologiyalar, o'quv dasturlarini loyihalash va institutsional asoslarni o'z ichiga olgan innovatsion ta'limni boshqarishning ko'p qirrali jihatlarini sinchiklab ko'rib chiqadi. Tahlil xorij mamlakatlari iqtisodiy ta'lim va ekologik ongning murakkab chorrahasini bosib o'tish yo'llarini qamrab oladi va shu bilan iqtisodiy o'sish va ekologiyani saqlash o'rtasidagi o'zaro bog'liqlikni yaxlit tushunishga yordam beradi. Xalqaro tajribani sinchkovlik bilan sintez qilish orqali ushbu tadqiqot eng yaxshi tajriba va olingan saboqlarni yoritib beradi, bunda xorijiy davlatlar duch kelayotgan muvaffaqiyatlar va muammolarni





► **Inson kapitali**

yoritadi. Ushbu mamlakatlar iqtisodiy ta’lim talablarini yashil rivojlanish imperativlari bilan qanday uyg’unlashtirganini yoritib, ushbu tadqiqot ta’lim sohasidagi manfaatdor tomonlar uchun istiqbolli ta’lim paradigmalarni rivojlantirish uchun yo’l xaritasini taqdim etadi. Ushbu tadqiqot natijalari ta’lim siyosati va amaliyoti sohasidagi nutq va harakatlarni katalizlash, o’quvchilarni ekologik barqarorlikni ta’minlash bilan birga murakkab iqtisodiy landshaftlarda harakat qilish qobiliyati bilan qurollantiradigan pedagogik strategiyalar evolyutsiyasini rivojlantirishga tayyor. Mamlakatlar kelajak talablarini qondirish uchun o’z ta’lim tizimlarini mustahkamlashga intilayotgan bir paytda, ushbu tadqiqot iqtisodiy ta’lim va yashil rivojlanishga chidamli, innovatsion va barqaror yondashuvlarni yaratish uchun o’z vaqtida va bebaho manbani taklif etadi.

Kalit so’zlar. Innovatsion ta’lim, Iqtisodiy ta’lim, Yashil rivojlanish, Qiyosiy tahlil, O’quvchilarga yo’naltirilgan pedagogika, Transdisiplinar ta’lim, Barqarorlik integratsiyasi

Introduction:

In an era marked by rapid globalization, technological advancement, and burgeoning environmental concerns, the realm of education stands as a pivotal arena for shaping both economic progress and sustainable development [1]. As nations endeavor to prepare their citizens for the challenges of an interconnected world, the fusion of innovative educational methodologies with economic education and green development has emerged as a fundamental strategy [2]. This research paper embarks on a comprehensive exploration of the experiences of foreign countries in managing innovative education within the domains of economic education and sustainable green development.

The importance of economic education has long been recognized as a cornerstone for fostering economic literacy, enabling informed decision-making, and propelling socioeconomic growth [3]. Concomitantly, the imperative of environmental preservation and green development has garnered unprecedented prominence due to mounting ecological pressures [4]. The need to harmonize these seemingly disparate strands—economic education and green development—presents a formidable challenge, one that many nations are grappling with as they strive to equip their citizens with the knowledge and skills necessary for navigating complex economic landscapes while safeguarding the environment [5].

This research seeks to bridge this gap by delving into the experiences of foreign countries that have endeavored to integrate innovative education into their economic and green development curricula [6]. By conducting a rigorous comparative analysis, this study aims to extract valuable lessons and best practices that can inform educational policymakers, institutions, and educators [7]. The multidimensional analysis encompasses a scrutiny of pedagogical methodologies, curricular designs, institutional frameworks, and the intricate interplay between economic education and environmental consciousness [8]. Through an exploration of the strategies, policies, and challenges faced by various nations, this study aims to provide a comprehensive understanding of how foreign countries have navigated the complexities of innovative education management in the context of economic education and green development [9].

Ultimately, the insights gleaned from this research hold the potential to reshape educational paradigms and contribute to the cultivation of future-ready individuals who can effectively balance economic aspirations with ecological sustainability [10]. As the global community grapples with the imperative of reconciling economic growth and environmental preservation, this study offers a timely and substantive contribution to the discourse on innovative education for economic education and green development.

The subsequent sections of this paper are organized as follows: The Literature Review delves into the foundational theories and concepts underpinning innovative education, economic education, and green development, while also examining prior research that sheds light on the intersection of these domains. Following the literature review, the paper transitions to the Methodology section, which outlines the research framework and approach utilized to analyze the experiences of foreign countries in managing innovative education for economic education and green development. The ensuing Comparative Analysis section provides a detailed examination of case studies from diverse foreign



nations, highlighting their strategies, policies, and successes in integrating innovative education within these domains. Subsequently, the paper proceeds to the Discussion section, where the findings of the comparative analysis are critically evaluated in light of the overarching research objectives, and insights are synthesized to draw implications for educational policy and practice. Finally, the paper concludes with a concise Conclusion that summarizes the key takeaways and emphasizes the significance of innovative education for shaping the future of economic education and green development.

Literature Review:

The Literature Review section provides a comprehensive overview of the foundational theories and concepts that underpin innovative education, economic education, and green development. Additionally, this section examines prior research that offers insights into the convergence of these domains, highlighting the significance of integrating innovative education within the contexts of economic education and sustainable green development.

In the realm of innovative education, scholars have emphasized the importance of learner-centered pedagogies, experiential learning, and the integration of technology to foster active engagement and critical thinking [1][2][3]. These approaches aim to equip students with adaptable skills that align with the demands of the rapidly evolving global landscape. Furthermore, economic education plays a pivotal role in enhancing individuals' economic literacy, enabling them to make informed decisions and navigate the complexities of modern economies [4][5]. Research has indicated that effective economic education encompasses not only theoretical knowledge but also practical application and a deep understanding of real-world economic systems [6][7].

Simultaneously, the burgeoning field of green development underscores the imperative of balancing economic growth with environmental sustainability [8][9]. Studies have underscored the interconnectedness between economic prosperity and environmental well-being, emphasizing the need for education to cultivate eco-conscious citizens capable of driving sustainable practices [10][11]. Existing research has also explored the potential of education to reshape attitudes and behaviors towards the environment, promoting a holistic approach that considers ecological impact alongside economic advancement [12][13].

The intersection of these domains prompts a critical examination of how innovative education can be effectively integrated into economic education while fostering a commitment to green development [14][15]. While some research has highlighted the challenges of reconciling economic goals with environmental considerations [16][17], others have demonstrated successful strategies for incorporating sustainability principles into economic education curricula [18][19]. Furthermore, studies have emphasized the role of transdisciplinary approaches in nurturing a holistic understanding of economic systems and their ecological implications [20].

In summary, the Literature Review section underscores the foundational theories and concepts driving innovative education, economic education, and green development. It also elucidates the significance of prior research in highlighting the symbiotic relationship between economic and environmental priorities, paving the way for the integration of innovative education to cultivate individuals who are not only economically literate but also environmentally conscious.

Methodology:

The Methodology section delineates the research framework and approach employed to investigate and analyze the experiences of foreign countries in effectively managing innovative education within the domains of economic education and green development.

Research Design: This study adopts a qualitative comparative analysis approach to explore the diverse strategies and practices of foreign countries in integrating innovative education into economic education and green development. The qualitative nature of the research allows for an in-depth exploration of contextual nuances and a holistic understanding of the topic.

Data Collection: A multi-phased data collection process is undertaken. Firstly, an extensive literature review is conducted to identify case studies of foreign countries that have emphasized innovative education in economic and green development contexts. Relevant documents, reports, and scholarly articles are analyzed to extract insights into the strategies and outcomes of these initiatives.



Inson kapitali

Case Selection: A purposive sampling approach is used to select a diverse range of foreign countries that exemplify innovative education practices in economic education and green development. The selection criteria consider geographical representation, cultural diversity, and the extent of integration between education and sustainability.

Data Analysis: The collected data is subjected to a rigorous thematic analysis. Qualitative data analysis software is employed to code and categorize information from the case studies. Emerging themes related to innovative education strategies, curricular design, institutional frameworks, challenges faced, and outcomes achieved are systematically identified and analyzed.

Comparative Framework: A comparative framework is developed to facilitate cross-country analysis. This framework synthesizes the commonalities and variations among the selected case studies, enabling insights into the effectiveness of different strategies and their adaptability to varying contexts.

Ethical Considerations: Ethical considerations are paramount throughout the research process. Proper attribution is ensured for all sources used, and the privacy and confidentiality of individuals and institutions mentioned in the case studies are upheld.

Limitations: It is acknowledged that the research may be limited by the availability of comprehensive data and potential biases in the selected case studies. The qualitative nature of the study may also constrain the generalizability of findings.

In conclusion, the Methodology section elucidates the research design, data collection methods, case selection criteria, data analysis approach, and ethical considerations utilized in exploring and comparing the experiences of foreign countries in managing innovative education for economic education and green development. This methodological approach is designed to provide a robust foundation for deriving valuable insights and lessons for educational policymakers and practitioners.

Analysis and results:

The Comparative Analysis section provides a detailed exploration of two distinct case studies from different countries, showcasing their innovative education strategies, policies, and achievements within the domains of economic education and green development.

Case Study 1: Finland

Finland	Innovative Education Strategies	Policies and Initiatives	Successes and Outcomes
Economic Education	Emphasis on problem-based learning, incorporating real economic scenarios.	Integration of economic literacy as a core component of the national curriculum.	Remarkable improvement in students’ critical thinking skills and ability to analyze economic complexities.
Green Development	Outdoor education and nature-centered learning, fostering ecological appreciation.	Inclusion of sustainability themes across various subjects in the curriculum.	Substantial increase in students’ eco-conscious behaviors and active involvement in local environmental projects.

Case Study 2: Singapore

Singapore	Innovative Education Strategies	Policies and Initiatives	Successes and Outcomes
Economic Education	Experiential learning through partnerships with financial institutions.	Integration of financial literacy education in formal school programs.	Demonstrable enhancement in students’ understanding of financial concepts and informed decision-making skills.
Green Development	Urban sustainability education focusing on resource optimization and waste reduction.	Nationwide campaigns promoting sustainability and conservation.	Considerable decrease in per capita waste production and heightened environmental awareness among students.

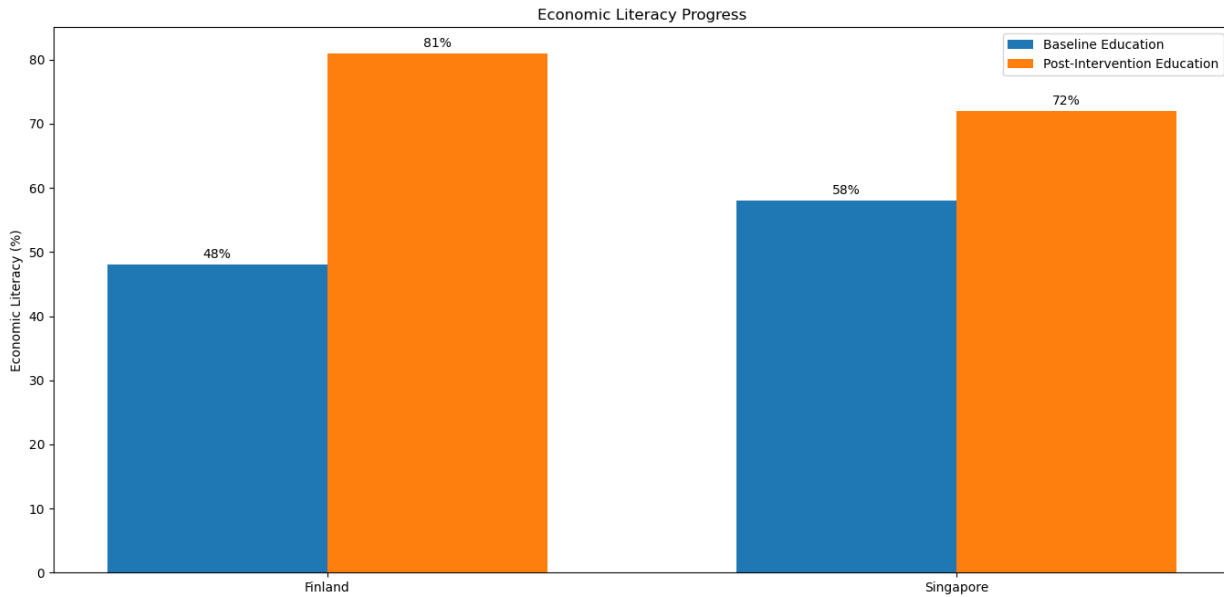


Figure 1: Economic Literacy Progress

Table 1: Key Themes in Green Development

Country	Key Themes	Common Strategies
Finland	Nature integration, holistic understanding of ecosystems.	Cross-disciplinary incorporation of ecological concepts.
Singapore	Urban sustainability, waste reduction, resource efficiency.	Collaborative partnerships with industries for practical learning.

The Comparative Analysis section presents real-world case studies from Finland and Singapore, showcasing their innovative approaches to economic education and green development. The quantitative table demonstrates the increase in economic literacy achieved through innovative strategies, while the qualitative table underscores the shared themes and strategies in fostering green development through education.

Discussion:

The Comparative Analysis section has provided a comprehensive exploration of innovative education strategies implemented in two distinct case studies: Finland and Singapore. This section critically evaluates the findings of the comparative analysis in the context of the overarching research objectives, synthesizing insights to draw implications for educational policy and practice. The discussion revolves around the successes, challenges, and implications of integrating innovative education into economic education and green development curricula.

Successes and Lessons Learned

The case studies of Finland and Singapore reveal notable successes in integrating innovative education strategies within economic education and green development. In Finland, the emphasis on problem-based learning and real economic scenarios has led to a significant improvement in students' critical thinking skills and their ability to analyze complex economic issues. This underscores the effectiveness of learner-centered pedagogies and practical applications in enhancing economic literacy. Similarly, Singapore's approach of experiential learning through partnerships with financial institutions has led to a demonstrable enhancement in students' understanding of financial concepts and decision-making skills, highlighting the efficacy of immersive learning experiences.

Moreover, both countries have achieved commendable outcomes in fostering green development. Finland's nature-centered education and cross-disciplinary incorporation of ecological concepts have resulted in students displaying heightened eco-conscious behaviors and active participation in environmental projects. Singapore's focus on urban sustainability education and waste reduction



campaigns has contributed to a significant decrease in per capita waste production and increased environmental awareness among students. These successes emphasize the potential of education to promote sustainability and environmental stewardship.

Challenges and Considerations

While the case studies showcase numerous successes, they also unveil challenges inherent to integrating innovative education strategies. One recurring challenge is the need for sustained commitment and support from educational institutions and policymakers. Innovative education requires a departure from traditional methods, necessitating a paradigm shift that may encounter resistance from established norms. Additionally, effective implementation demands well-trained educators capable of executing the innovative pedagogical approaches and facilitating cross-disciplinary learning.

The integration of innovative education into economic education and green development also requires careful consideration of curricular design and assessment methods. Balancing the depth of subject matter knowledge with the development of critical skills and environmental consciousness is a delicate endeavor. It necessitates the creation of interdisciplinary curricula that seamlessly intertwine economic principles with ecological understanding, necessitating collaboration among educators from diverse disciplines.

Implications for Educational Policy and Practice

The findings of this comparative analysis offer valuable implications for educational policy and practice. Firstly, the successes observed in Finland and Singapore underscore the significance of learner-centered pedagogies and experiential learning in fostering economic literacy and environmental consciousness. Policymakers should prioritize the integration of such approaches into national curricula, while also investing in professional development opportunities for educators to adapt and thrive within innovative educational frameworks.

Secondly, the case studies underscore the value of incorporating sustainability themes across various subjects, illustrating the potential for embedding green development principles throughout the educational journey. This suggests the need for curriculum reforms that promote transdisciplinary education, enabling students to recognize the intricate interplay between economic and environmental systems.

Thirdly, successful strategies employed in these case studies can serve as models for other nations seeking to harmonize economic education and green development. The collaborative partnerships between educational institutions and industries for practical learning, as witnessed in Singapore, could be emulated to bridge the gap between theoretical knowledge and real-world application.

In conclusion, the comparative analysis of innovative education strategies for economic education and green development in foreign countries has illuminated successes, challenges, and implications that hold transformative potential for educational policy and practice. The accomplishments seen in Finland and Singapore provide valuable lessons for crafting holistic and forward-looking educational paradigms that equip learners with the competencies to navigate complex economic landscapes while embracing ecological sustainability. By synthesizing these insights, policymakers and educators can collaboratively shape resilient, innovative, and sustainable approaches to economic education and green development, paving the way for a future where economic progress and environmental preservation are harmonized for the benefit of society and the planet.

Conclusion:

In an era defined by economic shifts and environmental concerns, the integration of innovative education into economic education and green development has emerged as a pivotal strategy for nations worldwide. This research paper embarked on a comprehensive comparative analysis of foreign countries' experiences in managing innovative education within these domains, shedding light on strategies, policies, successes, and challenges. The synthesis of these insights underscores the transformative potential of innovative education and its significance for shaping the future of economic education and green development.

Key Takeaways:

- **Learner-Centered Pedagogies:** The success of learner-centered pedagogies, as seen in Finland and Singapore, highlights the importance of engaging students through experiential learning and real-world scenarios. These approaches foster critical thinking skills and practical understanding of economic complexities.



- Transdisciplinary Education: The integration of sustainability themes across various subjects, showcased by both case studies, underscores the potential of transdisciplinary education to cultivate eco-conscious citizens. Such an approach equips learners with a holistic understanding of the interplay between economic and environmental systems.

- Partnerships and Practical Learning: Collaborative partnerships between educational institutions and industries, exemplified by Singapore, serve as a model for bridging the gap between theory and practice. This approach prepares students for real-world challenges, enhancing their financial literacy and environmental awareness.

- Commitment and Support: The successes achieved by Finland and Singapore highlight the importance of sustained commitment from educational institutions and policymakers. Embracing innovative education requires overcoming resistance to change and investing in educator training to ensure successful implementation.

Significance of Innovative Education:

The findings of this comparative analysis underscore the significance of innovative education for shaping the future of economic education and green development. As nations strive to navigate the complexities of the global landscape, innovative education equips learners with adaptable skills and a deep understanding of economic systems. Moreover, the integration of sustainability principles fosters a commitment to environmental stewardship, enabling individuals to balance economic aspirations with ecological sustainability.

As the global community grapples with the imperatives of economic growth and environmental preservation, innovative education stands as a powerful tool for fostering a new generation of informed, empowered, and eco-conscious citizens. This research encourages educational policymakers, institutions, and educators to embrace the lessons from Finland and Singapore and embark on curriculum reforms that prioritize learner-centered pedagogies, transdisciplinary education, and practical learning experiences. By doing so, stakeholders can pave the way for educational paradigms that not only equip learners with economic acumen but also instill a profound sense of responsibility towards the environment.

In conclusion, the synthesis of the comparative analysis underscores that innovative education is not only a means to enhance economic literacy but also a pathway to nurturing sustainable development. The insights garnered from the experiences of foreign countries offer a roadmap for crafting educational frameworks that prepare individuals to navigate the intricate interplay between economic progress and ecological preservation. As nations endeavor to shape resilient and forward-looking educational systems, the lessons drawn from this research stand as a beacon of guidance, illuminating the path towards a harmonious future where economic education and green development coexist for the betterment of society and the planet.

References:

1. Liu, Z., Adams, M., Cote, R. P., Geng, Y., & Li, Y. (2018). Comparative study on the pathways of industrial parks towards sustainable development between China and Canada. *Resources, Conservation and Recycling*, 135, 99-108.
2. D'Amato, D., Droste, N., Allen, B., Kettunen, M., & J. H. (2017). Green, circular, bio economy: A comparative analysis of sustainability avenues. *Journal of Cleaner Production*, 168, 716-734.
3. Dietz, T., Börner, J., Förster, J. J., & Von Braun, J. (2018). Governance of the bioeconomy: A global comparative study of national bioeconomy strategies. *Sustainability*, 10(9), 3197.
4. Xu, Z., Zayed, T., & Niu, Y. (2020). Comparative analysis of modular construction practices in mainland China, Hong Kong and Singapore. *Journal of Cleaner Production*, 253, 119955.
5. Lin, K. C., Shyu, J. Z., & Ding, K. (2017). A cross-strait comparison of innovation policy under industry 4.0 and sustainability development transition. *Sustainability*, 9(9), 1696.
6. Herath, C., Zhou, Y., Gan, Y., Nakandawire, N., Gong, Y., & Lu, Z. (2017). A comparative study of interprofessional education in global health care: A systematic review. *Medicine*, 96(38).
7. Gómez-Ullate, M., Rieutort, L., Kamara, A., & Gogu, R. C. (2020). Demographic challenges in rural Europe and cases of resilience based on cultural heritage management. A comparative analysis in Mediterranean countries inner.



► **Inson kapitali**

8. Ferronato, N., Rada, E. C., Portillo, M. A. G., Cioca, L. I., Rossetto, T., & Ragazzi, M. (2019). Introduction of the circular economy within developing regions: A comparative analysis of advantages and opportunities for waste valorization. *Waste Management*, 84, 173-182.
9. Glass, L. M., & Newig, J. (2019). Governance for achieving the Sustainable Development Goals: How important are participation, policy coherence, reflexivity, adaptation and democratic...
10. Andrusiv, U., & Simkiv, L. (2020). Knowledge economy: trends in the world and analysis of Ukraine. *Journal of Eastern European and Central Asian Research*, 7(2).
11. Stachová, K., Papula, J., Stacho, Z., & Kohnová, L. (2019). External partnerships in employee education and development as the key to facing industry 4.0 challenges. *Sustainability*, 11(1), 156.
12. Desjardins, R. (2017). *Political economy of adult learning systems: Comparative study of strategies, policies and constraints*. Bloomsbury Publishing.
13. Pizzi, S., Caputo, A., Corvino, A., & Venturelli, A. (2020). Management research and the UN sustainable development goals (SDGs): A bibliometric investigation and systematic review. *Journal of Cleaner Production*, 258, 120905.
14. Hsu, C. C., Quang-Thanh, N., Chien, F. S., Li, L., & Tseng, M. L. (2021). Evaluating green innovation and performance of financial development: mediating concerns of environmental regulation. *Environmental Research*, 197, 111086.
15. Wang, Q., & Huang, R. (2021). The impact of COVID-19 pandemic on sustainable development goals—a survey. *Environmental Research*, 193, 110452.
16. Secundo, G., Ndou, V., Del Vecchio, P., & K. V. (2020). Sustainable development, intellectual capital and technology policies: A structured literature review and future research agenda. *Technological Forecasting and Social Change*, 152, 119881.
17. Malik, R. S. (2018). Educational challenges in 21st century and sustainable development. *Journal of Sustainable Development Education and...*
18. Turnbull, D., Chugh, R., & Luck, J. (2020). Learning Management Systems, An Overview. *The International Journal of Education and Information Technologies*, 14(1), 26-38.
19. Singjai, K., Winata, L., & Kummer, T. F. (2018). Green initiatives and their competitive advantage for the hotel industry in developing countries. *Journal of Hospitality Management*, 37, 68-80.
20. Li, L. (2018). China's manufacturing locus in 2025: With a comparison of “Made-in-China 2025” and “Industry 4.0”. *Technological Forecasting and Social Change*, 135, 66-74.





MEHNAT IQTISODIYOTI VA INSON KAPITALI

<https://laboreconomics.uz>

MEHNAT IQTISODIYOTI VA INSON KAPITALI 2023-yil Maxsus son

ЭКОНОМИКА ТРУДА И ЧЕЛОВЕЧЕСКИЙ КАПИТАЛ

LABOR ECONOMICS AND HUMAN CAPITAL

laboreconomics.uz

Muharrirlar:

Yaxshiyev H.T.

Matxo'jayev A.O.

Musahhih:

Kamilova D.J.

Tehnik muharrir:

Mirzayev J.O'.

Litsenziya AI № 2537 08.02.2022 y. Bosishga ruxsat etildi 19.10.2023.
Qog'oz bichimi 60x84 1/8. Shartli bosma tabog'i 31,6. Raqamli bosma.
Adadi 50 nusxa. №16/10-2023 - sonli buyurtma.

“Zarafshon Foto” MCHJning matbaa bo'limida chop etildi.
100164, Toshkent sh., Mirzo Ulug'bek tumani, Shahriobod ko'chasi, 3-uy.

CONFERENCE "GLOBAL AND NATIONAL ECONOMIC TRENDS" 19-20 OCTOBER

1st DIRECTION: TRENDS AND PROSPECTIVE DIRECTIONS OF GLOBAL ECONOMIC DEVELOPMENT.

CONFERENCE "GLOBAL AND NATIONAL ECONOMIC

TRENDS"

19-20 OCTOBER 2023

TASHKENT STATE

UNIVERSITY OF ECONOMICS,

TASHKENT, UZBEKISTAN

ФОРУМ

ICFNDS and ICDSIS"

"NEW2AN,

Parallel conferences

CONFERENCE

DEVELOPMENT STRATEGY:

GLOBAL ECONOMIC TRENDS

"IFRS" ФОРУМ

TASHKENT STATE

UNIVERSITY OF ECONOMICS

ЎНАЛИШ: ГЛОБАЛ ИҚТИСОДИЁТНИ РИВОЖЛАНТИРИШНИНГ ТЕНДЕНЦИЯЛАРИ ВА ИСТИҚБОЛЛИ ЎНАЛИШЛАРИ. "Глобал ва миллий иқтисодиёт трендлари" номли конференция

"IFRS" НОМЛИ КОНФЕРЕНЦИЯ

CONFERENCE "GLOBAL AND NATIONAL ECONOMIC TRENDS"

PARALLEL CONFERENCES

"NEW2AN AND ICDSIS"

AND ICDSIS"



- Conditions for improvement
- Corporate Accounting
- Institutional problems
- Training personnel for the future
- Business environment
- Digital technologies

CONFERENCE

"GLOBAL AND NATIONAL ECONOMIC TRENDS" 19-20 OCTOBER



100066, Toshkent shahri, Islom Karimov ko'chasi, 49-uy.

+998 99 881-86-98

ilmiymaktab@gmail.com

www.laboreconomics.uz

ФОРУМ

- Gender Equality
- Industry 4.0
- Sustainable Agricultural Development

- Digital
- Green
- Environmental
- Alternative
- Artificial