



**O‘ZBEKISTON RESPUBLIKASI
OLIJ TA’LIM, FAN VA INNOVATSIYALAR VAZIRLIGI
NAMANGAN MUHANDISLIK-QURILISH INSTITUTI**



**“Fan-taraqqiyot 2024: muammolar va rivojlanish
tendensiyalari”
XALQARO ILMIIY-AMALIIY KONFERENSIYA
MATERIALLARI TO‘PLAMI**

Namangan-2024-yil



iqtisod yaxshilanadi.

Foydalanilgan adabiyotlar ro‘yhati:

1. Валиев Б. Ф., Нормирзаев А. Р. Анализ рынка электромобилей Узбекистана // Экономика и социум. – 2023. – №. 5-2 (108). – С. 604-608.
2. Туманбоева Б., Нормирзаев А. Р., Тўхтабоев М. А. Dvigatellarning texnik holati va ekspluatatsion xususiyatlariga ta'sir qiluvchi omillar // Ta'lim va rivojlanish tahlili onlayn ilmiy jurnali. – 2022. – Т. 2. – №. 7. – С. 136-142.
3. Нормирзаев А. Р. и др. Электротранспортни яратишга қаратилган изланишлар/Energetika sohasini rivojlantirishda muqobil energiya manbalarining roli" mavzusida vazirlik miqyosidagi ilmiy-amaliy tonferensiya ishtimkchilarining ilmiy ma" ruza materiallari kiritilgan. – 2022.
4. Нормирзаев А. Р. ЭЛЕКТРОТРАНСПОРТНИ ЯРАТИШГА ҚАРАТИЛГАН ИЗЛАНИШЛАР //Scienceweb academic papers collection. – 2022.
5. Normirzaev R. A. et al. Velosiped haydash uchun yo 'llarni tashkil etish ta'moyillari //Строительство и образование. – 2023. – Т. 3. – №. 5. – С. 64-69.
6. Нормирзаев А. Велотранспорт-экологический транспорт //Scientific and technical journal of NamIET/NamMTI ilmiy-texnika jurnali.-Наманган: НамМТИ. – 2019. – №. 4 (3). – С. 248.
7. Mirzoxid To'xtaboev, Turg'unov Ibroxim Namangan shahrining Navoi va Qo'qon chorrahasidagi tirbandlik Механика и технология, 2022 bet-87-92
8. Нормирзаев А. С. А., Устабоев А. Экологик транспортни ривожлантиришнинг афвзалликлари //Материалы конференции" Problems of improving the efficiency of work of modern production and economy of energy-resources" International Scientific and Practical Conference. – 2018. – Т. 4. – С. 146-149.

ENHANCEMENT OF ENTREPRENEURSHIP SKILLS AMONG WOMEN IN UZBEKISTAN: THE ERASMUS+ EMPOWER PROJECT

P.Lutfullayev, M.Ibrohimova,

Namangan State Institute of Foreign Languages

Abstract: The EMPOWER project aims to promote gender equality in Uzbekistan by enhancing the entrepreneurial skills of female citizens. The project will involve empowering women through the successful stories of female entrepreneurs in Uzbekistan. Selected women will then receive training to develop essential entrepreneurial skills, equipping them with knowledge to pursue independent business ventures. The project will be piloted in higher education institutions in Uzbekistan, which have a student population that is over 80% female, in order to help women explore their abilities beyond gender-biased career paths.

Аннотация: Проект EMPOWER направлен на содействие гендерному равенству в Узбекистане путем повышения предпринимательских навыков граждан-женщин. Проект будет включать расширение прав и возможностей женщин посредством успешных историй женщин-предпринимателей в Узбекистане. Отобранные женщины затем пройдут обучение для развития необходимых предпринимательских навыков, что даст им знания для ведения



независимого бизнеса. Проект будет опробован в высших учебных заведениях Узбекистана, в которых более 80% студентов составляют женщины, чтобы помочь женщинам раскрыть свои способности за пределами карьерного роста, ориентированного на гендерные аспекты.

Annotatsiya: EMPOWER loyihasi xotin-qizlarning tadbirkorlik ko'nikmalarini oshirish orqali O'zbekistonda gender tengligini ta'minlashga qaratilgan. Loyiha O'zbekistondagi tadbirkor ayollarning muvaffaqiyatli hikoyalari orqali ayollarning imkoniyatlarini kengaytirishni o'z ichiga oladi. Tanlangan xotin-qizlar keyinchalik tadbirkorlik faoliyatining muhim ko'nikmalarini rivojlantirish, ularni mustaqil tadbirkorlik faoliyatini amalga oshirish uchun bilimlar bilan jihozlash uchun treningdan o'tadilar. Loyiha talabalarning 80 foizdan ortig'i ayollar bo'lgan O'zbekistondagi oliy ta'lim muassasalarida sinov tariqasida o'tkaziladi va ayollarga genderga bog'liq bo'lmagan martaba yo'lidan tashqarida o'z qobiliyatlarini ochishga yordam beradi.

Keywords: Gender equality, Entrepreneurship, Women's empowerment, Higher education, Career development.

Ключевые слова: Гендерное равенство, Предпринимательство, Расширение прав и возможностей женщин, Высшее образование, Карьерный рост.

Kalit so'zlar: Gender tengligi, Tadbirkorlik, Ayollarning imkoniyatlarini kengaytirish, Oliy ta'lim, Karyera rivojlanishi

Introduction: Psychological and professional abilities and knowledge of women to lead a business organization and support the development of the consolidated Small and Medium Enterprise advanced in Uzbekistan. The article is structured as follows. Recent evidence, especially about the outcomes performed by women-owned businesses, is summarized in Section 1, followed by the main cultural and conventional factors influencing women's entrepreneurial activities, Exit and voice. Establishment or strengthening the voice of women as a community of entrepreneurs is the way to promote the implementation of gender-sensitive policies in the "Formal." The forthcoming research and empowerment of women through Entrepreneurship Training in Uzbekistan—a European perspective, as well as the research project team and the conceptual framework adopted in the field of entrepreneurial training under the peculiar conditions of an Islamic country, are then introduced with the conclusion.

A novel study, the Empower project, funded by the EU within the framework of Erasmus+ Higher education capacity building project, and comprising a European Consortium of diverse expertise from Germany, Kyrgyzstan, and Uzbekistan, is presented in this special issue to contribute to fostering women entrepreneurship in the Central Asia country of Uzbekistan, seen as crucial for its economic and sustainable development.

Acknowledging the rising share and significance of women-owned businesses in roughly every country and given the evidence that such businesses can contribute significantly to economic growth and well-being, enhancing the entrepreneurship skills of women and providing support for women's entrepreneurship should be considered in terms of gender mainstreaming, contributing to gender equality and an increase in female labor market participation.



The Importance of Entrepreneurship Skills for Women in Uzbekistan

The existence of obstacles to broader women's involvement in business is constantly being discussed. Along with the traditional structure of domestic work, these obstacles can be physical violence or control by men in the family, problems in accessing credit and training in managing and developing business. Data from the research of UNDP Uzbekistan, "Challenges, Opportunities and the Way Forward for Women Entrepreneurs in Uzbekistan", reveals some crucial obstacles to promoting gender equality in entrepreneurship: inadequate training in business development and entrepreneurial issues, lack of funding and resources, absence of social support, family responsibilities and negative attitudes towards women's work in the business sphere. This is the reason why research projects, university programs and educational interventions at the EU and Tajik universities have developed a molecular plan that accepts educational advances in order to develop women's business skills, create sustainable and culture-building transport and actions to support an entrepreneurial agenda that includes women categories.

The view that women entrepreneurs in Uzbekistan are mainly in small family-run businesses that are unable to expand is widely acknowledged. In this regard, the need to give concrete interests of women's entrepreneurship, to develop their entrepreneurial skills and to increase the share of women entrepreneurs in small and medium businesses was also noted. Such statements are based on the fact that solving gender-related employment issues should not only be associated with the employment of women, but also with increasing their responsibility for the development of innovative proposals and projects, the establishment of competitive enterprises, and their contribution to job creation. It should be noted that women, as social entrepreneurs, can help solve country and society problems by addressing social problems affecting a wide range of people.

Statistical data demonstrates that women in Uzbekistan are not extensively involved in entrepreneurial activities. According to the Agency for Statistics, in the period from 2010 to 2020, the share of women among entrepreneurs in Uzbekistan did not exceed 18.0%. In addition, women's entrepreneurship is mainly in traditional sectors and is not characterized by high growth or high employment rates.

According to the United Nations Economic and Social Commission for Asia and the Pacific (UN ESCAP) and the International Labour Organization (ILO) research, women entrepreneurs in Uzbekistan are more often involved in agricultural and low-capital businesses such as tailoring, catering, and retail trade in food products, household goods, textiles, and clothing. At the same time, women own a small number of construction-related activities (3.5%) or businesses in the textile and the main export-competitive sectors of Uzbekistan.

The Empower ERASMUS+ Project: Goals and Objectives

Recent decades have witnessed a growing interest in the topic of language education for employ ability. This interest has mostly been driven by the smooth connection between business needs and the qualifications the curriculum can provide. On one hand, the phenomenon of economic restructuring and new globalization trends has made it absolutely important to produce mobile workers – workers who can interact with the business community across national borders. Employers' requirements are



most easily met through educational curricula. Where mobility is concerned, it is clear that language competences are a major asset – not only as part of the toolkit required for efficient interaction. Other skills should be developed in vocational education. To meet these needs, and to facilitate language development for specific professional purposes, foreign language teaching needs to supplement general language proficiency with additional teaching effort to help learners develop language skills in innovative, practice-oriented contexts for certain target professions in dialogue with the profession. Similarly, foreign language teaching for specific academic purposes should enhance the relevance of the specialist foreign language teaching practice through authentic content and task-based learning.

Approaches and Strategies for Enhancing Entrepreneurship Skills

In Uzbekistan, despite important improvements in a number of areas, the country is pursuing the formulation of strategies and policies enabling potential women entrepreneurs to overcome the barriers to self-employment. To that end, the Empower project, with the involvement of researchers from European and Uzbek universities, has been initiated. Although the Empower enterprise is not directly addressing the gender gap in entrepreneurship, since the support for women to assume entrepreneurial roles through education and improvements in the business environment leads to various significant positive consequences for economic growth and social welfare of society, the project is expected to make an indirect contribution to the promotion of self-employment for women by formulating courses and policy proposals. Consequently, this chapter describes the Empower project in detail.

In the last decade, a number of research studies have shown that the promotion of entrepreneurial behavior and skills, regardless of societal characteristics, has positive effects on economic and social development. One particular finding of these research studies is related to the contributions of encouraging women to become entrepreneurs. Although there is an increasing awareness of the fact that, for sustainable economic and social development, it is important to improve the economic opportunities and well-being of women and girls, they have lower levels of entrepreneurship compared to men. Factors such as gender gaps in access to resources such as education, physical and financial capital, male-designed regulations and policies supporting entrepreneurial activities, increased family and household responsibilities, and cultural and social barriers appear to cause these gender differences in entrepreneurship rates.

Impact and Future Implications

Empower ERASMUS+ will specifically impact the following levels and groups of people. Direct stakeholders will include: female faculty from participating Uzbek partner universities that will be the first to test and develop the Empower modules; representatives of the Foundation for Support and Development of Women's Movement of Uzbekistan and the Association of Business Women of Uzbekistan who will project manage, collaborate, and organize training events during and beyond the project; data from target groups that will provide valuable insights from evidence and practical implementation knowledge.

It is hoped that the project will have a significant impact on the lives of women in Uzbekistan and potentially lead to a decline in gender disparity for graduation in



most easily met through educational curricula. Where mobility is concerned, it is clear that language competences are a major asset – not only as part of the toolkit required for efficient interaction. Other skills should be developed in vocational education. To meet these needs, and to facilitate language development for specific professional purposes, foreign language teaching needs to supplement general language proficiency with additional teaching effort to help learners develop language skills in innovative, practice-oriented contexts for certain target professions in dialogue with the profession. Similarly, foreign language teaching for specific academic purposes should enhance the relevance of the specialist foreign language teaching practice through authentic content and task-based learning.

Approaches and Strategies for Enhancing Entrepreneurship Skills

In Uzbekistan, despite important improvements in a number of areas, the country is pursuing the formulation of strategies and policies enabling potential women entrepreneurs to overcome the barriers to self-employment. To that end, the Empower project, with the involvement of researchers from European and Uzbek universities, has been initiated. Although the Empower enterprise is not directly addressing the gender gap in entrepreneurship, since the support for women to assume entrepreneurial roles through education and improvements in the business environment leads to various significant positive consequences for economic growth and social welfare of society, the project is expected to make an indirect contribution to the promotion of self-employment for women by formulating courses and policy proposals. Consequently, this chapter describes the Empower project in detail.

In the last decade, a number of research studies have shown that the promotion of entrepreneurial behavior and skills, regardless of societal characteristics, has positive effects on economic and social development. One particular finding of these research studies is related to the contributions of encouraging women to become entrepreneurs. Although there is an increasing awareness of the fact that, for sustainable economic and social development, it is important to improve the economic opportunities and well-being of women and girls, they have lower levels of entrepreneurship compared to men. Factors such as gender gaps in access to resources such as education, physical and financial capital, male-designed regulations and policies supporting entrepreneurial activities, increased family and household responsibilities, and cultural and social barriers appear to cause these gender differences in entrepreneurship rates.

Impact and Future Implications

Empower ERASMUS+ will specifically impact the following levels and groups of people. Direct stakeholders will include: female faculty from participating Uzbek partner universities that will be the first to test and develop the Empower modules; representatives of the Foundation for Support and Development of Women's Movement of Uzbekistan and the Association of Business Women of Uzbekistan who will project manage, collaborate, and organize training events during and beyond the project; data from target groups that will provide valuable insights from evidence and practical implementation knowledge.

It is hoped that the project will have a significant impact on the lives of women in Uzbekistan and potentially lead to a decline in gender disparity for graduation in



finance, banking, economics, and management-related subjects. The project approach ensures financial independence and decent work for women by offering training within the entire cycle of small business and women entrepreneurship development. Empower Project results and experience will form the basis for learning material and subsequent replication in the broader context of the Uzbek economy.

GRADUATE MANAGEMENT ADMISSION TEST (GMAT) NI O'RGANISHDA MATRITSA VA DETERMINANTNING O'RNI

O'qituvchi Davron Eshmatov Abduvaxobovich

Talaba Rayimov Jasurbek

Namangan Muhandislik-Qurilish Instituti

Annotation: Abstract: This article shows several ways to effectively study problems related to matrices and determinants on the Graduate Management Admission Test, as well as methods for solving problems from properties of matrices and determinants.

Keywords: Graduate Management Admission Test, matrix, determinant, matrix and determinant properties.

Annotatsiya: Ushbu maqolada "Graduate Management Admission Test"da matritsa va determinantlarga oid masalalarni samarali o'rganishning bir qancha usullari, shuningdek, matritsa va determinant xossalari bilan masalalar yechishda qo'llanilish usullari ko'rsatilgan

Kalit so'zlar: Graduate Management Admission Test, matritsa, determinant, matritsa va determinant xossalari.

KIRISH

Bugungi kunga kelib GMAT imtihoni yoshlar orasida ancha mashhur bo'lishga ulgurdi. AQSH, Kanada yoki Avstraliya kabi davlatlarning ko'plab universitetlarida bakalavr bosqichida o'qish uchun qabul talablaridan biri bo'lgan mazkur testni topshirish haqida ko'pchilik o'ylab ko'rgan. Mazkur maqolamizda GMAT imtihoniga tayyorlanishni boshlashdan oldin siz bilishingiz kerak bo'lgan ma'lumotlar bilan o'rtoqlashamiz.

“GMAT” NING AHAMIYATI

Graduate Management Admission Test (GMAT)- kompyuterga moslashish testi (CAT) bo'lib, u yozma ingliz tilidagi ma'lum tahliliy, yozish, miqdoriy, og'zaki va o'qish ko'nikmalarini baholash uchun mo'ljallangan. MBA dasturi kabi magistrnlarni boshqarish dasturi. Bu ma'lum bir grammatikani bilishni va muayyan algebra, geometriya va arifmetikani bilishni talab qiladi. Sinov egasi bo'lgan Bitiruvchilarni boshqarish kengashi (GMAC) ma'lumotlariga ko'ra, GMAT tahliliy yozish va muammolarni hal qilish qobiliyatlarini baholaydi, shuningdek, ma'lumotlarning etarlicligi, mantiqiy va tanqidiy fikrlash ko'nikmalarini hisobga oladi, bu esa haqiqiy biznes uchun juda muhimdir. va boshqaruv muvaffaqiyati. Yiliga besh martagacha, lekin jami sakkiz martadan ko'p bo'lmagan miqdorda olinishi mumkin. Urinishlar orasidagi interval kamida 16 kun bo'lishi kerak.

GMAT Bitiruvchilarni boshqarish bo'yicha qabul kengashining ro'yxatdan