



"OILA VA GENDER" ILMIY-TADQIQOT INSTITUTI

MARKAZIY OSIYODA JAMIYAT, GENDER VA OILA

xalqaro ilmiy jurnali

*Society, Gender and Family in
Central Asia*
international academic peer reviewed journal

*Общество, гендер и семья в
Центральной Азии*
международный научный рецензируемый журнал

2024/4 (13)

Jurnalga Toshkent shahar Matbuot va axborot boshqarmasining 2021-yil 18-iyundagi 0996-sonli "Ommaviy axborot vositasi davlat ro'yxatidan o'tkazilganligi to'g'risida guvohnoma"si olingan.

Jurnal O'zbekiston Respublikasi Vazirlar Mahkamasi huzuridagi Oliy attestatsiya komissiyasining dissertatsiyalar asosiy ilmiy natijalarini chop etish tavsiya etilgan ilmiy nashrlar RO'YXATI (2019)ga pedagogika, psixologiya, tarix va falsafa fanlari bo'yicha doktorlik dissertatsiyalari himoyasi uchun ilmiy maqolalar e'lon qilinishi mumkin bo'lgan jurnal sifatida ro'yxatga olingan.

DOI: 26739/2118-9998

ISSN 2049-3630

TOSHKENT

TAHRIR HAY'ATI RAISI:

EGAMBERDIYEVA Nodira Melibayevna (*Bosh muharrir*) – *pedagogika fanlari doktori, professor.*

TAHRIR HAY'ATI A'ZOLARI:

NARBAYEVA Tanzila Kamalovna – *sotsiologiya fanlari doktori, professor.*
SAIDOVA Galina Karimovna – *iqtisodiyot fanlari doktori, professor.*
SHOUMAROV G'ayrat Baxramovich – *psixologiya fanlari doktori, professor.*
ABDURAMANOV Xamid Xudaybergenovich (*Bosh muharrir o'rinbosari*) – *iqtisodiyot fanlari doktori, professor.*
BEKMURADOV Adham Sharipovich – *iqtisodiyot fanlari doktori, professor.*
MA'RUFOVA Gulnora Mahmudovna – *Oliy Majlis Senatining Xotin-qizlar va gender tenglik masalalari qo'mitasi a'zosi, senator.*
MUSURMANOVA Aynisa Musurmanovna – *pedagogika fanlari doktori, professor.*
RAHIMOVA Nigina Xayrullayevna – *iqtisodiyot fanlari doktori, professor.*
SAIDOV Akmal Xolmatovich – *yuridik fanlari doktori, professor.*
YAKUBJANOVA Dilobar Batirovna – *pedagogika fanlari doktori, dotsent.*
TASHMUXAMEDOVA Diloram Gafurjanovna – *tibbiyot fanlari nomzodi.*
ZOXIDOV Azamat Azamjonovich – *iqtisodiyot fanlari doktori, professor.*
ZIYAYEV Azamad Xamidovich – *tarix fanlari doktori, professor.*
ABDUSAMATOV Xasanboy Usmonjon o'g'li – *psixologiya fanlari doktori.*
TO'RAQULOV Ulug'bek Xolbutayevich – *pedagogika fanlari bo'yicha falsafa doktori (PhD)*

ПРЕДСЕДАТЕЛЬ РЕДАКЦИОННОЙ КОЛЛЕГИИ:

Эгамбердиева Нодира Мелибаевна (*Главный редактор*) – *доктор педагогических наук, профессор.*

ЧЛЕНЫ РЕДАКЦИОННОЙ КОЛЛЕГИИ:

Нарбаева Танзила Камаловна – *доктор социологических наук, профессор.*
Сандова Галина Каримовна – *доктор экономических наук, профессор.*
Шоумаров Гайрат Бахрамович – *доктор психологических наук, профессор.*
Абдураманов Хамид Худайbergenovich (*Заместитель главного редактора*) – *доктор экономических наук, профессор.*
Бекмуратов Адхам Шарипович – *доктор экономических наук, профессор.*
Маъруфова Гулнора Махмудовна – *сенатор, член Комитета Сената Олий Мажлиси по вопросам женщины и гендерного равенства.*
Мусурманова Айниса Мусурмановна – *доктор педагогических наук, профессор.*
Рахимова Нигина Хайруллаевна – *доктор экономических наук, профессор.*
Сандов Акмал Холматович – *доктор юридических наук, профессор.*
Якубжанова Дилобар Батировна – *доктор педагогических наук, доцент.*
Ташмухамедова Дилорам Гафуржановна – *кандидат медицинских наук.*
Зохилов Азамат Азамjonovich – *доктор экономических наук, профессор.*
Зияев Азамат Хамидович – *доктор исторических наук, профессор.*
Абдусаматов Хасанбой Усмонjon угли – *доктор психологических наук.*
Туракулов Улугбек Холбутаевич – *доктор философии педагогических наук (PhD)*

THE CHAIRMAN OF THE EDITORIAL BOARD:

Egamberdiyeva Nodira Melibayevna
(Editor-in-Chief) – Doctor of Pedagogical sciences, Professor.

MEMBERS OF THE EDITING BOARD:

Narbayeva Tanzila Kamalovna – *Doctor of Sociological sciences, Professor.*
Saidova Galina Karimovna – *Doctor of Economic sciences, Professor.*
Shoumarov Ghayrat Bakhramovich – *Doctor of Psychological sciences, Professor.*
Abduramanov Khamid Khudaybergenovich (*Deputy Editor-in-Chief*) – *Doctor of Economic sciences, Professor.*
Bekmuradov Adkham Sharipovich – *Doctor of Economic sciences, Professor.*
Marufova Gulnora Makhmudovna – *Senator, Member of the Senate Committee of the Oliy Majlis on Women and Gender Equality.*
Musurmanova Aynisa Musurmanovna – *Doctor of Pedagogical sciences, Professor.*
Rakhimova Nigina Khayrullayevna – *Doctor of Economic sciences, Professor.*
Saidov Akmal Kholmatovich – *Doctor of Juridical sciences, Professor.*
Yakubjanova Dilobar Batirovna – *Doctor of Pedagogical sciences, Associate Professor.*
Tashmukhammedova Diloram Ghafurjanovna – *Candidate of Medical sciences.*
Zokhidov Azamat Azamjonovich – *Doctor of Economic sciences, Professor.*
Ziyayev Azamad Khamidovich – *Doctor of Historical sciences, Professor.*
Abdusamatov Khasanboy Usmonjon ugli – *Doctor of Psychological Sciences.*
Torakulov Ulugbek Holbutayevich – *Doctor of Philosophy in Pedagogical Sciences (PhD)*

XALQARO TAHRIR HAY'ATI:

Doktor Rashmini Koparkar,
Rossiya va Markaziy Osiyoni o'rganish markazi dotsenti
Xalqaro tadqiqotlar maktabi,
Javoharlal Neru universiteti,
Nyu-Dehli, Hindiston

Artamonova Yekaterina Iosifovna,
Chelyabinsk davlat madaniyat instituti,
pedagogika fanlari doktori, professor

Doktor Priti Kesavan,
Texnologiya fakulteti boshlig'i,
London biznes va moliya maktabi,
Singapur

МЕЖДУНАРОДНАЯ РЕДАКЦИОННАЯ КОЛЛЕГИЯ:

Доктор Рашмини Копаркар,
Доцент Центра исследований России и Центральной Азии,
Школа международных исследований,
Университет Джавахарлала Неру,
Нью-Дели, Индия

Артамонова Екатерина Иосифовна,
Челябинский государственный институт культуры,
доктор педагогических наук,
профессор

Доктор Прити Кесаван,
Руководитель Технологического факультета
Лондонская школа бизнеса и финансов, Сингапур

INTERNATIONAL EDITORIAL BOARD:

Dr. Rashmini Koparkar
Assistant Professor
Centre for Russian and Central Asian Studies
School of International Studies
Jawaharlal Nehru University
New Delhi, India

Artamonova Yekaterina Iosifovna
Chelyabinsk State Institute of Culture
Doctor of Pedagogical Sciences,
Professor

Dr. Preethi Kesavan
Head, School of Technology
London School of Business and Finance, Singapore

SOTSILOGIYA

| | |
|---|----|
| Zaitov E.X. O‘zbekistonda mahalla institutining mustaqillik yillaridagi rivojlanishi..... | 4 |
| Imomnazarov H.I. Yosh oilalarda ijtimoiy munosabatlar: muammolar va ularning yechimi | 9 |
| Usmonova R.M. Xotin-qizlarning norasmiy bandligini ijtimoiy jihatdan tadqiq etishdagi ilmiy yondashuvlar | 15 |
| Abdiraimova Sh.A. Uzoq umr ko‘ruvchilarga xizmat ko‘rsatish sohasini rivojlantirish yo‘nalishlari | 22 |

OILA VA JAMIYAT

| | |
|--|----|
| Saydivaliyeva X.X. “Ayollar huquqlari” va “gender tengligi” tushunchalari: o‘zaro munosabat va farqlar..... | 29 |
| Abdullaxo‘jayev A. Ibrat matbaachiligining vujudga kelishi va jadid g‘oyalarining yoyilishidagi ahamiyati..... | 37 |
| Xolmuratova M.M. O‘smirlarning pulga bo‘lgan munosabatida jamiyatning ijtimoiy-psixologik ta’siri..... | 45 |
| Hashimova G.I. Harbiy xizmatchilarning ijtimoiy-huquqiy himoya qilishning faol shakllari va ijtimoiy-huquqiy himoyasi tizimi..... | 50 |
| Sattarova Sh.Q. Pedagoglar faoliyatida pozitiv fikrlashning ilmiy-nazariy asoslari | 55 |

PSIXOLOGIYA

| | |
|---|----|
| Mahkamova D.B. Xotin-qizlar professional ijtimoiy moslashuvining psixologik aspektlari..... | 60 |
| Ishonkulova N.I. Oilaviy munosabatlarda destruktiv nizolar namoyon bo‘lishining psixologik xususiyatlari | 68 |
| Askarova G. Development of coping behavior | 73 |
| Nazarova M.Y. Zo‘ravonlikka uchragan ayollarning ijtimoiy-psixologik xususiyatlari..... | 77 |
| Jumabekov Z.X. G‘arb faylasuflari qarashlarida hasad muammosining o‘rganilganlik holati..... | 83 |
| Sadullayeva J.I. Tadqiqotlarda ayollar migratsiyasining oilaviy munosabatlarga ta’siri o‘rganilganligi..... | 90 |

PEDAGOGIKA

| | |
|--|-----|
| Mavlonov B.B. O‘smirlarning hushyorlik va ogohlik fazilatlarini rivojlanishida oiladagi tarbiya usullarining o‘rni..... | 94 |
| Nomozova O‘.A. Oilada er va xotin nutqidagi gender jihatlarining oilaviy munosabatlarga ta’siri | 100 |
| Qurbonova B.N. Mustaqil ta’lim jarayonida talabalarning ijodkorligini shakllantirish | 105 |
| Axmedova D.X. Interfaol ta’lim jarayonida rag‘batlantirishning gender yondashuvi va uning o‘ziga xos xususiyatlari..... | 111 |
| Yakubov O.T. Farzand tarbiyasida ota-onaning asosiy vazifalari va funksiyalari | 119 |

ILMIY YANGILIKLAR VA TAHLILLAR

| | |
|--|-----|
| Abdulazizova N.B. Ayollarning pensiya ta’minoti masalasini yechish yo‘llari: ilg‘or tajriba va zamonaviy tendensiyalar..... | 124 |
|--|-----|



Askarova Gulrukh,
Lecturer at the Department of Practical Psychology
Faculty of Psychology and Pedagogy,
Tashkent State Pedagogical University named after Nizami

DEVELOPMENT OF COPING BEHAVIOR

Annotatsiya. Maqolada R.Lazarus tomonidan ilgari surilgan koping xulq-atvorining rivojlanish tarixi ko'rib chiqiladi. Kognitiv, hissiy va xulq-atvorni o'z ichiga olgan xatti-harakatlarni tushunish, shuningdek, ularning odamning stressli vaziyatlarga moslashishiga ta'siri tahlil qilinadi.

Tayanch so'zlar: koping xulq-atvor, koping, stressni idrok qilish, adaptivlik, o'zaro ta'sir.

Аннотация. В статье рассматривается история развития копинг-поведения, представленная Р.Лазарусом. Анализируется развитие понимания копинг-поведения, включая когнитивные, эмоциональные и поведенческие аспекты, а также их влияние на адаптацию человека к стрессовым ситуациям.

Ключевые слова: копинг-поведение, копинг, восприятие стресса, адаптивность, взаимодействие.

Annotation. This article discusses the history of the development of coping behavior, presented by R. Lazarus. The development of an understanding of coping behaviors, including cognitive, emotional and behavioral aspects, as well as their impact on a person's adaptation to stressful situations is analyzed.

Keywords: coping behavior, coping, perception of stress, adaptability, interaction.

Introduction. A significant part of the research in the 60–70s, stress is a nonspecific, stereotypical, phylogenetically ancient reaction of the body in response to various environmental stimuli, preparing it for physical activity (for example, escape, etc.)

The term «stressor» was introduced by the Canadian physiologist Hans Selye. He used this term to describe factors that cause stress, including physical, chemical, and psychological influences that the body must overcome to maintain homeostasis¹.

The concept of “coping” comes from the English “sore” (to overcome). In Russian psychological literature it is translated as adaptive “coping

behavior” or “psychological overcoming”. Note that according to Vladimir Dahl’s dictionary, the word “coping” comes from the Old Russian “lad” (to get along) and means to cope, to put in order, to subjugate. Figuratively speaking, “cope with the situation” means to subjugate circumstances, cope with them, culture and environment, and is aimed at satisfying needs or reducing threats².

The theory of “coping” has received wide recognition, especially in the development of R.Lazarus. In 1966, he defined “coping” as psychological defense mechanisms created by a person to overcome traumatic events and influence situational behavior.

¹ Selye, H. (1959). “Stress and the General Adaptation Syndrome.” *Journal of Clinical Endocrinology*, 19(2), 155-165.

² Bandura, A. (1977). “Self-efficacy: Toward a unifying theory of behavioral change.” *Psychological Review*, 84(2), 191-215.

The term “coping” began to be actively used in American psychology in the early 60s to study individual behavior in stressful situations. These studies became the part of the cognitive movement, which was formed in the 60s under the influence of the works of such scientists as I.Jams, M.Arnold, D.Mechanic, L.Murphy, J.Rotter, R.Lazarus.

Many studies emphasize that the lack of development of constructive forms of coping behavior can increase the pathogenicity of life events, which in turn can become a “trigger” for the occurrence of psychosomatic and other diseases.

The change in the concept of stress proposed by G.Selye gradually occurred as a result of the publication of the book by R.Lazarus “Psychological Stress and the Coping Process”³. In this work, the emphasis has shifted to viewing coping as a central element of stress, that is, as a stabilizing factor that helps maintain psychosocial adaptation during periods of stress.

Lazarus, limiting himself to the psychological aspect, defines stress as the result of the interaction of the individual with the outside world, assessed by the individual⁴. This state largely depends on cognitive processes, thinking, situation assessment, awareness of personal resources, level of management training and the choice of adequate strategies in extreme conditions.

Lazarus highlights the cognitive assessment of stress, emphasizing that stress is not only the result of an objective stimulus, but also depends on its subjective assessment. Stimuli can be perceived as neutral, positive, or stressful, and their effects vary across individuals and situations. Thus, the key point in Lazarus’s approach is to view stress as the result of a subjective assessment of a noxious stimulus.

R.Lazarus and his colleagues pay particular attention to two cognitive processes, stress appraisal and stress management, which are important interacting aspects of human interaction with the environment. The term “evaluation” in this context refers to determining the value or quality of an object, while “coping” (or “sorting”) involves the application of behavioral and cognitive efforts to satisfy external and internal demands. Coping is activated in situations where the complexity of the task requires additional effort beyond the energetic

capacity of normal reactions and requires new strategies, as opposed to routine.

In the course of research, comparing two extreme groups of subjects (resistant and unstable to stress), significant differences were identified in their personal characteristics. Those who were vulnerable to stress showed intense feelings of inferiority, lack of self-confidence, fearfulness and significant impulsive behavior. In contrast, stress-resistant individuals were less impulsive and fearful, had greater stability in overcoming difficulties, activity, energy and cheerfulness.

Purpose and rationale. The concept of “critical perception of life experiences”, introduced by T.Holmes and R.Rahe, emphasizes that a stressful event begins with the perception of an internal (for example, thought) or external (for example, reproach) factor. This may be a macrostressor, which is a strong and short-term irritant that disrupts emotional balance⁵.

E.Heim made a significant contribution to the study of coping behavior among patients with somatic diseases. In her study of coping processes in cancer patients, she defined coping as the desire to reduce the pressure of the disease, both intrapsychically (emotionally-cognitively) and through goal-directed actions. She identified 26 forms of coping behavior in the cognitive, emotional and behavioral spheres⁶.

Coping, according to Heim, manifests itself in active actions and emotional processing, providing adaptive responses to stressors. An important factor is the flexibility and variety of forms of coping available to an individual to successfully cope with the disease.

The term “coping” first appeared in 1962, when L. Murphy used it while studying how children overcome developmental crises. In 1966, R.Lazarus, in his book Psychological Stress and Coping Process, defined “coping” as the desire to solve problems, activated by significant demands for well-being. “Coping” is perceived as the activity of maintaining a balance between the demands of the environment and resources aimed at adapting to the situation and meeting the requirements.

Thus, “coping” is viewed as an individual strategy to maintain balance, meet environmental

³ Lazarus R. S. Psychological stress and the coping process // Me-Graw Hill, № 4, 1996. – 29 p.

⁴ Lazarus, R., & Folkman, S. (1984). “Stress, Appraisal, and Coping.” Springer Publishing Company.

⁵ Holmes, T., & Rahe, R. (1967). “The Social Readjustment Rating Scale.” Journal of Psychosomatic Research, 11(2). pp. 213-218.

⁶ Heim E. Coping und Adaptivitat: Gibt es geeignetes oder ungeeignetes Coping, Psychother., Psychosom., med. Psychol. – 1988. – № 1. pp.8-17.

demands and ensure well-being, physical and mental health, as well as satisfaction with social relationships.

R.Lazarus identifies two general styles of responding to stress, despite significant individual diversity. The first, problem-focused style, is focused on the rational analysis of a problem and includes the creation and implementation of a plan to resolve a difficult situation. This style manifests itself through independent analysis of events, seeking help from others, and seeking additional information. The second style, emotion-focused, arises as a result of an emotional response that is not accompanied by specific actions. It is expressed in the desire to avoid thinking about the problem, involving others in one's experiences, and also in attempts to alleviate negative emotions through sleep, drinking alcohol, drugs, or compensating with food. Emotion-focused coping refers to cognitive, emotional, and behavioral efforts aimed at reducing emotional stress.

There is disagreement in assessing the effectiveness of emotionally expressive forms of coping with stress. Expressing feelings is generally considered as an effective way to cope with stress, with the exception of overt expression of aggression due to its antisocial nature. However, holding in anger, according to psychosomatic research, can pose a risk to a person's psychological well-being.

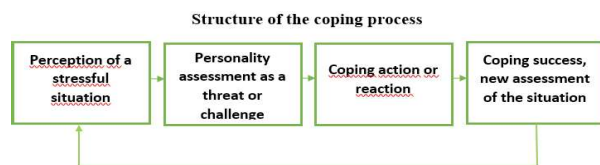
R.Lazarus emphasizes that the interaction between the individual and the environment is regulated by two main constructs - cognitive assessment and coping. He distinguishes two types of cognitive activity: primary and secondary. The initial assessment allows the subject to determine whether the stressor poses a threat or well-being by answering the question "what does this mean for me personally?". The initial assessment is followed by stressful emotions such as anger, fear, depression and hope.

Secondary cognitive assessment, according to R.Lazarus, plays a key role and is a major part of the stress response process. This stage is expressed in the question: "What can I do in this situation?" and includes an assessment of one's own resources and capabilities to solve the problem. The secondary assessment complements the primary assessment by determining methods of influencing negative events, their outcome, and the choice of resources to overcome stress. This stage involves more complex behavior regulation processes such as goals, values, and moral attitudes. The individual consciously

chooses and initiates actions to overcome a stressful event. Primary and secondary assessments can occur independently and in parallel.

Description and solution of scientific problems. R.Lazarus argues that both assessments influence the form of stress, as well as the intensity and quality of the subsequent reaction. An individual's cognitive appraisal measures the level of stress generated by an event or situation. The "polarizing filter" is the first step in the cognitive appraisal process and can enhance or weaken the significance of an event. The same events can have different stress loads depending on their subjective assessment.

After a cognitive assessment of the situation, the individual begins to develop mechanisms for coping with stress, that is, he engages in coping. In case of unsuccessful coping, the stressor persists, and there is a need for further attempts at coping.



The structure of the coping process, according to R.Lazarus, begins with the perception of stress, followed by cognitive assessment, development of coping strategies and evaluation of the results of actions. A.Bandura emphasizes that beliefs in personal effectiveness influence initiative and persistence in buying behavior. The subjective assessment of an event as controllable or uncontrollable determines the functionality of the coping reaction. If it is possible to influence the situation, an attempt to change it is considered adequate coping; in the absence of control - avoidance or cognitive reappraisal⁷.

A distinction has been made between coping into anticipatory and restorative coping. Anticipatory coping is an anticipatory response to an expected stressful event, while restorative coping helps to restore psychological balance after unpleasant events have occurred.

The effectiveness of coping behavior depends on the context. Instrumental strategies are appropriate when the subject can control the situation, while

⁷ Folkman S., Lazarus R.S. If it changes, it must be a process: a study of emotion and coping during three stages of a college examination // Journal of Personality and Social Psychology, 1985. 48. pp. 150-170.

emotional strategies are appropriate when the situation is beyond his control.

Lazarus and Folkman distinguish two types of coping behavior depending on the perception of the situation: active, aimed at changing the environment, and passive, which is a protective mechanism to reduce emotional arousal without changing the situation.

A person is able to imagine himself in various emotional states. The author believes that stress and anxiety increase, especially when the individual believes that he is unable to control the upcoming problems. Assessment of one's own ability to cope with life events is based on previous experiences, self-belief, social support, self-confidence and risk-taking.

In general, most researchers adhere to a single classification of coping methods:

1. Assessment-oriented coping.
2. Problem-oriented coping.
3. Emotion-oriented coping.

The biocybernetic model of coping, proposed by Schönflug et al. in 1998, is based on the interaction between the environment and the individual, which leads to mutual influence. This model posits that old regulatory processes can be reprogrammed or new regulatory processes can begin to develop that influence the patterns of behavioral regulation.

Research in Japan has shown that active problem-solving coping strategies are associated with a reduction in symptoms, while avoidance and other strategies aimed at reducing emotional distress may increase symptoms.

People under stress often underuse rational cognitive strategies, as researchers in the field of decision-making have noted.

Thus, coping behavior represents the action strategies that a person applies in situations of psychological threat to ensure physical, personal and social well-being. Coping includes cognitive, emotional and behavioral efforts aimed at successful or less successful adaptation.

Conclusion. The analysis of the presented materials allows us to conclude that coping behavior is a complex and dynamic process that includes cognitive, emotional, and behavioral strategies for dealing with stress. We see that R. Lazarus and other authors emphasize the importance of stress appraisal and coping, highlighting global response styles. By considering E. Heim's approach, we have expanded our understanding of coping, particularly among somatic patients, by providing a definition of this concept and identifying various forms of coping behavior.

We observe that rational coping strategies are effective under certain conditions but are not always applicable in the context of stress. Coping in the context of decision-making is assessed as appraisal strategies focused on problem-solving and emotion-oriented approaches.

Thus, the variety of coping strategies provides us with resources to adapt to different situations. Our behavior under stressful conditions depends on our own appraisals, previous experience, and support from others. Overall, these studies help us better understand and appreciate the complex nature of human behavior under stress.

BIBLIOGRAPHY

1. Даль Владимир Иванович // Полунина, Н. М. Коллекционеры России XVII – начала XX вв.: энцикл. словарь. – Москва, 2005.
2. Bandura A. (1977). "Self-efficacy: Toward a unifying theory of behavioral change". *Psychological Review*, 84(2).
3. Folkman S., Lazarus R.S. If it changes, it must be a process: a study of emotion and coping during three stages of a college examination // *Journal of Personality and Social Psychology*, 1985. 48.
4. Heim E. Coping und Adaptivitat: Gibt es geeignetes oder ungeeignetes Coping, *Psychother., Psychosom., med. Psychol.* – 1988. – № 1.
5. Holmes T., & Rahe, R. (1967). "The Social Readjustment Rating Scale." *Journal of Psychosomatic Research*, 11(2), 213-218.
6. Lazarus, R., & Folkman, S. (1984). "Stress, Appraisal, and Coping." Springer Publishing Company.
7. Lazarus R.S. Psychological stress and the coping process // *Me-Graw Hill*, № 4, 1996. – 29 p.
8. Selye, H. (1959). "Stress and the General Adaptation Syndrome." *Journal of Clinical Endocrinology*, 19(2), 155-165.

“OILA VA GENDER” ILMIY-TADQIQOT INSTITUTI
НАУЧНО-ИССЛЕДОВАТЕЛЬСКИЙ ИНСТИТУТ «СЕМЬЯ И ГЕНДЕР»
“FAMILY AND GENDER” RESEARCH INSTITUTE

MARKAZIY OSIYODA JAMIYAT,
GENDER VA OILA

Общество, гендер и семья в Центральной Азии
Society, Gender and Family in Central Asia

xalqaro ilmiy jurnali

международный научный журнал

international academic journal

2024/4 (13)

DOI: 26739/2118-9998

Jurnalga Toshkent shahar Matbuot va axborot boshqarmasining 2021-yil 18-iyundagi 0996-sonli “Ommaviy axborot vositasi davlat ro‘yxatidan o‘tkazilganligi to‘g‘risida guvohnoma”si olingan.

Jurnal O‘zbekiston Respublikasi Vazirlar Mahkamasi huzuridagi Oliy attestatsiya komissiyasining dissertatsiyalar asosiy ilmiy natijalarini chop etish tavsiya etilgan ilmiy nashrlar RO‘YXATI (2019)ga pedagogika, psixologiya, tarix va falsafa fanlari bo‘yicha doktorlik dissertatsiyalari himoyasi uchun ilmiy maqolalar e‘lon qilinishi mumkin bo‘lgan jurnal sifatida ro‘yxatga olingan.

MUASSIS:

“Oila va gender” ilmiy-tadqiqot instituti

JURNAL TAHRIRIYATI:

Bosh muharrir: **Egamberdiyeva N.**

Bosh muharrir o‘rinbosari: **Musurmanova A.**

Mas‘ul kotib: **Mavlonov B.**

Muharrirlar: **Yunusov U., Nomozova O‘.,
Razzakova N., Sobirova E.,
Jabborov U.**

Sahifalovchi: **Umaraliyev Z.**

Dizaynerlar: **Abdullayev L., Sobirov F.**

Web dizaynerlar: **Yakubov O., Alimova Z.**

Jurnaldagi materiallardan foydalanilganda mualliflik huquqini e‘tiborga olgan holda jurnalga havola berilishi shart.

Jurnalga kiritilgan maqola materiallari mazmuni mualliflarning shaxsiy ilmiy-nazariy yondashuvi va qarashi sifatida talqin qilinadi.



1940

Nashriyot ro‘yxat raqami № 1043191. 24.09.2021-y.

Bosishga ruxsat etildi: 27.12.2024.

“Times New Roman” garniturasini. Qog‘oz bichimi: 60x84 1/8

Nashriyot bosma tabog‘i 7,2.

100000, Toshkent shahri, Mirzo Ulug‘bek tumani,

M.Ismoiliy ko‘chasi 1-G uy.