

O'ZBEKISTON RESPUBLIKASI  
OLIV VA O'RTA MAXSUS TAILIM VAZIRLIGI  
QARSHI-MUHANDISLIK IQTISODIYOT INSTITUTI

“Tasdiqlayman”

Qarshi muhandislik-iqtisodiyot instituti  
rektori Muhommed Sh. Bazarov  
“ 38 ” 06 2022 y.

ILMIY TADQIQOT METODOLOGIYASI

FAN DASTURI

**Bilim sohasi:** 700 000 – Muhandislik, ishlov berish va qurilish sohalari  
**Ta'lim sohasi:** 710 000 – Muhandislik ishi  
**Mutaxassislik:** 70721501 – Foydali qazilma konlarini qazish (qazib olish usuli bo'yicha)

Qarshi 2022 - yil

| Fan/modul kodi | O'quv yili                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Semestr(lar)                     | ECTS-Kreditlar         |
|----------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|------------------------|
| ITM 1104       | 2022-2023                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 1                                | 4                      |
| Fan/modul turi | Ta'lim tili                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Hafidagi dars soatlari           |                        |
| Majburiy       | O'zbek                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 4                                |                        |
| 1.             | Fanning nomi                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Auditoriya mashg'ulotlari (soat) | Mustaqil ta'lim (soat) |
|                | Ilmiy tadqiqot metodologiyasi                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 60                               | 60                     |
|                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                  | 120                    |
| 2.             | 1. Fanning mazmuni.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                  |                        |
|                | 1.1 Fanni o'qitish maqsadi va vazifalari:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                  |                        |
|                | <p>Talabalarining "Ilmiy tadqiqot metodologiyasi" fanini o'zlashtirishlari uchun o'qitishning ilg'or va zamonaviy usullaridan foydalanish, yangi informatsion – pedagogik texnologiyalarni tadbir qilish muhim ahamiyatga ega.</p> <p>"Ilmiy-tadqiqot metodologiyasi" fanini o'zlashtirishda talabalar magistratura ta'lim jarayonlarida va boshqa matematik fanlar, fizika, chimza geometriya va informatsion texnologiyalar fanlaridan o'zlashtirgan bilimlari asoslanadi. qozir informatsion texnologiyalar, yadro energetikasi, kosmonavtika va elektronika rivojlanishi natijasida mexanika turlicha fizik kattaiklar, tabiatga hos elektromagnit, issiqlik, yorug'lik va kimyoda zamonaviy ilmiy-tadqiqot usullari qonun-qoidalar qarakatini o'rganishga qamda magistrlik dissertatsiyasi, dissertatsiya mavzusiga oid ilmiy izlanishlar oid usullarni tanlay olish masalalari qo'yilmokda. Texnikaning barcha soqalarida, ayniqsa, umumiy mashinasozlik, asbobsozlik, qayta ishlash va aniq mashinasozlik, qurilish, avtomatika, mikrobotlar texnikasida, qisoblash, kosmik va maxsus texnikaning rivojlanishi va ularning mexanizmlarini, uskunalarini yaratishda, ilmiy maqolalar, ilmiy tezislari yozish immunitetini shakllantirishdagi magistratura talabalarining "Ilmiy-tadqiqot metodologiyasi" fanidan olgan bilimlari asosiy o'rinni egallaydi.</p> <p>II. Asosiy nazariy qism (ma'ruza mashg'ulotlari)</p> <p>Fan tarkibi mavzulari:</p> |                                  |                        |
| №              | Mavzular                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Soat                             |                        |
| 1-ma'ruza      | 1-modul. FANNING MAQSAD VA VAZIFALARI.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 8                                |                        |
| 2-ma'ruza      | METODLAR VA ILMIY TADQIQOT METODOLOGIYASI                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 2                                |                        |
|                | "Metod" va "metodologiya" tushunchalari. Falsafa metodlari                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 2                                |                        |

|                                                                                                                                                                                                                                                                                 |                                                                                                               |    |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|----|
| 1-ma'ruza                                                                                                                                                                                                                                                                       | Falsafiy nazariyada umumiy ilmiy tadqiqot metodlari. Nazariy tadqiqot metodlari.                              | 2  |
| 2-ma'ruza                                                                                                                                                                                                                                                                       | «Принципы»-amaliy tadqiqot metodlari. Empirik tadqiqot metodlari. Ilmiy-tadqiqotda ma'lumotlar yig'ish usuli. | 2  |
| 3-ma'ruza                                                                                                                                                                                                                                                                       | 2-modul. ILMIY TADQIQOT ISHILARIGA TA'SIR QILUVCHI OMILLAR                                                    | 16 |
| 4-ma'ruza                                                                                                                                                                                                                                                                       | Ilmiy tadqiqot metodologiyasi har xil namoyon bo'lishi.                                                       | 2  |
| 5-ma'ruza                                                                                                                                                                                                                                                                       | Ilmiy tadqiqot metodlari tushinish va tushuntirish muammosi.                                                  | 2  |
| 6-ma'ruza                                                                                                                                                                                                                                                                       | Fan, ijod va ijtimoiy-madaniy jarayonlar uyg'unligi.                                                          | 2  |
| 7-ma'ruza                                                                                                                                                                                                                                                                       | Ijodiy faoliyatda ilmiy va noilmiy bilimning roli                                                             | 2  |
| 8-ma'ruza                                                                                                                                                                                                                                                                       | Ilmiy tadqiqotda intuitsiyaning roli                                                                          | 2  |
| 9-ma'ruza                                                                                                                                                                                                                                                                       | Ilmiy tadqiqotda dalillarning roli                                                                            | 2  |
| 10-ma'ruza                                                                                                                                                                                                                                                                      | Ijodiy faoliyatda olimning ijtimoiy mas'uliyati                                                               | 2  |
| 11-ma'ruza                                                                                                                                                                                                                                                                      | Ilmiy tadqiqot metodlariga axborot va axborot texnologiyalarni ta'siri.                                       | 2  |
| 12-ma'ruza                                                                                                                                                                                                                                                                      | 3-modul. FANLARNING SINFLARGA BO'LINISHI                                                                      | 6  |
| 13-ma'ruza                                                                                                                                                                                                                                                                      | Ilmiy bilimda mavjud qoidalar va xulosalarning o'rni                                                          | 2  |
| 14-ma'ruza                                                                                                                                                                                                                                                                      | Ilmiy bilimning turlari                                                                                       | 2  |
| 15-ma'ruza                                                                                                                                                                                                                                                                      | Ilmiy bilimning tiplari                                                                                       | 2  |
| Jami                                                                                                                                                                                                                                                                            |                                                                                                               | 30 |
| 2.3. Amaliy mashg'ulotlar bo'yicha ko'rsatma va tavsiyalar.                                                                                                                                                                                                                     |                                                                                                               |    |
| Amaliy mashg'ulotlarni tashkil etish bo'yicha kafedra professor-o'qituvchilari tomonidan ko'rsatma va tavsiyalar ishlab chiqiladi. Talabalar ma'ruza mashg'ulotlarida olgan bilim va ko'nikmalarni misol va masalalar yechish bilan mustahkamlaydilar hamda yanada boyitadilar. |                                                                                                               |    |
| Amaliy mashg'ulotlarning taxminiy ro'yxati:                                                                                                                                                                                                                                     |                                                                                                               |    |
| - Tafakkur inertsiasini va uni namoyon bo'lish xususiyatlari.                                                                                                                                                                                                                   |                                                                                                               |    |
| - Tafakkur inertsiasining ijtimoiy va gnoseologik sabablari.                                                                                                                                                                                                                    |                                                                                                               |    |
| - Tafakkur inertsiasini bartaraf qilish yo'llari.                                                                                                                                                                                                                               |                                                                                                               |    |
| - Hozirgi zamon ilmiy tadqiqot metodologiyasi ning ijtimoiy gumanitar yo'nalishi.                                                                                                                                                                                               |                                                                                                               |    |
| - Ta'lim tizimi yangi tafakkur uslubini shakllantirishning omili sifatida.                                                                                                                                                                                                      |                                                                                                               |    |
| - Badiiy obrazli tafakkur uslubini xususiyatlari.                                                                                                                                                                                                                               |                                                                                                               |    |
| - Fanning ijtimoiy-siyosiy asoslari.                                                                                                                                                                                                                                            |                                                                                                               |    |
| - Matematik tafakkur uslubini.                                                                                                                                                                                                                                                  |                                                                                                               |    |
| - Fan taraqqiyotining ijtimoiy-madaniy va gnoseologik omillari.                                                                                                                                                                                                                 |                                                                                                               |    |
| - Fan evolyutsiyasi va tafakkur taraqqiyoti.                                                                                                                                                                                                                                    |                                                                                                               |    |
| - Kundalik amaliy va ilmiy tadqiqot metodologiyasi shakllari.                                                                                                                                                                                                                   |                                                                                                               |    |
| - Ilmiy tadqiqot metodologiyasini o'rganishdagi asosiy yondoshuvlar.                                                                                                                                                                                                            |                                                                                                               |    |
| - Bilishda tafakkur uslubining roli va o'rini tahlili                                                                                                                                                                                                                           |                                                                                                               |    |



|                                                                                                                                                                     |                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                             |                                                                                                                                                                                                                     |                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>– Mexanistik va metafizik qarashlar dunyoning bir butun fizik manzarisini yaratishning poydevori</p> <p>– Ilmiy tadqiqot metodologiyasining tushirib berishi</p> | <p>2.4. Laboratoriya ishlari bo'yicha ko'rsatma va tavsiyalar</p> <p>O'quv rejalarda laboratoriya ishlari kiritilmagan.</p> <p>2.5. Kurs ishi (loyihasi) bo'yicha ko'rsatma va tavsiyalar</p> <p>O'quv rejalarda Kurs ishi (loyihasi) kiritilmagan.</p> | <p>III. Mustaqil ta'lim va mustaqil ishlar</p> <p>Mustaqil ishni tashkil etishning namunaviy shakli va mazmuni</p> <p>Talaba mustaqil ishni tayyorlashda muayyan fanning xususiyatlarini qisqartirib olingan qoida quyidagi shakllardan foydalanish tavsiya etiladi:</p> <p>1. Darslik va o'quv qo'llanmalarining boblari va mavzularini o'rganish.</p> <p>Bunday tashkiliy shakl talabalar o'ltirgan mavzular bo'yicha mustaqil bilim olishda konspekt usulidan foydalanilishini talab qiladi.</p> | <p>2. Tarqatma materiallar bo'yicha ma'ruza qismini o'zlashtirish.</p> <p>Bunda o'qituvchi asosiy materialning bayon qilinishiga alohida aqamiyat berishi lozim bo'ladi. Tarqatma materiallar qajini qat'iy ma'ruza uchun 5-6 saqla bo'lishga e'tibor berish kerak. Bunday ish natijalari reyting nazoratining muvofiq bosqichlarida tekshiriladi.</p> | <p>3. Fanning boblari va ma'ruzalari ustida ishlash. Bu maxsus va ilmiy adabiyot (monografiya va maqolalar), referatlar, bitiruv malakaviy ishlarini bajarish chog'ida amalga oshiriladi. Uning natijalari qat'iy nazoratida aks etadi.</p> | <p>4. Fanlar bo'yicha adabiyotlarni o'rganish va taqil qilish, qo'shimcha adabiyotlar ustida ishlash qanda ularni o'rganish. Bu ish qam barcha semestrlarda amalga oshiriladi va reyting tizimida baholalanadi.</p> | <p>5. Talabalar ilmiy tadqiqot ishlari bajarish bilan bogliq qoida fanning muayyan boblari va mavzularini chuqur o'rganish. Mustaqil ishning bu shakli barcha semestr talabalariga tavsiya etiladi.</p> | <p>6. Faol o'qitish metodidan foydalaniladigan o'quv mashg'ulotlari.</p> <p>Talabalar tomonidan ta'lim, fan va texnologiyalarning dolzarb muammolari bo'yicha tayyorlangan faol o'qitish metodlarini (munozara, aqni charxlash, bumerang, klaster v.b.) qo'llagan dars mashg'ulotlari nazarda tutildi.</p> <p>7. Avtomatlashtirilgan o'rganuvchi nazorat qiluvchi tizimlar bilan ishlash. Bu esa ma'ruza mashg'ulotlari doirasida qam amaliy mashg'ulotlarga tayyorlangan darslarda qam olib borilishi mumkin.</p> |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                                                                                                         |                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|-------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>8. O'quv rejasidagi ayrim fanlar bo'yicha eksternal</p> <p>9. Masofaviy ta'lim. Elektron darslikdan foydalanish.</p> | <p>3.7. O'quv va ishlab chiqarish amaliyotlari.</p> <p>O'quv reja o'quv va ishlab chiqarish amaliyotlari kiritilmagan.</p> | <p>IV. Fan o'qitilishining natijalari (shakllanadigan kompetensiyalar)</p> <p>Fanni o'zlashtirish natijasida talaba:</p> <ul style="list-style-type: none"> <li>• "Ilmiy tadqiqot metodologiyasi" fanini yuqori darajada rivojlantirish omillari haqida <i>tasavvur va bilimga ega bo'lishi</i>;</li> <li>• ta'lim yo'nalishlari bo'yicha qo'llaniladigan asosiy masalalarni yechish, har xil xususiyatlarini bilish va ulardan foydalanish <i>ko'nikmalariga ega bo'lishi</i>;</li> <li>• talaba olib boriladigan ishni mazmun-mohiyatini bilish, ulardan foydalanish, <i>ega bo'lishi kerak</i>.</li> </ul> | <p>4. Ta'lim texnologiyalari va metodlari:</p> <ul style="list-style-type: none"> <li>• Ma'ruzalari;</li> <li>• interfaol keys-stadialar;</li> <li>• seminarlar (mantiqiy fikrlash, tekshiruv savol-javoblar);</li> <li>• guruhlarida ishlash;</li> <li>• taqdimotlarni qilish;</li> <li>• individual loyihalar;</li> <li>• jamoa bo'lib ishlash va himoya qilish uchun loyihalar.</li> </ul> | <p>5. Kreditlarni olish uchun talabalar:</p> <p>Fanga oid nazariy va uslubiy tushunchalarni to'la o'zlashtirish, tahlil natijalarini to'g'ri aks ettirish, o'rganilayotgan jarayonlar haqida mustaqil muvofiqda yuritish va joriy, oralik nazorat shakllarida berilgan vazifa va topshiriqlarni bajarish, yakuniy nazorat bo'yicha test topshirish.</p> | <p>6. Asosiy va qo'shimcha o'quv adabiyotlari hamda axborot manbalarini</p> <p>Asosiy adabiyotlar:</p> <ol style="list-style-type: none"> <li>1. Mirziyoyev Sh.M. Erkin va farovon, demokratik O'zbekiston davlatini birgalikda barpo etamiz. - Toshkent, "O'zbekiston", 2018 yil.</li> <li>2. Mirziyoyev Sh.M. Tanqidiy tahlil, qat'iy tartib - intizom va shaxsiy javobgarlik-har bir rahbar faoliyatining kundalik qoidasi bo'lishi kerak. - Toshkent, "O'zbekiston", 2018 yil.</li> <li>3. A. Qurbonov - «Ilmiy-tadqiqot metodologiyasi» nomli «O'quv qo'llanma» - Navoiy, 2022 yil.</li> <li>4. Polinev A. O. Konkurentlik voznomnosti regionov. Metodologiya issledovaniya i puti povisheniya. Krasnod - Moskva, 2020. - 208 c.</li> </ol> |
|-------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                    |                                                                                                                |                                                                                                                                                                                  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>5. Davronov Z. Ilmiy ijod metodologiyasi. – T.: Iqtisod-moliya, 2017y.</p> <p><b>Qo'shimcha adabiyotlar</b></p> <p>1. Dunyoviylik va ijtimoiylik. Maqolalar to'plami. - T.: Chulpon, 2018.</p> <p>2. Dunyoviylik falsafasi (maqolalar to'plami). - T.: TDU, 2020.</p> <p>3. Kuzin F. A. Kandidatskaya dissertatsiya. Metodika napisaniya pravila oformleniya i poryadok zashita. - M., 2018.</p> <p>Internet saytlari</p> <p><a href="http://www.geosites.com/lyaglo/cv/index.html">http://www.geosites.com/lyaglo/cv/index.html</a>.</p> <p><a href="http://www.easemethod.ru/zaminyak@rambler.ru">www.easemethod.ru/zaminyak@rambler.ru</a></p> <p><a href="http://www.Zivo.net.uz">www.Zivo.net.uz</a></p> | <p>7. <b>Fanning o'quv dasturi</b></p> <p>Qarshi muhandislik-iqtisodiyot instituti tomonidan ishlab chiqilgan va tasdiqlangan.</p> | <p>8. <b>Fan(modul) uchun mas'ullar:</b></p> <p>Shodiyev A.N. – QarMII, "Konchilik ishi" kafedrası mudiri.</p> | <p>9. <b>Tag'rizchilar:</b></p> <p>Ravshanova Z.S. – NDK va TU, "Konchilik ishi" kafedrası dotsenti.</p> <p>Latipov Z.Yo. – QarMII, "Konchilik ishi" kafedrası dotsenti v.b.</p> |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|