



THE NEGATIVE IMPACTS OF ARTIFICIAL INTELLIGENCE ON EDUCATION

Ne'matulla ZUVAYDULLAYEV¹

¹Chief specialist of the Master's department in ISFT institute

KALIT SO'ZLAR

Sun'iy intellekt (AI), ta'lim, salbiy ta'sirlar, insoniy mulqot, tanqidiy fikrlash, ta'limdagi tengsizlik, ma'lumotlar maxfiyligi, o'qituvchilik ish joylari.

КЛЮЧЕВЫЕ СЛОВА

Искусственный интеллект (ИИ), образование, негативные последствия, человеческое взаимодействие, критическое мышление, образовательное неравенство, конфиденциальность данных, рабочие места преподавателей.

KEY WORDS

Artificial Intelligence (AI), Education, Negative Impacts, Human Interaction, Critical Thinking, Educational Inequality, Data Privacy, Teaching Jobs.

ANNOTATSIYA

Ushbu maqolada sun'iy intellektning (AI) ta'limga salbiy ta'siri o'rganilgan. Asosiy muammolar insoniy mulqotning kamayishi, AIga haddan tashqari bog'liqlik, ta'limdagi tengsizlikning kuchayishi, ma'lumotlar maxfiyligi xavfi, o'qituvchilarning ish joylariga tahdid va AI'ning emotsional ehtiyojlarga javob bera olmasligidan iborat. Adabiyotlar tahlili, amaliy misollar va ma'lumotlarni tahlil qilish kabi metodlardan foydalanilgan. Maqolada AI dan foydalanishda axloqiy qoidalarga rioya qilish, teng imkoniyatlar yaratish va ta'limda insoniy jihatni saqlab qolish zarurligi ta'kidlangan.

АННОТАЦИЯ

В статье исследуются негативные последствия внедрения искусственного интеллекта (ИИ) в образование, включая уменьшение человеческого взаимодействия, чрезмерную зависимость от ИИ, рост образовательного неравенства, проблемы конфиденциальности данных, угрозу для рабочих мест преподавателей и неспособность ИИ учитывать эмоциональные потребности. В рамках исследования использовались методы анализа литературы, изучения реальных примеров и анализа данных. В статье подчеркивается важность соблюдения этических норм использования ИИ, обеспечения равного доступа и сохранения человеческого аспекта в образовательной системе.

ABSTRACT

This article explores the negative impacts of Artificial Intelligence (AI) on education, focusing on key challenges such as reduced human interaction, overdependence on AI, widening educational inequality, data privacy concerns, threats to teaching jobs, and AI's inability to address emotional needs. Through a comprehensive methodology involving literature reviews, case studies, and data analysis, the study highlights the risks associated with AI integration in educational systems. The article emphasizes the need for ethical AI practices, equitable access, and maintaining the human essence in education.

Introduction. Artificial Intelligence (AI) has emerged as a revolutionary force in education, offering tools that enhance learning through personalized tutoring, adaptive content delivery, and automated grading. While these technologies promise efficiency

and innovation, their widespread use also raises significant concerns. Overdependence on AI may compromise human interaction, critical thinking, and ethical considerations, while creating new challenges in inequality and data privacy. This article explores the



negative impacts of AI on education, highlighting both systemic risks and real-world consequences.

Background: AI applications in education have grown exponentially in recent years. According to the *World Economic Forum* (2022), the global EdTech market is projected to reach \$404 billion by 2025, with AI being a significant driver. However, these advancements come with challenges, particularly in underdeveloped regions where access to technology is limited.

Objective: This study aims to examine the adverse effects of AI on education, focusing on how its implementation affects students, educators, and institutions.

Methods. To explore the impacts of AI on education comprehensively, the study utilized a multi-faceted methodology:

Literature Review:

Analyzed scholarly articles, industry reports, and case studies from credible sources such as UNESCO, World Economic Forum, and Harvard Education Review. Key themes included AI's influence on learning outcomes, data privacy, and teacher roles.

Case Studies:

Evaluated real-life examples from countries with varying levels of AI integration, including South Korea, India, the UK, and sub-Saharan Africa.

Data Analysis: Utilized data from global organizations and surveys to quantify the extent of AI adoption and its associated risks. For example, Cybersecurity Ventures (2022) reported that 20% of data breaches occurred in the education sector.

Interviews with Educators:

Collected qualitative insights from teachers, administrators, and students in schools and universities using AI tools.

Results. The findings identified six major negative impacts of AI on education:

1. Reduction in Human Interaction

AI-driven platforms have minimized face-to-face interactions between students and educators, undermining emotional and social development.

Case Study: In South Korea, AI tutors replaced traditional classroom settings, resulting in improved test scores but diminished collaborative and interpersonal skills (Korean Education Review, 2022).

2. Overdependence on AI

Students relying heavily on AI tools struggle with independent problem-solving and critical thinking.

Data: A survey by the Guardian Education revealed that 60% of UK students using AI-based homework assistants lacked the confidence to solve problems without assistance.

3. Widening Educational Inequality

Wealthier institutions leverage AI tools effectively, while underfunded schools face barriers to adoption, increasing the gap between privileged and underprivileged students.

Example: Sub-Saharan Africa lacks infrastructure for AI integration, leaving rural students at a disadvantage compared to urban peers (UNESCO Report, 2021).

4. Data Privacy and Security Risks

Poorly secured AI systems expose sensitive student data to potential breaches.

Incident: In 2021, a US-based EdTech company suffered a data breach, leaking

student grades and personal records (TechCrunch).

5. Threat to Teaching Jobs

Automated grading and tutoring tools reduce the demand for human educators, posing a risk to teaching professions.

Projection: Oxford Economics (2021) predicts that 15% of teaching roles in developed countries may be replaced by AI by 2030.

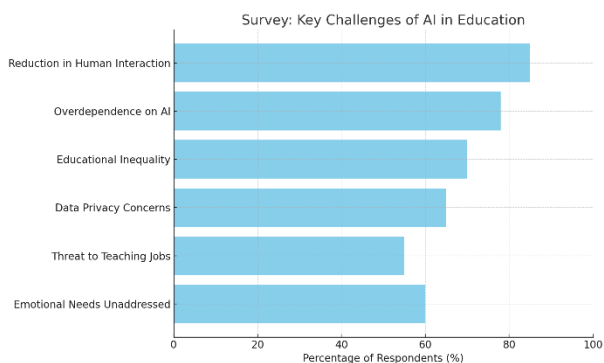
6. Inability to Address Emotional Needs

AI systems lack empathy, failing to provide the emotional support necessary for students’ holistic development.

Example: AI counselors in Japan struggled to address bullying effectively, as students preferred human advisors for emotional support (Japan Times).

Visual Data Representations

Figure 1: Survey Results on AI Challenges



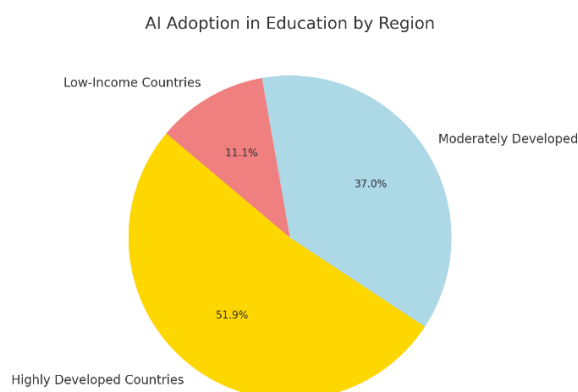
in Education

Bar Chart: Survey Results on the perceived challenges of AI in education. The data highlights issues like reduced human interaction (85%) and overdependence on AI (78%) as the top concerns.

Pie Chart: AI Adoption in Education by Region shows how adoption rates vary globally. Highly developed countries lead with

70%, while low-income regions lag behind at 15%.

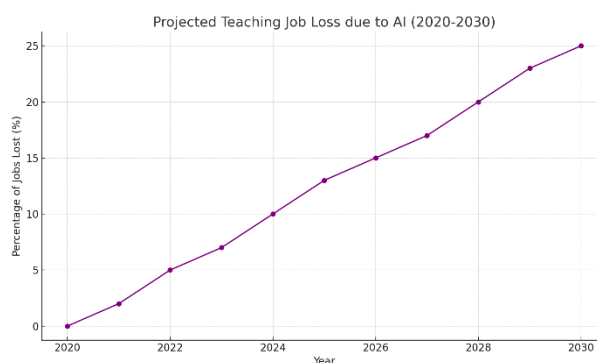
Figure 2: AI Adoption in Education by Region



Region

Line Chart: Projected Teaching Job Loss due to AI (2020-2030) demonstrates a steady increase, with up to 25% of teaching roles potentially affected by 2030.

Figure 3: Projected Teaching Job Loss due to AI (2020-2030)



to AI (2020-2030)

Discussion. The results underline critical areas where AI’s integration into education demands careful consideration:

1. Human Interaction and Emotional Support:

Reducing direct communication between teachers and students can lead to a decline in emotional intelligence and social skills. Policymakers should prioritize hybrid learning



www.isft.uz

“ISFT” ILMIY-USLUBIY JURNAL
“ISFT” НАУЧНО-МЕТОДИЧЕСКИЙ ЖУРНАЛ
“ISFT” SCIENTIFIC-METHODOLOGICAL JOURNAL

ISSN: 3030-329X

2024/4-son



www.jurnal.isft-ilm.uz

models where AI supports, rather than replaces, educators.

2. Critical Thinking and Cognitive Skills:

Overreliance on AI for solving problems diminishes students' ability to think critically. Schools should implement guidelines that encourage manual problem-solving and critical engagement alongside AI tools.

3. Equitable Access to Technology:

AI's benefits are disproportionately accessible in affluent regions. Governments and organizations must bridge this gap by subsidizing AI tools for underprivileged schools and ensuring universal internet access.

4. Data Security and Ethical Considerations:

Strict regulations are essential to safeguard sensitive student data. Institutions must invest in robust cybersecurity measures and ethical AI frameworks.

5. Sustaining Teaching Jobs:

AI should assist educators, not replace them. Professional development programs can help teachers adapt to AI-integrated environments, enhancing their ability to use these tools effectively.

6. Balancing Automation with Empathy:

While AI excels in efficiency, it cannot replicate the empathy and care provided by human educators. Emotional and psychological support must remain central to the learning process.

Policy Implications:

Governments, institutions, and EdTech companies should collaborate to design AI systems that align with educational values, prioritizing equity, privacy, and emotional well-being.

Conclusion. AI's potential to transform education is undeniable, but its negative impacts cannot be overlooked. This study highlights critical risks, including reduced human interaction, overdependence on technology, educational inequality, and threats to privacy and teaching jobs. Addressing these challenges requires a balanced approach that preserves the human essence of education while leveraging AI's capabilities. By fostering equitable access, ethical practices, and emotional support, we can ensure that AI enhances, rather than undermines, the educational experience.

Foydalanilgan adabiyotlar ro'yxati:

1. World Economic Forum (2022). The Impact of AI on Education.
2. UNESCO Report on Education 2030 (2021).
3. Korean Education Review (2022). AI in South Korean Classrooms.
4. Cybersecurity Ventures (2022). Data Breaches in Education.
5. Oxford Economics (2021). AI and the Future of Teaching Jobs.
6. Harvard Education Review (2020). Emotional Intelligence in AI Classrooms.
7. <https://keymakr.com/blog/how-ai-is-impacting-on-the-education-system/>

8. <https://www.eschoolnews.com/digital-learning/2024/02/05/impact-of-artificial-intelligence-in-education/>
9. https://www.researchgate.net/publication/383015165_AI_in_Education_The_Impact_of_Artificial_Intelligence_on_Education
10. <https://www.classpoint.io/blog/the-pros-and-cons-of-ai-in-education>



www.isft.uz

“ISFT” ILMIY-USLUBIY JURNAL
“ISFT” НАУЧНО-МЕТОДИЧЕСКИЙ ЖУРНАЛ
“ISFT” SCIENTIFIC-METHODOLOGICAL JOURNAL

ISSN: 3030-329X

2024/4-son



www.jurnal.isft-ilm.uz

SIYOSAT VA TARIX

ZAMONAVIY TASHQI SIYOSAT BO‘YICHA E‘TIBORLI MANBA* (taqriz)

Laziz RAHMATOV¹

¹*Siyosiy fanlar bo‘yicha falsafa doktori, O‘zbekiston Yozuvchilar uyushmasi a‘zosi*

Shu kunlarda “Oltin meros press” nashriyotida atoqli olim, siyosiy fanlar doktori, professor Qodir Jo‘rayevning “O‘zbekiston respublikasi va jahon hamjamiyati” nomli ilmiy-ommabop maqolalar to‘plami chop etildi.

U mamlakatimizning zamonaviy tashqi siyosati va xalqaro munosabatlari sohasida o‘ziga xos yangi manbadir. Kitobni 2016-2024-yillarda O‘zbekiston Respublikasi tashqi siyosatidagi eng muhim voqealarning tahliliy solnomasi deyish ham mumkin. To‘plamda muallif O‘zbekistonning ikki va ko‘p tomonlama hamkorlik aloqalarini hamda va zamonaviy xalqaro munosabatlarning dolzarb yo‘nalishlarini o‘zining 100 ga yaqin eng sara maqolalarida aks ettirishga harakat qilgan.

Bugungi kunda transformatsiya jarayonlarini boshidan kechirayotgan, barqaror taraqqiyot maqsadlari sari dalil intilayotgan, hech qanday harbiy-siyosiy bloklarga qo‘shilmaslik, nizolarni tinch-diplomatik yo‘llar bilan hal etish va milliy manfaatlar mutlaq ustuvorligi tamoyillariga asoslangan qat’iy tashqi siyosat olib borayotgan O‘zbekiston Respublikasi butun dunyo uchun

hamkorlikka ochiq, ishonchli va mas’uliyatli sherikka aylandi.

Muallif uzoq yillar xalqaro munosabatlarda uncha faol bo‘lmagan davlatdan qisqa fursatda jadal rivojlanayotgan, hatto jahonning eng qudratli kuch markazlari bilan ham muvozanatli, teng huquqli va o‘zaro manfaatli aloqalar o‘rnatishga qodir mamlakatga aylangan Yangi O‘zbekistonning asosiy yutuqlari sabablarini tizimli asosda ko‘rsatib beradi.

Ayniqsa, so‘nggi yetti yil ichida O‘zbekiston Prezidenti Shavkat Mirziyoyevning qat’iy siyosiy irodasi va mislsiz sa’y-harakatlari natijasida muqaddam bir qadar tarqoq va zaif, hatto, bir-biri bilan ancha ziddiyatli ichki munosabatlarga ega bo‘lgan Markaziy Osiyo davlatlari endilikda xalqaro maydonda yagona va yaxlit, bahamjihat va ahil, integratsiyalashayotgan va konstruktiv jug‘rofiy-iqtisodiy makon sifatida gavdalana boshlagani tadrijiy misollarda bayon etiladi.

Darhaqiqat, yangi davrda mintaqa davlatlari o‘rtasidagi yaxshi qo‘shnichilik, yaqin do‘stlik va strategik sheriklik

*Manba www.xabar.uz sahifasidan olindi



www.isft.uz

“ISFT” ILMIY-USLUBIY JURNAL
“ISFT” НАУЧНО-МЕТОДИЧЕСКИЙ ЖУРНАЛ
“ISFT” SCIENTIFIC-METHODOLOGICAL JOURNAL

ISSN: 3030-329X

2024/4-son



www.jurnal.isft-ilm.uz

munosabatlari izchil rivojlanib, bir-birini qo‘llab-quvvatlash ruhi tobora kengayib borayotgani g‘oyat quvonarlidir. Bu o‘rinda 2017-yil 10-11-noyabr kunlari Samarqand shahrida BMT shafe‘ligida Markaziy Osiyoda xavfsizlik va barqaror rivojlanishni ta‘minlash bo‘yicha o‘tkazilgan xalqaro konferensiyaga bag‘ishlab yozilgan **“SAMARQAND SAMMITI: mintaqaviy xavfsizlik yaxlit va bo‘linmasdir”**, deb nomlangan maqolada olimning quyidagi nuqtayi nazari diqqatga sazovor: “Markaziy Osiyodagi xavfsizlik yaxlit va bo‘linmasdir. U faqatgina mintaqada joylashgan barcha davlatlarning birgalikdagi sa‘y-harakatlari evaziga ta‘minlanishi mumkin”.

Bundan tashqari, hamkor davlatlar bilan munosabatlarning yuksalish dinamikasi, AQSH, Rossiya Federatsiyasi, Xitoy Xalq Respublikasi, Hindiston, Pokiston, Turkiya, Fransiya, Italiya, Yaponiya, Koreya Respublikasi kabi yetakchi davlatlar bilan o‘sib borayotgan strategik sheriklik aloqalari, Yevropa, Yaqin Sharq, Janubi-sharqiy Osiyo mintaqalarining boshqa davlatlari bilan yangi bosqichga chiqayotgan hamkorlikning ustuvor yo‘nalishlari ham kitobda batafsil qamrab olingani ayni muddaodir.

Unda jamlangan maqolalarda, eng avvalo, davlatlararo munosabatlarning uzoq va yaqin tarixi, umumiylik, madaniy va diniy qadriyatlar mushtarakligi, an‘ana va urf-odatlar o‘xshashligi kabi omillarga urg‘u beriladi. Bunda alohida qayd etish kerak bo‘lgan jihati shundaki, mamlakatimiz rahbarining oliy darajadagi har bir tashrifi yoki boshqa muloqotlar nafaqat siyosiy-diplomatik, balki savdo va iqtisodiy-sarmoyaviy, xavfsizlik, madaniy-gumanitar mazmun-

mohiyat bilan boyitilib, aniq kelishuvlar hamda yirik loyihalar asosiy natijaga aylanayotgani olimning sinchkov nazaridan chetda qolmaydi.

Muallifning fikricha, xalqaro maydonda oldindan bashorat qilib bo‘lmaydigan geosiyosiy to‘qnashuvlar kechayotgan bugungi murakkab vaziyatda **O‘zbekistonning eng dolzarb masalalar bo‘yicha tutgan mavqei, tinchlik va hamkorlikka asoslangan progressiv va konstruktiv yondashuvlari uning tinchliksevar tashqi siyosatida konseptual jihatdan mujassam etilgan.**

Bu tub milliy manfaatlarimizdan kelib chiqqan holda jug‘rofiy joylashuvi va mafkurasidan qat‘iy nazar, barcha mamlakatlar bilan do‘stona tashqi siyosat yo‘nalishiga asoslanadi. Shuningdek, Birlashgan Millatlar Tashkiloti, Parlamentlararo Ittifoq, Islom hamkorlik tashkiloti, Shanxay hamkorlik tashkiloti, Mustaqil Davlatlar Hamdo‘stligi, Turkiy davlatlar tashkiloti, Orolni qutqarish xalqaro jamg‘armasi kabi nufuzli xalqaro tashkilotlar, YUNESKO, Xalqaro mehnat tashkiloti, Jahon banki, Xalqaro valyuta jamg‘armasi, Jahon savdo tashkiloti, Islom taraqqiyot banki singari xalqaro moliya institutlari bilan tobora faollashib, yuksalib borayotgan aloqalarga ham keng e‘tibor qaratiladi.

Kitobda ayniqsa, YUNESKO faoliyati va uning mamlakatimiz bilan ko‘p qirrali aloqalari turkum maqolalarda aks etgani e‘tiborimizni tortadi. 1995-2004-yillarda O‘zbekiston Respublikasi Vazirlar Mahkamasi huzuridagi YUNESKO ishlari bo‘yicha O‘zbekiston Respublikasi Milliy komissiyasi



www.isft.uz

“ISFT” ILMIY-USLUBIY JURNAL
“ISFT” НАУЧНО-МЕТОДИЧЕСКИЙ ЖУРНАЛ
“ISFT” SCIENTIFIC-METHODOLOGICAL JOURNAL

ISSN: 3030-329X

2024/4-son



www.jurnal.isft-ilm.uz

bosh eksperti sifatida faoliyat yuritgan muallif bu borada keng mushohadalarni ilgari suradi.

Jumladan, 2023-yil 13-aprelda Milliy axborot agentligi muxbiri bilan bo‘lib o‘tgan suhbat chog‘ida juda qiziqarli ma‘lumotlarni keltirib o‘tadi: “YUNESKOning Butunjahon madaniy merosi ro‘yxatiga shu paytga qadar O‘zbekistondagi 5 ta obyekt kiritilgan bo‘lib, bular – Xivadagi Ichan qal‘a majmuasi, Buxoro shahrining tarixiy markazi, Shahrisabz shahrining tarixiy markazi, Samarqand – madaniyatlar chorrahasi hamda Buyuk ipak yo‘lining Zarafshon-Qoraqum koridoridir. YUNESKOning Insoniyatning nomoddiy madaniy merosi representativ ro‘yxatiga o‘zbek xalqi nomoddiy madaniy merosining 14 ta elementi kiritilgan. Bular – Shoshmaqom (Tojikiston bilan birgalikda), Boysun madaniy an‘analari, Katta ashula, Askiya zukkolik san‘ati, Palov bilan bog‘liq madaniyat va an‘analari, Navro‘z bayramini nishonlash an‘analari, Marg‘ilon hunarmandchilikni rivojlantirish markazi: atlas va adras tayyorlashning an‘anaviy texnologiyalarini saqlash, Lazgi, Miniatyura san‘ati, Baxshichilik, Ipakchilik va an‘anaviy ipak tayyorlash san‘ati, Xo‘ja Nasriddin haqidagi an‘anaviy hikoyalar, O‘zbekiston kulolchilik san‘ati, Ilyuminatsiya san‘ati: naqqoshlik, Iftorlik va uning ijtimoiy-madaniy an‘analari.

YUNESKOning Butunjahon tabiiy merosi ro‘yxati ham mavjud bo‘lib, bu ro‘yxatga O‘zbekistonning ikkita obyekt kiritilgan. Bular G‘arbiy Tyan-Shan (2016) hamda “Turon cho‘llari” (2023)dir. YUNESKO “Jahon xotirasi” reestri 1992-yilda tashkil etilgan bo‘lib, uning asosiy maqsadi hujjatli meros – qog‘oz, audiovizual, raqamli yoki boshqa har qanday formatdagi muhim va

doimiy qiymatga ega bo‘lgan hujjatlar yoki hujjatlar to‘plamining qaytarib bo‘lmaydigan yo‘qotilishining oldini olish, avaylab-asrash va keng jamoatchilikka yetkazishdan iborat.

2023-yilga qadar YUNESKOning “Jahon xotirasi” reestriga O‘zbekiston Respublikasidan Toshkent shahrida saqlanayotgan Muqaddas Usmon Qur‘oni, Beruniy nomidagi Sharqshunoslik institutida saqlanayotgan qo‘lyozmalar to‘plami, Xiva xonligi devonxonasi hujjatlari kiritilgan edi. 2023-yilda esa O‘zbekiston tarixiga oid yana 2 ta hujjatlar to‘plami – Mavlono kulliyoti va Buxoro Amirligining qushbegi ma‘muriyati arxivlari to‘plami ushbu reestrda joy oldi. Yana bir muhim yo‘nalish YUNESKOning Butunjahon biosfera qo‘riqxonalarini tarmog‘i bo‘lib, unga O‘zbekistonning 2 ta obyekt kiritilgan. Bular – Chotqol davlat biosfera rezervati (1978) va Quyi Amudaryo davlat biosfera rezervati (2021)”.

Q.Jo‘rayev Oliy Majlis Qonunchilik palatasining tajribali deputati, 30dan ortiq qonun loyihalarini ishlab chiqishda faol ishtirok etgan qonun ijodkori sifatida parlament diplomatiyasi, Oliy Majlisning xalqaro hamkorlik aloqalari, xususan, xorijiy mamlakatlarning qonun chiqaruvchi organlari bilan hamkorlik bo‘yicha do‘stlik guruhlari faoliyati, parlament nazorati instituti, xalq vakillari bo‘lgan deputatlarning xorijdagi vatandoshlar haq-huquqlarini himoya qilish borasida o‘z sabb borayotgan o‘rni, tashqi siyosat sohasida qabul qilingan normativ-huquqiy hujjatlar, xususan, mamlakatimizning xalqaro shartnomalari va konsullik masalalari bo‘yicha qabul qilingan yangi hujjatlar hamda xorijiy mamlakatlardagi elchilarimizning



www.isft.uz

“ISFT” ILMIY-USLUBIY JURNAL
“ISFT” НАУЧНО-МЕТОДИЧЕСКИЙ ЖУРНАЛ
“ISFT” SCIENTIFIC-METHODOLOGICAL JOURNAL

ISSN: 3030-329X

2024/4-son



www.jurnal.isft-ilm.uz

hisobotlarini milliy parlamentimizda eshitib borish mexanizmiga alohida to‘xtalib o‘tadi.

Chunonchi, “Parlamentlararo hamkorlik guruhlarini faoliyatining asosiy yo‘nalishlari” nomli maqolasida bu muhim jarayonlarda qonun chiqaruvchi organning o‘rniga alohida baho beriladi: “O‘z navbatida, parlamentning tashqi siyosat sohasidagi faoliyatda ishtiroki nafaqat xalqaro shartnomalarni ratifikatsiya va denonsatsiya qilish, elchilarni lavozimga tasdiqlash orqali, balki bevosita xorijiy mamlakatlar bilan ikki tomonlama va ko‘p tomonlama o‘zaro munosabatlarda ishtirok etish orqali ham amalga oshirilmoqda”.

Maqolalarda chuqur o‘ylangan, amaliy tajribadan kelib chiqqan holda tashqi siyosatga doir ko‘plab e‘tiborga molik ma‘lumotlar, O‘zbekistonning jahonda e‘tirof etilayotgan muhim xalqaro tashabbuslari va qat‘iy pozitsiyalari keltirilgani kitobning salmog‘i va salohiyatini yanada oshiradi. 2016 yoki 2017-yilda e‘lon qilingan maqolalar bilan tanishar ekansiz, ularni keyingi yillar, deyarli 2023 yoki 9 2024-yildagi tadrijiy rivojlanishi bilan qiyosiy solishtirish imkoniyati paydo bo‘ladi.

Shunda keng qamrovli va uzoq muddatli aloqalarning barcha yo‘nalishlardagi o‘sish dinamikasi, xalqaro reyting va indekslardagi ijobiy natijalar mamlakatimiz nufuzini va xalqimiz farovonligini ta‘minlashga xizmat qilayotgani yaqqol ko‘zga tashlanadi.

1. So‘nggi yillarda Jahon iqtisodiyoti va diplomatiya universiteti, Strategik tahlil va istiqbolni belgilash Oliy maktabi, Prezident huzuridagi Davlat boshqaruvi akademiyasida professor sifatida ishlab kelayotgan va 25 yillik pedagogik ish faoliyatiga ega, qator Ilmiy kengashlar va Ilmiy seminarlar a‘zosi, 10ga yaqin fan nomzodlarini yetishtirib chiqqan, nafaqat mamlakatimizda, balki xorijda ham ko‘plab ilmiy maqolalari e‘lon qilingan, o‘ndan ziyod darslik va o‘quv qo‘llanmalar muallifi Q.Jo‘rayevning mazkur ilmiy-ommabop kitobi tashqi siyosat va xalqaro munosabatlar sohasida tahsil olayotgan talabalar, tadqiqotchi olimlar, mavzuga oid qalam tebratayotgan jurnalistlar uchun foydali manba bo‘lib xizmat qilishi shubhasizdir.