

THE PROCESS AND SOFTWARE OF USING DIGITAL TECHNOLOGIES IN PEDAGOGICAL THEORY

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Annotatsiya: Mazkur maqolada pedagogika nazariyasida foydalanilayotgan raqamli texnologiyalarning turlari ular bilan ishlash jaroyonidagi qulayliklar bilan bir qatorda vujudga kelayotgan muommolar bu muommolarning amoliyotdagi salbiy natijalar, ularga barham berishda nimalarga e'tibor qaratilishi kerak ekanligi haqidagi bir qator fikrlar atroflicha o'rganilib chiqilgan

Kalit so'zlar: konstruktivizm, zamonaviy pedagogik model, "an'anaviy" o'qituvchi, "copy-paste" madaniyatining kengayishi, "рақамли таълим", "рақамли саводхонлик" Moodle LMS, Hemis

Annotation: This article examines in detail the types of digital technologies used in pedagogical theory, the conveniences of working with them, the problems that arise, the negative consequences of these problems in practice, and a number of ideas about what should be paid attention to in eliminating them.

Key words: constructivism, modern pedagogical model, "traditional" teacher, expansion of "copy-paste" culture, "digital education", "digital literacy" Moodle LMS, Hemis

Аннотация: В данной статье подробно рассматриваются виды цифровых технологий, используемых в педагогической теории, удобства работы с ними, возникающие проблемы, негативные последствия этих проблем на практике и ряд идей о том, на что следует обращать внимание при их устранении.

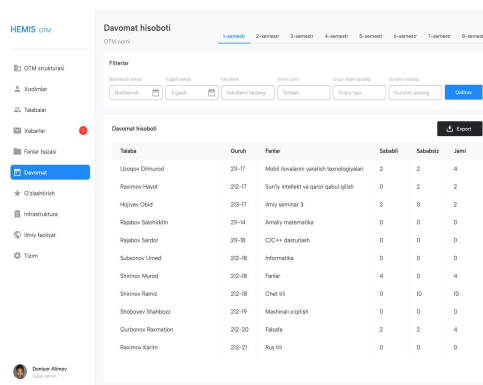
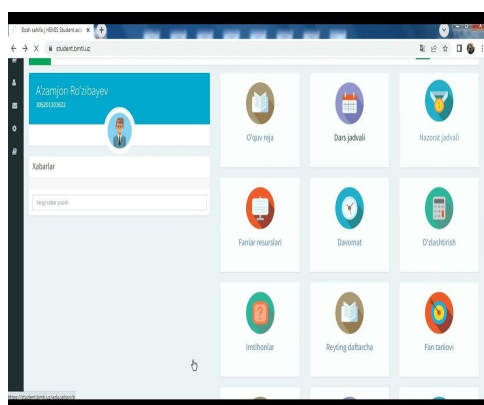
The Resolution of the President of the Republic of Uzbekistan No. 2909 of April 20, 2017 "On measures for the further development of the higher education system" gives a "start" to the implementation of the first work on the introduction of digital technologies in higher education, putting forward the following ideas: "Our ultimate goal should be to widely introduce the most modern pedagogical technologies, educational programs and teaching and learning materials based on international educational standards into the educational process, to further improve the educational process, higher education curricula and programs based on the widespread introduction of new pedagogical technologies and teaching methods."

A global information society with a wide system of information and telecommunication technologies has already been formed and has entered human life. Digital technologies are used in all spheres of human activity, are distributed through information flows in society and form a global digital space. Today they are widely spread in the world, because our society requires updated information. Digital technologies are used in almost all spheres of public life. The central part of this process is the digitalization of education. Today, much attention is paid to

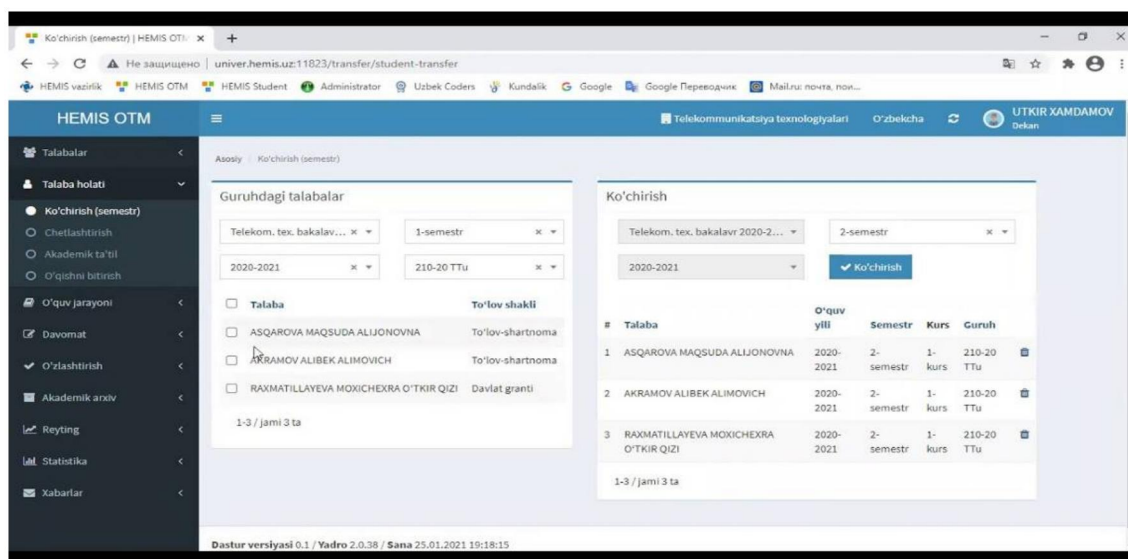
the digitalization of educational processes, since the use of digital technologies is of great importance in the further development of pedagogical methods of teaching.

Higher education institutions are implementing learning management systems (LMS) that incorporate appropriate tools to help organize the placement of educational resources and assignments in subjects, monitor student knowledge, and exchange ideas with teachers.

The growing interest in platforms such as Coursera, Udacity, FutureLearn, and Udemy has led to the creation of the national information system "HEMIS" in our country, designed to manage higher education processes, and teachers and students of higher education institutions are being provided with the opportunity to use this system. The situation with the widespread use of ICT in various fields has required the state to develop a development strategy in this direction.



The working window of the HEMIS system.



In order to adapt to the world level, the Resolution of the President of the Republic of Uzbekistan No. PF-6079 dated July 5, 2020 "On approval of the Digital Uzbekistan - 2030

Strategy and measures for its effective implementation” was adopted. The strategy provides for the approval of two programs: digitalization of regions and digitalization of sectors. Thus, two approaches are presented - territorial and sectoral. The most important condition for the successful implementation of the strategy is to ensure the increase in the digital literacy of the population.

According to the document, it is planned to ensure the availability of digital skills among the population through the introduction of digital education at all stages of the higher education system, the development of IT education, etc. The decree also pays special attention to conducting fundamental and applied research in priority areas in the field of information technologies and communications.

What exactly is digital pedagogy? By answering this question, we will be able to avoid terminological confusion, conduct pedagogical research methodologically competently, correctly formulate goals and objectives, and clearly understand what result we want to achieve. It is a unique transformation of modern technical means through the digitization of education in higher education institutions.

Digital pedagogy studies the theoretical and practical problems of education, the main components of the educational process, as well as the conditions that ensure the effective provision of educational services using digital technologies.

Indeed, due to the active introduction of information technologies, a new situation has arisen in the field of education. In this situation, the preservation of a multifaceted pedagogical heritage is observed, but it is supplemented by the following new opportunities associated with a practical pedagogical activity model:

1. posting educational materials in support systems in higher education institutions or on the teacher's personal website;
2. Distributing materials via e-mail and private communication networks;
3. Carrying out control activities using special software and computer technologies to create tests using the above-mentioned educational support systems;
4. Exchange of ideas between the teacher and students through e-mail, educational process support systems;
5. Inclusion of public open online courses from well-known universities from foreign and national educational platforms in the curriculum of the subject, passing tests and obtaining certificates as final control or using public open online courses as additional material for the course;
6. Use of webinars and video conferences to conduct online lectures or online seminars with students as training sessions and additional consultations, recording speeches of well-known professors for repeated use, working remotely with students; internships abroad or studying in additional diploma programs at other universities;
7. Use of specially prepared (pedagogically adapted) and online audio and video materials;

8. Use of various programs to create presentation materials for the course;
9. Access to the network for the purpose of using electronic libraries, databases, scientific journals for educational purposes;
10. Use of digital copies of educational literature, specially prepared electronic textbooks.

Based on the experience of teaching, taking into account the specifics of organizing digital education and the blended model (including distance learning technologies, e-learning elements, and the capabilities of the digital learning environment), we highlight a number of requirements for a digital education teacher:

- the ability to constantly self-educate and self-improve.
- Professional and subject competence (knowledge of the course being taught, sources of additional information, "tracking" new information in the subject, etc.). This requirement is obvious, since knowledge of one's subject is a prerequisite for teaching.
- ICT competence (fluency in a suite of office programs, working on the Internet and using the capabilities of the Internet environment to organize independent work of students, skills in developing electronic educational resources and pedagogical software, etc.).
- The ability to use various forms of organizing the educational process, which are characteristic of blended learning.
- the ability to carry out various types of pedagogical activities (diagnostics, designing teaching with special attention to one's own and students' goals, motivating students to educational activities through various methods of organizing activities, managing interactions, organizing the learning process; reflection, communication, control).
- Knowledge of methods for developing and creating interactive exercises, electronic courses and curricula.
- Developed intellect, constant striving for self-development and self-improvement.
- the ability to see technological, organizational, didactic, methodological, psychological and information and communication opportunities to achieve maximum pedagogical results.

The increasing volume of tasks facing pedagogy in modern educational conditions requires serious efforts from both pedagogical researchers and pedagogical practitioners. In this regard, V.V. Grinshkun clearly expresses his views: "It is necessary to search for proportionate and reasonable approaches to the informatization of education, in which informatization itself cannot be considered the ultimate goal, but should be directed to solving problems related to increasing the effectiveness of training cadets.

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