TOSHKENT DAVLAT PEDAGOGIKA UNIVERSITETI

Matematika va ta'limda axborot texnologiyalari kafedrasi

“TA’LIM TIZIMIDA ZAMONAVIY AXBOROT TEXNOLOGIYALARI RESURSLARIDAN FOYDALANISH ISTIQBOLLARI”

mavzusidagi respublika ilmiy-amaliy konferensiyasi materiallari to'plami

2023-yil 30-may Toshkent, O'zbekiston

Toshkent – 2023

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FOREIGN EXPERIENCES IN THE DEVELOPMENT OF THE DIGITAL EDUCATION SYSTEM

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Keys words: *Digital Education, Digital education system, digital literacy program, internet plus education, digital literacy program.*

Annotation: This article explores the digital education system as a way of teaching and using it around the world, digital education, access to quality education, basic foreign experience in improving the education system of countries around the world and developing the digital education system.

I. Introduction

The digital education system has transformed the way education is delivered and accessed around the world. While digital education is still a relatively new concept, it has already made a significant impact on the education sector. Digital education has the potential to provide access to high-quality education to millions of students around the world, regardless of their location or economic status. Countries across the globe are investing in digital education to improve their education systems, and many have looked to foreign experiences for guidance in this area. This article will explore some of the key foreign experiences in the development of the digital education system.

II. Digital Education in the United States

The United States has been at the forefront of the digital education revolution. In the early 2000s, the US government launched a series of initiatives to promote the use of technology in education. The most notable of these initiatives was the E-Rate program, which provided funding for schools and libraries to purchase internet connectivity and other technology resources. This program has been instrumental in improving access to digital education resources in the United States. [1]

Another key factor in the success of digital education in the United States has been the involvement of the private sector. Technology companies such as Apple, Google, and Microsoft

have been involved in the development of digital education resources and platforms. These companies have been able to leverage their expertise and resources to create innovative educational tools and platforms.

III. Digital Education in Europe

Europe has also been a leader in the development of the digital education system. The European Union has made digital education a key priority in its education policy. In 2016, the EU launched the Digital Education Action Plan, which aims to promote the use of digital technology in education across Europe. [2]

One of the key strengths of the European approach to digital education has been its focus on collaboration. The EU has encouraged collaboration between educators, researchers, and technology companies to develop innovative digital education resources and platforms. This approach has helped to create a vibrant digital education ecosystem in Europe.

IV. Digital Education in Asia

Asia has also been a leader in the development of the digital education system. Countries such as China, South Korea, and Singapore have invested heavily in digital education in recent years. In China, the government has launched a number of initiatives to promote digital education, including the "Internet Plus Education" program, which aims to integrate internet technology into education at all levels. [3]

One of the key strengths of digital education in Asia has been its focus on personalization. Many Asian countries have developed personalized learning platforms that use artificial intelligence and other advanced technologies to tailor education to the individual needs of each student.

V. Digital Education in Africa

Africa is often seen as lagging behind other regions in terms of digital education. However, there have been some notable successes in this area. In Kenya, for example, the government has launched the Digital Literacy Program, which aims to provide all primary school students with a tablet computer and internet connectivity. This program has helped to improve access to digital education resources in Kenya.

Another key factor in the success of digital education in Africa has been the involvement of non-governmental organizations (NGOs). NGOs such as e-Learning Africa have been instrumental in promoting digital education in Africa and have developed a range of innovative digital education resources and platforms.

VI. Conclusion

Digital education has the potential to transform education around the world. Countries across the globe are investing in digital education to improve their education systems, and many have looked to foreign experiences for guidance in this area. The United States, Europe, Asia, and Africa have all made significant contributions to the development of the digital education system, each with its own strengths and approaches. By learning from these experiences and collaborating across borders, we can create a global digital education ecosystem that provides high-quality education

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TEXNOLOGIYA DARSLARINI TASHKIL ETISHNING ZAMONAVIY SHAKL VA USULLARI

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Annotatsiya: Maqolada boshlang‘ich sinf o‘quvchilarida Texnologiya darslarini tashkil etishda zamonaviy usullardan foydalanish keltirilgan. Keltirilgan usullarni Texnologiya darslarida qo‘llash o‘quvchilarda kreativ tasavvurlarini oshirish uchun xizmat qilishi nazariy asoslangan. Bir nechta metodlar orqali darslarni sifatli tashkil etish nazariy asoslangan.

Kalit so‘zlar: metodlar, o‘yinlar, kreativlik, texnologiya darslari, zamonaviy metodlar, o‘qitish usullari, usulning maqsadi, kasbga yo‘naltirish, tejamkorlik, mehnatsevarlik.

Bolalarni yoshlik chog‘idan boshlab tevarak-atrofdagi moddiy ne’matlarga, buyumlarga nisbatan ehtiyotkorlik bilan munosabatda bo‘lishga, har qanday moddiy ne’mat inson mehnatining mahsuli ekanligini va uni asrab-avaylashga o‘rgatib borish zarur. Bolaning jamoatchilik va shaxsiy buyumlarga bo‘lgan munosabati ilk yoshlik chog‘idanoq oilada, oila a’zolarining shaxsiy va jamoatchilik mulkiga bo‘lgan munosabatidan boshlanadi. Albatta, yosh avlodda tejamkorlik, ishbilarmonlik, uddaburonlik kabi sifatlarni shakllantirmasdan turib barkamol shaxsni tarbiyalab bo‘lmaydi. Chunki aynan shu sifatlarda bolaning inson mehnati mahsuliga, jamoatchilik mulkiga to‘g‘ri munosabati, uni asrab-avaylash, boyitishga hissa qo‘shish istagi yotadi. O‘sib borayotgan yosh avlodda bunday sifat va fazilatlarni shakllantirish ko‘p jihatdan o‘qituvchining kasbiy tayyorgarligiga, pedagogik mahoratni qay darajada egallaganligiga bog‘liqdir.

Prezidentimiz Sh.M.Mirziyoyev Yangi O‘zbekiston taraqqiyot strategiyasi asosida demokratik islohotlar yo‘lini qat’iy davom ettiramiz mavzusida nutq so‘zladi:

«Yangi saylangan O‘zbekiston Respublikasi Prezidenti Shavkat Mirziyoyevning lavozimga kirishish tantanali marosimiga bag‘ishlangan Oliy Majlis palatalari qo‘shma majlisidagi nutqi.[1]» – deb so‘zladi Prezidentimiz Sh.M.Mirziyoyev.

Darhaqiqat, integratsiyaning asosini fanlararo aloqa tashkil etadi va integratsiya g‘oyasida o‘z rivojlanishini topadi. Integratsion mazmundagi fanlarni o'rganish bo'lajak mutaxassislarning bilimlari, ish usullari, shaxsiy fazilatlari yaxlitligini ta'minlaydigan omil sifatida qaraladi.[2]

Maktabdagi o‘quv jarayonining sifati ko‘p omillarga bog‘liq bo‘lib, ular orasida o‘qitishning **usul va metodlari** hal qiluvchi ahamiyatga ega. Binobarin, ular bilimlarning ongli va chuqur o‘zlashtirishiga, o‘quvchilarda mustaqillik va ijodiy faollikni rivojlantirishga ijobiy ta’sir ko‘rsatadi. Usul va metod tushunchalari o‘zaro bog‘liqdir, chunki ularning har biri metod sifatida ham, usul sifatida ham namoyon bo‘ladi.

Metod - yunoncha atama bo‘lib, aynan nimagadir **yo‘l** degan ma’noni anglatadi, ya’ni maqsadga erishish yo‘lini bildiradi.

O‘qitish metodi tarkibida usullar alohida ajralib turadi. **Usul** - metodning unsuri bo‘lib, uning tarkibiy qismi, metodni amalga oshirishda bir martagina qo‘llanadi va alohida qadam hisoblanadi.

Pedagogik amaliyotda o‘qitish usullari va metodlarining juda katta boyligi to‘plangan. Ularni tanlashda turli sharoitlar, o‘qitilayotgan fanning xarakteri, bolalarning yosh xususiyatlari, oldingi tayyorgarlik darajasi va hakozolar hisobga olinadi.

Metod va usullarni tanlash o‘qituvchi darsda hal qilinishi mo‘ljallangan masalaga bog‘liq bo‘ladi. Chunonchi, yangi materialni bayon etishda bir xil metodlar qo‘llansa, uni

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