



**OLIV VA O'RTA MAXSUS TALIM VAZIRLIGI
QO'QON DAVLAT PEDAGOGIKA INSTITUTI**

**ZAMONAVIY FAN VA TA'LIM-TARBIYA:
MUAMMO VA YECHIMLAR**

**RESPUBLIKA ILMIY-AMALIY
ANJUMAN MATERIALLARI
TO'PLAMI**

2022-yil

“Zamonaviy fan va ta’lim-tarbiya:
muammo va yechimlari” mavzusidagi
respublika ilmiy-amaliy anjuman
materiallari

2-qism

Qo‘qon – 2022 yil, 25-noyabr

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Mazkur to'plamga kiritilgan ma'ruzalarning mazmuni, statistik ma'lumotlar va me'yoriy hujjatlar sanasining to'g'riligi hamda tanqidiy fikr-mulohazalarga mualliflar mas'uldirlar.

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хам, йиртқич қушлар ҳам аниқ кўринади. Писиб келиб, ҳужум қила олмайди.” (75-76 бет) Ушбу парча аслиятда шундай берилади: “ Бул саҳрада жалғыз жортқан жолаўшының ҳалы не кешер екен, қуяшты булт басса, ай менен жулдыз көринбесе бағдарынан қатты жаңылар”, деп ўйлады бий. “ Кешқурын көшты усы жерге қонысландырса шеп болмас, дөгереги ашық алаң, этирапқа от жақса, келемен деген аң менен қус анық көринеди, тутқыйылдан шабыўыл қыла алмайды”.(49 бет) Аслият билан таржимани қиёсласак гапларда деярли фарқ йўқ. Биринчи гапда фақат **бағдар** сўзи- йўл деб, **алаң** сўзи еса **яланглик** деб тўғри ва аниқ таржима қилинган. “Санъаткор таржимон ўзи таржима қилаётган бадий асар таржимасига киришишдан олдин оригиналнинг мазмуни ғоявий ва бадий хусусиятлари, оригинал мансуб бўлган халқ тарихи, ёзувчининг ўзига хос услуби билан ҳар томонлама танишиши ва оригинал тилини аёло даражада билиши, фақат билишигина эмас, балки ўша тилда тафаккур қила олиши лозим.” [3.37] Таржимон аслият тилини аёло даражада ўрганган шунинг учун сўз танлашда хатоликка йўл қўймаган. Хулоса қилиб шуни айтиш мумкинки, қорақалпоқ адабиётининг ютиғи ҳисобланган “ Оғабий ” романида бош образ Қулчи бийнинг ички манологини мутаржим таржимада ҳам бера олган. Биз ушбу кичик мақола доирасида мутаржим Рустам Мусурмоннинг заҳматли меҳнати ҳақида ёритиб беришга уриндик. Ҳали роман таржимаси бир бутун ҳолда келажакда тадқиқ этилиши зарур, деб ҳисоблаймиз.

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DIGITALIZATION IN THE EDUCATION SYSTEM OF OUR COUNTRY AND EDUCATIONAL OPPORTUNITIES IN THE DIGITAL WORLD

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Annotation: In this article, digitization in the education system of our country and the importance of learning and learning in the digital world, current activities and opportunities are studied and analyzed.

Key words: Distance education, digital technology, digitization, various projects, information system, "EDU LINK", HEMIS.

Annotatsiya: Ushbu maqolada mamlakatimiz ta'lim tizimida raqamlashtirish va raqamli dunyoda o'rganish va o'rganishning ahamiyati, mavjud faoliyat va imkoniyatlar o'rganilib, tahlil qilingan.

Kalit so'zlar: Masofaviy ta'lim, raqamli texnologiya, raqamlashtirish, turli loyihalar, axborot tizimi, "EDU LINK", HEMIS.

Аннотация: В данной статье изучаются и анализируются цифровизация в системе образования нашей страны и важность обучения и обучения в цифровом мире, текущая деятельность и возможности.

Ключевые слова: Дистанционное образование, цифровые технологии, цифровизация, различные проекты, информационная система, «EDU LINK», HEMIS.

Nowadays, in the time when techniques and technologies are being updated day by day, it is becoming natural for society to fundamentally change its outlook and adapt to the times. In this case, the situation of education will be renewed. Today, we can see the establishment of distance education in higher education institutions as an example of this. Distance education, the change of nature (pandemic period) and the effective application of the latest technologies in the educational system encourage changes in teaching and learning. This represents the need to conduct many pedagogical studies on teaching and learning in the digital world.

In recent years, large-scale works on the fundamental reform of the education system and the assessment of the quality of education and the development of digital education have been carried out in our country. In this regard, in the Decree No. PF-5712 of the President of the Republic of Uzbekistan dated April 29, 2019 "O'zbekiston respublikasi Xalq ta'limi tizimini 2030-yilgacha rivojlantirish Konsepsiyasini tasdiqlash to'g'risida", "PISA" (The Program for International Students Assessment) in the ranking of the international student assessment program, it is planned to include Uzbekistan in the first 70 countries in 2021, in 2025 in 60 countries, and in 2030 among the first 30 advanced countries [2]. According to the decision of the Cabinet of Ministers of the Republic of Uzbekistan No. 997 of December 8, 2018 "On measures to organize international studies in the field of education quality assessment in the public education system", the Department of Education under the Cabinet of Ministers of the Republic of Uzbekistan "National Center for the Implementation of International Researches on the Evaluation of the Quality of Education" was established under the State Inspection of Education Quality Control [3]. In the decree of the President of the Republic of Uzbekistan dated October 5, 2020 No. PF 6079 "On the approval of the "Digital Uzbekistan 2030" strategy and measures for its implementation" in the field of digitization in the digital world, development of digital technologies, digital economy Review of new projects and programs for the development of digital education are being implemented. In this decree, the following activities are implemented in order to improve digital skills in the field of education:

- at the initial stage of education, by providing students with digital technologies, to create opportunities for mastering digital skills, to develop analytical and critical thinking, to provide young people with knowledge and imparting skills;
- creation and implementation of a single distance education platform in order to implement it in all areas of education in the future;

- making permanent changes to the main educational programs of secondary schools in order to increase the general level of the use of digital technologies for students;
- introduction of highly effective international practice aimed at organizing training in the field of technological professions and innovative activities into the educational system;
- increase the number of graduates of higher education institutions training personnel in the field of information and communication technologies, graduates of secondary special vocational education institutions with an average level of competence in the field of information technologies;
- improving the methods of teaching informatics in secondary schools by encouraging the participation of organizations in the field of information technologies in educational processes;
- development of state unified requirements for use of digitalization formats of foreign paper materials, laboratories for the application and study of "Internet of Things", robotics, artificial intelligence technologies in relevant fields in higher education institutions and digitization of educational materials in education by providing support;
- development and promotion of scientific research works in the field of digital technologies, improvement of their organizational mechanisms;
- conducting national contests and events (hackathons, contests, Olympiads, etc.) that promote the creation of ideas and new technologies;
- development and determination of the direction of creation of new search systems, including solutions for search and identification of audio and video materials, use of semantics in search and retrieval of information, new technologies in the machine translation system, as well as development of new algorithms and technologies of machine learning;
- development of algorithms of robotic complexes and human interaction, improvement of the infrastructure of data transmission networks, built-in sensors and sensor networks, as well as creation of software for the implementation of various models of providing "cloud" services to carry out scientific work on;
- further improvement of electronic educational resources for preschool, secondary and higher education system, as well as ensuring the use of domestic and international educational resources;
- development of human capital, including development of specialized education and popularization of professions in the IT field, improvement of institutional conditions for IT enterprises and reduction of administrative barriers;
- introduction of innovative educational programs on digital transformation and new technologies into the school and preschool education system [4].

In order to ensure the implementation of the above decisions and decrees, it is necessary to study and analyze the work carried out in pre-school education, general secondary education and higher education institutions, mobilize existing opportunities, and implement new ideas. Let's look at the analysis. First of all, we will see the analysis of the implementation of new ideas and the work being done on digitization in preschool educational institutions and teaching in the digital world.

Most of our children, that is, 3-6 years old, are educated in preschool educational institutions of our country. There is a proverb in our people: "Knowledge acquired in youth is a pattern carved in stone." At this age, the development of children is very strong. The influence of the environment and the upbringing of the people around them are considered to have a strong influence and importance on the rest of their lives. The ability of children who have not yet entered primary school to learn and use modern technologies has been developing rapidly in recent years and will continue to develop.

One of the urgent problems of today is the effective organization of ways of teaching and acquiring knowledge in the digital world during early childhood. The theoretical solution to this problem is the implementation of new approaches to teaching educators, children and their parents in the digital world. A number of new technologies, such as various programs, mobile applications and groups in social networks, perform the tasks of the main educational tools for the introduction of new innovative investments in children's education. For example, the importance of the "Moyvokvoy va kizcha" mobile application in developing children's thinking and creative thinking, as well as in making decisions in unfavorable situations, is incomparable. In foreign countries, the "Aflatot" program is intended for children who have not entered school, and it is a program that lays the foundation for social and economic literacy. Such programs are very important in the formation of children's first education and life skills.

In terms of digitization in preschool educational institutions, UNICEF created a digital educational platform called "Learning passport" for the development of preschool education in Uzbekistan, the Japan JICA representative office in Uzbekistan "Pedagogical staff working with children in need of special care in Uzbekistan" "on improving the skills" project, the "EDU LINK" information system project created by the Korea-Uzbekistan business association for the preschool education system was implemented [1: 1046-1051-b.]. Digitalization of school education, integration of information and communication technologies into school education, development of interactive communication between teachers, students and parents, realization of opportunities for remote and independent education by the Ministry of Public Education in our country's schools. In order to do this, a digital educational platform was developed and is being implemented in practice. On this platform, lesson schedules for teachers are automatically implemented in an electronic journal, homework management and various reports, for parents they have full control over their children through the student's diary,

homework and communication sections. students know the topics of the upcoming lesson through the diary, portfolio, communication sections, communicate with their teachers, collect general statistical data for state bodies, communicate and inform when delivering news to subsystems performs work.

The digital university project continues in the higher education system. Currently, in order to sharply reduce the number of various reports and data received from higher education institutions, to abandon the paper form of their preparation, and to digitize the management system, within the framework of the Digital University project, the "Information System for the Management of Higher Education Processes" (HEMIS - Higher Education Management Information Systems) was developed. This information system includes "Administrative management", "Educational process", "Scientific activity" and "Financial management and statistics" information systems.

The purpose of introducing the higher education process management information system:

- Ensuring the openness and transparency of HEI (Higher Education Institutions) activities;
- automation of educational, scientific, administrative and financial processes in the higher education system;
- prevention of bureaucratic obstacles in the higher education system and reduction of financial costs;
- Ensuring cohesion between HEIs (Higher Education Institutions), student and employer organizations;
- reducing the time spent on management processes and increasing work efficiency;
- monitoring the effectiveness of the participants of the educational process;
- optimization and acceleration of analytical data formation and decision-making process.

Digitization in higher education institutions and organization of education with the help of digital technologies will cause students to actively participate in classes, fully master the topics, increase their love for their future profession, and develop various competencies [1: 1046-1051-b.].

Today, digital education has an incomparable place in our educational systems, and it is not about the ability of our pupils and students to learn science, but how they are studying at the same time, how they study science, it is possible to observe their interest and opinions on problems at their level. As a result of this, students' abilities such as independent learning, adapting to personal learning and working on themselves develop. Conducting lesson processes live in digital context and giving interactive tasks in classes, learning in virtual laboratories makes students think more. The professional competences of the student in the field of one`s interest are developed.

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XVI-XIX ASR O'RTALARIGACHA BO'LGAN DAVRDA O'ZBEK MATNSHUNOSLIGI RIVOJI

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Annotatsiya: ushbu maqolada “Matnshunoslik” fanini o'qitishda yuzaga kelayotgan muammoli vaziyatlar; o'zbek matnshunosligining XVI – XIX asrning I yarmigacha bo'lgan davrdagi yangiliklari; Buxoro, Xiva va Qo'qon xattotlik maktablarining yetuk vakillari faoliyati haqida ma'lumot beriladi.

Tayanch so'z va iboralar: matnshunoslik fani, matnshunoslikning tarixiy bosqichlari, Buxoro xattotlik maktabi, Qo'qon xattotlik maktabi, Xiva xattotlik maktabi.

O'zbekiston Respublikasi Prezidenti tomonidan 2017-yil 24-mayda imzolangan “Qadimiy yozma manbalarni saqlash va targ'ib qilish tizimini yanada takomillashtirish chora - tadbirlari to'g'risida”gi Qaror matnshunoslik va adabiy manbashunoslik sohalarida qo'lyozmalar bilan ishlash malakasiga ega bo'lgan yosh mutaxassislarni reja asosida maqsadli tayyorlash imkoniyatini berdi. Matnshunoslik fani dasturi qayta ko'rib chiqildi, yangi o'quv qo'llanmalar tayyorlandi [5,8] Shuhrat Sirojiddinovning ”Adabiy manbashunoslik va matnshunoslik” (2018), “Matnshunoslik saboqlari” (2019), Qosimjon Sodiqovning “Matnshunoslik va manbashunoslik asoslari” (2017) o'quv qo'llanmalari yaratildi. Ularda qo'lyozma matnlarni tavsif va tasnif qilish, ular bilan ishlashda matnshunoslik tamoyillaridan kelib chiqib yondashish, matn tuzishning asosiy prinsiplari, shakllari hamda uslubiy yo'l-yo'riqlari haqida nazariy ma'lumotlar berilgan.

Ona tili va adabiyot ta'limi yo'nalishida o'qiydigan talabalar matnshunoslik tarixini davrlarga bo'lib o'rganadilar. Fanga oid o'quv qo'llanmalarda temuriylar davri va XX asr matnshunosligi rivoji haqida to'liq ma'lumot berilgan. Afsuski, “XVI-XIX asrning I yarmidagi matnshunoslik taraqqiyoti” mavzusi bo'yicha tarixiy ma'lumotlar manbalarda juda kam berilgan yoki umuman aks etmagan.

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