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ИЖТИМОЙ-ГУМАНИТАР ФАНЛАРНИНГ
ДОЛЗАРЪ МУАММОЛАРИ

АКТУАЛЬНЫЕ ПРОБЛЕМЫ
СОЦИАЛЬНО-ГУМАНИТАРНЫХ НАУК

ACTUAL PROBLEMS OF HUMANITIES
AND SOCIAL SCIENCES



ЭЛЕКТРОН ЖУРНАЛ

ЭЛЕКТРОННЫЙ ЖУРНАЛ

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Махсус сон

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АКТУАЛЬНЫЕ ПРОБЛЕМЫ СОЦИАЛЬНО- ГУМАНИТАРНЫХ НАУК

Специальный выпуск

ACTUAL PROBLEMS OF HUMANITIES AND SOCIAL SCIENCES
Special Issue

ТОШКЕНТ-2023

БОШ МУҲАРРИР:

Исанова Феруза Тулқиновна

ТАҲРИР ҲАЙЪАТИ:

07.00.00-ТАРИХ ФАНЛАРИ:

Юлдашев Анвар Эргашевич – тарих фанлари доктори, сиёсий фанлар номзоди, профессор, Ўзбекистон Республикаси Президенти ҳузуридаги Давлат бошқаруви академияси;

Мавланов Уктам Махмасабирович – тарих фанлари доктори, профессор, Ўзбекистон Республикаси Президенти ҳузуридаги Давлат бошқаруви академияси;

Хазраткулов Абдор – тарих фанлари доктори, доцент, Ўзбекистон давлат жаҳон тиллари университети.

08.00.00-ИҚТИСОДИЁТ ФАНЛАРИ:

Карлибаева Рая Хожабаевна – иқтисодиёт фанлари доктори, профессор, Тошкент давлат иқтисодиёт университети;

Худойқулов Садирдин Каримович – иқтисодиёт фанлари доктори, доцент, Тошкент давлат иқтисодиёт университети;

Азизов Шерзод Ўктамович – иқтисодиёт фанлари доктори, доцент, Ўзбекистон Республикаси Божхона институти;

Арабов Нурали Уралович – иқтисодиёт фанлари доктори, профессор, Самарқанд давлат университети;

Холов Актам Хатамович – иқтисодиёт фанлари бўйича фалсафа доктори (PhD), доцент, Ўзбекистон Республикаси Президенти ҳузуридаги Давлат бошқаруви академияси;

Шадиева Дилдора Хамидовна – иқтисодиёт фанлари бўйича фалсафа доктори (PhD), доцент в.б, Тошкент молия институти;

Шакаров Қулмат Аширович – иқтисодиёт фанлари номзоди, доцент, Тошкент ахборот технологиялари университети

09.00.00-ФАЛСАФА ФАНЛАРИ:

Ҳакимов Назар Ҳакимович – фалсафа фанлари доктори, профессор, Тошкент давлат иқтисодиёт университети;

Яхшиликков Жўрабой – фалсафа фанлари доктори, профессор, Самарқанд давлат университети;

Ғайбуллаев Отабек Мухаммадиевич – фалсафа фанлари доктори, профессор, Самарқанд давлат чет тиллар институти;

Ҳошимхонов Мўмин – фалсафа фанлари доктори, доцент, Жиззах педагогика институти;

Носирходжаева Гулнора Абдукаҳхаровна – фалсафа фанлари номзоди, доцент, Тошкент давлат юридик университети.

10.00.00-ФИЛОЛОГИЯ ФАНЛАРИ:

Ахмедов Ойбек Сапорбаевич – филология фанлари доктори, профессор, Ўзбекистон давлат жаҳон тиллари университети;

Кўчимов Шухрат Норқизилович – филология фанлари доктори, доцент, Тошкент давлат юридик университети;

Салахутдинова Мушарраф Исамутдиновна – филология фанлари номзоди, доцент, Самарқанд давлат университети;

Кучкаров Раҳман Урманович – филология фанлари номзоди, доцент в/б, Тошкент давлат юридик университети;

Юнусов Мансур Абдуллаевич – филология фанлари номзоди, Ўзбекистон Республикаси Президенти ҳузуридаги Давлат бошқаруви академияси;

Саидов Улугбек Арипович – филология фанлари номзоди, доцент, Ўзбекистон Республикаси Президенти ҳузуридаги Давлат бошқаруви академияси.

12.00.00-ЮРИДИК ФАНЛАРИ:

Ахмедшаева Мавлюда Ахатовна – юридик фанлар доктори, профессор, Тошкент давлат юридик университети;

Мухитдинова Фирюза Абдурашидовна – юридик фанлар доктори, профессор, Тошкент давлат юридик университети;

Эсанова Замира Нормуратовна – юридик фанлар доктори, профессор, Ўзбекистон Республикасида хизмат кўрсатган юрист, Тошкент давлат юридик университети;

Ҳамрокулов Баҳодир Мамашарифович – юридик фанлар доктори, профессор в.б., Жаҳон иқтисодиёти ва дипломатия университети;

Зулфиқоров Шерзод Хуррамович – юридик фанлар доктори, профессор, Ўзбекистон Республикаси Жамоат хавфсизлиги университети;

Хайитов Хушвақт Сапарбаевич – юридик фанлар доктори, профессор, Ўзбекистон Республикаси Президенти ҳузуридаги Давлат бошқаруви академияси;

Асадов Шавкат Ғайбуллаевич – юридик фанлар доктори, доцент, Ўзбекистон Республикаси Президенти ҳузуридаги Давлат бошқаруви академияси;

Сайдуллаев Шахзод Алиханович – юридик фанлар номзоди, профессор, Тошкент давлат юридик университети;

Амиров Зафар Актамович – юридик фанлар бўйича фалсафа доктори (PhD), Ўзбекистон

Республикаси Судьялар олий кенгаши
хузуридаги Судьялар олий мактаби

13.00.00-ПЕДАГОГИКА ФАНЛАРИ:

Хашимова Дильдархон Уринбоевна – педагогика фанлари доктори, профессор, Тошкент давлат юридик университети;

Ибрагимова Гулнора Хавазматовна – педагогика фанлари доктори, профессор, Тошкент давлат иқтисодиёт университети;

Закирова Феруза Махмудовна – педагогика фанлари доктори, Тошкент ахборот технологиялари университети хузуридаги педагогик кадрларни қайта тайёрлаш ва уларнинг малакасини ошириш тармоқ маркази;

Тайланова Шоҳида Зайниевна – педагогика фанлари доктори, доцент.

19.00.00-ПСИХОЛОГИЯ ФАНЛАРИ:

Каримова Васида Маманосировна – психология фанлари доктори, профессор, Низомий номидаги Тошкент давлат педагогика университети;

Ҳайитов Ойбек Эшбоевич – Жисмоний тарбия ва спорт бўйича мутахассисларни қайта тайёрлаш ва малакасини ошириш институти, психология фанлари доктори, профессор

Умарова Навбахор Шокировна – психология фанлари доктори, доцент, Низомий номидаги

Тошкент давлат педагогика университети, Амалий психологияси кафедраси мудири;

Атабаева Наргис Батировна – психология фанлари доктори, доцент, Низомий номидаги Тошкент давлат педагогика университети;

Қодиров Обид Сафарович – психология фанлари доктори (PhD), Самарканд вилоят ИИБ Тиббиёт бўлими психологик хизмат бошлиғи.

22.00.00-СОЦИОЛОГИЯ ФАНЛАРИ:

Латипова Нодира Мухтаржановна – социология фанлари доктори, профессор, Ўзбекистон миллий университети кафедра мудири;

Сеитов Азамат Пўлатович – социология фанлари доктори, профессор, Ўзбекистон миллий университети;

Содиқова Шоҳида Мархабоевна – социология фанлари доктори, профессор, Ўзбекистон халқаро ислом академияси

23.00.00-СИЁСИЙ ФАНЛАР

Назаров Насриддин Атакулович – сиёсий фанлар доктори, фалсафа фанлари доктори, профессор, Тошкент архитектура қурилиш институти;

Бўтаев Усмонжон Ҳайруллаевич – сиёсий фанлар доктори, доцент, Ўзбекистон миллий университети кафедра мудири

ОАК Рўйхати

Мазкур журнал Вазирлар Маҳкамаси хузуридаги Олий аттестация комиссияси Раёсатининг 2022 йил 30 ноябрдаги 327/5-сон қарори билан тарих, иқтисодиёт, фалсафа, филология, юридик ва педагогика фанлари бўйича илмий даражалар бўйича диссертациялар асосий натижаларини чоп этиш тавсия этилган илмий нашрлар рўйхати (Рўйхатга) киритилган.

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Тахририят манзили:

Тошкент шаҳри, Яккасарой тумани, Кичик Бешёғоч кўчаси, 70/10-уй. Электрон манзил: scienceproblems.uz@gmail.com
Телеграм канал: https://t.me/scienceproblems_uz

МУНДАРИЖА**07.00.00 – ТАРИХ ФАНЛАРИ***Шоев Иззатулло Хусенович*

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TA'LIM KLASTERI SHAROITIDA TA'LIM JARAYONINI RAQAMLI TEXNOLOGIYALAR ASOSIDA TASHKIL QILISH VA RIVOJLANTIRISHNING METODIKASI

Annotatsiya. Ushbu maqolada ta'lim klasteri sharoitida ta'lim jarayonini raqamli texnologiyalar asosida tashkil qilish va rivojlantirishning bir qancha metodikalari ishlab chiqildi. Ushbu metodikalar Z.K.Bekturiva va N.N.Vagapovalarning tajribalari va xulosalari asosida yaratildi.

Kalit so‘zlar: Raqamli ta'lim, o‘qitish metodikasi, zamonaviy texnologiyalar, Google, Z.K.Bekturiva va N.N.Vagapova.

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МЕТОДОЛОГИЯ ОРГАНИЗАЦИИ И РАЗВИТИЯ ОБРАЗОВАТЕЛЬНОГО ПРОЦЕССА НА ОСНОВЕ ЦИФРОВЫХ ТЕХНОЛОГИЙ В УСЛОВИЯХ ОБРАЗОВАТЕЛЬНОГО КЛАСТЕРА

Аннотация. В данной статье разработаны несколько методов организации и развития образовательного процесса на основе цифровых технологий в условиях образовательного кластера. Эти методы созданы на основе опыта и выводов З.К.Бектуривой и Н.Н.Вагаповой.

Ключевые слова: цифровое образование, методика обучения, современные технологии, Google, З.К.Бектурива и Н.Н.Вагапова.

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METHODOLOGY OF ORGANIZING AND DEVELOPING THE EDUCATIONAL PROCESS ON THE BASIS OF DIGITAL TECHNOLOGIES IN EDUCATIONAL CLUSTER CONDITIONS

Annotation. In this article, several methods of organizing and developing the educational process on the basis of digital technologies in educational cluster conditions have been developed. These methods were created based on the experiences and conclusions of Z.K.Bekturiva and N.N.Vagapova.

Key words: Digital education, teaching methodology, modern technologies, Google, Z.K.Bekturiva and N.N.Vagapova.

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Introduction. Digital education removes the barriers of distance and space. If we are able to arm the teacher with new knowledge based on digital technologies and teach the students the ways to acquire knowledge, we will achieve a noticeable improvement in the education system to encourage the student to get independent education, to independently search for ways to get knowledge.

The world is progressing steadily. Nowadays, innovation and digital technologies are rapidly entering all aspects of human life. In such a period, the application of modern and advanced digital technologies to the educational process means the modernization of teaching and learning, as well as the transformation of learning and teaching methodology. For this reason, every young person is busy learning an international language. Teaching a foreign language and learning this language on a large scale means owning this language as a means of communication that is the leader in world science, economy, and culture. From this point of view, the use of modern technologies in language learning and teaching is relevant.

Relevance of the topic. It shows that the digitization of information in our country has reached a new level every year and that our society is steadily moving towards the integration of the world community. In general, the use of modern technologies means a significant development of modern foreign language teaching methods.

In fact, e-learning programs offer several advantages to teachers. It is safe to say that the use of digital technologies in teaching strengthens the positive relations of students with teachers, as well as, they have the characteristics of encouraging them to learn a foreign language.

The Google system destroys the concept of distance and space in education. The reason is that its programs can create an opportunity for a student and a teacher to work at the same time in any part of the world. We think that this aspect is one of the priority tasks of applying digital technologies to the educational process.

Material and research methods. We have considered the content of various innovative pedagogical technologies used in the organization and development of the educational process based on digital technologies in today's educational cluster, Z.K.Bekturiva and N.N.Vagapova come to mind: [5; 718-723-b.] "This is a completely new educational environment, in which educational activities are conducted on the Internet based on common standards, technologies and contracts concluded between the network of educational institutions, and common content is used. A distinctive feature of this type of education is convenience for all sections of the population, regardless of the place of residence and financial situation, that is, the opportunity to receive education "everywhere".[4] In recent years, the global demand for the use of electronic and Smart technologies has increased dramatically. As a result, almost all countries of the world, including the educational system of Uzbekistan, are effectively using this new technology of teaching. The opportunity to use modern information and communication

technologies in teaching academic subjects is expanding year by year. Technologies were considered new for us at first are soon giving way to other technologies that are even newer.

In order to improve the methodological training of future teachers and young pedagogues in the teaching of their specialty, in a good understanding of the purpose and tasks of this process, it will be necessary for them to master innovative education, information and communication technologies and digital technologies in depth.

To understand the conditions for the use of digital technologies in the educational process in the modern information society, the formation of the modern teacher's ability to work with mass media and the use of them to reveal the essence of education, the increase of pedagogical potential and the use of various digital technologies, in the educational process (information technologies, the Internet, social networks, television, interactive games, computer animation, etc.), it is considered as a means of forming pedagogical models and readiness to use them. Therefore, the issue of developing the competence of future teachers in the use of digital technologies by developing the skills of working with technologies is one of the urgent issues facing science. In accordance with the requirements of modern scientific and technical development, improving the methodology of developing the competence of young people to use digital technologies by improving their knowledge of information technologies is of great importance in today's developing era in pedagogical research.

In order for young people to study the specialized subjects they are interested in more deeply, in addition, to improve the methodical training of their teachers in teaching their specialized subjects, to organize the educational process in an appropriate way, and to understand the purpose and tasks of this process, it will be necessary for them to master innovative education, information communication technologies and digital technologies.

In the modern information society, the use of digital technologies in the educational process, the formation of the modern teacher's skills in working with information media, the understanding of the essence of education with the help of digital technologies, the development of pedagogical potential and the conditions for using various media, in the educational process (information technologies, the Internet, social networks, television, advertising, interactive games, computer animation, etc.), pedagogical models and a means of forming readiness to use them.

In the conditions of the educational cluster, we have developed several methods of organizing and developing the educational process based on digital technologies, for example, connecting educational centers, educational institutions, parents, independent education of students. We will create a system that will make it clear that the child is not coming to class, or is not working independently, and will send a daily SMS message to the parents about it. Through this system, parents will be informed immediately that their child is going to school, but not going to school, and can take action. Moreover, through this way, educational centers can organize their work to a certain extent. The student can immediately determine how long they have been to extra classes, how long they have been absent, and students who have been regularly missing classes, as well as students who have stopped courses for some reason. In this way, they can organize their work to a certain extent automatically and do not spend excessive time on these works.

It is well known that independent education is the basis of any knowledge. We want to organize a number of courses specialized in each subject for students to develop their

knowledge independently. Through this, students can compete with their group mates or other students in a specific subject from the comfort of their own home or apartment. It is also possible for students who have shown high results to compete with each other. A number of young people who have shown the highest results in such independent education and have collected a certain point determined by the teacher can manage to make the next month's course at the educational center free of charge. In addition, through this method, we can ensure that students and young people spend their time using the phone in a productive activity.

Today, there is a need for digital technologies to involve every student in the process of active learning, to apply the acquired knowledge in practice, and to clearly understand where, how and for what purposes this knowledge can be used and this, in turn, is becoming one of the requirements of the time.

In addition, searching for ways to ensure modern preparation of students is one of the most important tasks of modern pedagogic science and practice. Complex tasks such as formation of a student's personality, training of a well-rounded person, ensuring the high level of professional skills of future specialists cannot be solved without fundamentally changing the educational technology. That is, we should widely implement new technologies in our educational system.

The development of the state and the development of the society are largely determined by its intellectual potential. Because a highly developed country with scientific potential will always be advanced in all fields. Therefore, in our country, fundamental reform of the education system is considered as a priority task of state importance, and a lot of attention is being paid to it. There are specific requirements for the organization and management of the educational process in order to achieve the training of highly qualified specialists. First, the level of professional knowledge acquisition of students is related to ensuring compliance with the requirements of state educational standards. Secondly, to achieve full coverage of the scope of knowledge, skills and qualifications defined in the state educational standards of independent creative activity of students. In this way, the rapid development of society, the need for highly qualified personnel, requires the teacher to demonstrate his/her intellectual abilities and meet social demands. [1; 3-11-b.]

Results and analysis. There are several methods for organizing and developing the educational process based on digital technologies in the context of an educational cluster.[7] The following methods can be used:

1. Learning Management Systems (LMS): This software helps to organize and analyze textbooks, tests, assignments and other educational materials online. There are popular LMSs such as Moodle, Blackboard and Canvas. This method aims to provide interesting and more understandable education to students with the help of interactive textbooks. Students can easily access the information due to the interactive textbooks.

2. Educational Outlines: This methodology helps teachers prepare educational programs and organize educational materials. It helps in organizing synopses, textbooks, assignments and other educational materials.

3. Video lessons: This method allows students to learn through online lessons or videos. This method makes it easier for students to read and explain. With the help of video tutorials, it aims to provide students with interesting and more understandable education.

4. Interactive learning: This methodology is a teaching method that allows students to learn and master. This method aims to provide interesting and more understandable education to students with the help of interactive textbooks. Students can easily access the information due to the interactive textbooks. In this way, students learn at their own pace, setting their own learning paths.

5. Pre-learning: This method helps students prepare learning materials before starting the learning process. This method increases student learning and facilitates the learning process.

6. Personalization: This method involves preparing an educational program suitable for each student's age, skills and documents. Through this method, each student can develop in their best learning direction.

7. Database and reverse practice exercises: This methodology allows students to practice the techniques. In practical exercises, students validate and work with data.

The use of these methods facilitates the organization and development of the educational process based on digital technologies and allows students to master it.

As a result of our theoretical information, we concluded that the use of e-learning technologies in teaching foreign languages is likely to largely solve the same methodological problems as traditional teaching aids do. However, in computer training, it is done on a faster basis, for computer technologies have the following facilities:

- they have a significant amount of memory and high speed;
- they provide an opportunity not only dissemination of educational material and recording the responses, but also the analysis of the responses and requests of students, which is very important for independent work;
- they connect the educational material (a computer program) with the student in a dialogue mode, simulating some of the functions of the teacher and, to some extent, communication;
- there's carried out in automatic mode multivariate statistical collection and analysis of information obtained in the course of computerized classes without disturbing the natural flow of the computer lesson.

The incorporation of the Internet into the communicative approach aims to engage students in learning a foreign language by facilitating the accumulation and expansion of their knowledge and experiences. The goal is to equip students with the language skills necessary for genuine communication beyond the classroom setting. This includes situations such as visiting countries where the target language is spoken, hosting foreign guests, engaging in correspondence, exchanging audio and video recordings, participating in joint projects with schools or friends from the target language area, and more.

It is important to note that the concept of communication should not be narrowly interpreted solely from a pragmatic standpoint. The "Communication-Bim" approach aims to foster an understanding and appreciation of the spiritual values of other cultures through personal interactions and reading materials. By leveraging the Internet, this approach captivates learners by focusing on topics that interest them and offering a variety of texts and tasks to achieve the program's objectives.

The Internet plays a significant role in developing the communicative abilities of learners by involving them in a broad range of meaningful, realistic, and attainable targets.

Successfully completing these tasks brings a sense of satisfaction and boosts learners' confidence in their language skills.

The advantage of teachers is the use of digital technologies and information technologies in the educational process through the use of the above-mentioned and improved methods. Currently, in the period when our country is moving to digital technologies, we can witness that there are still excess documents and paperwork in the educational process. It is precisely in this process that we can make significant progress through the extensive use of digital technologies in education.

Conclusion. In summary, It is important to acknowledge that incorporating Internet resources and multimedia into education provides teachers with an outstanding opportunity to enhance learning management, improve the efficiency and objectivity of the educational process, and save valuable teaching time. It also serves to increase students' motivation to acquire knowledge and fosters their interest in learning foreign languages, while instilling a strong drive for self-control and self-improvement, ultimately leading to positive learning outcomes.

Furthermore, the utilization of web resources simplifies the communication process between students themselves and with native speakers. Students can engage in written and oral communication through video conferences or social networks, not only limited to school-related topics. This exposure to authentic communication situations closely resembles real-life interactions. Although the Internet cannot replace the language classroom or the interaction between teachers and students, it offers a wealth of information and communication possibilities that significantly enhance the language learning experience.

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