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The main directions of socio-economic development of New Uzbekistan: problems and solutions

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JIZZAKH BRANCH OF THE NATIONAL UNIVERSITY OF UZBEKISTAN NAMED AFTER MIRZO ULUGBEK

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The main directions of socio-economic development of New Uzbekistan: problems and solutions collection of materials of the international scientific and practical conference on the topic

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In the collection of materials of the conference, the role and role of Science, Education and production in the era of globalization, the pressing problems of the issues of interaction of these processes, feedback on their solutions were presented by mature specialists of the field.

In addition, research on the scientific and practical topic, carried out in the economics, Exact Sciences, Natural Sciences and socio-humanities during the globalization period, information is presented in the scientific and practical fields, which includes the latest innovative technologies in the fields of production.

It can be argued that this collection is one of the specific intersections of current thoughts and innovative ideas of the world of science. This scientific and practical conference was actively attended by professors and scientific researchers engaged in scientific research in Uzbekistan and foreign countries. In increasing the position of the scientific and practical conference, the professors and teachers of domestic and foreign higher educational institutions made a significant contribution.

Professors and teachers of foreign higher educational institutions who actively participated in the work of the conference made a worthy contribution to the high level of interaction with scientists of our country. The processes of international cooperation with foreign countries and exchange with them in the field of Science in the era of globalization have a positive effect on the development of Higher Education, the fields of Science and production. The materials of this conference are special in that they include a wide range of research, from theoretical developments to practical solutions, demonstrating the diversity of approaches and directions in this area.

In conclusion, it should be noted that this scientific and practical conference will be a very useful collection for everyone who is interested in modern research in the fields of further development of Higher Education, Science, Education and production in the era of globalization. The authors are responsible for the content and quality of the articles and abstracts included in the collection.

TA’LIM JARAYONIDA MOBIL ILOVALARIDAN FOYDALANISHNING O‘ZIGA XUSUSIYALARI



p.f.f.d., dots. Mingboyev Ulugbek Xujayevich
Mirzo Ulug‘bek nomidagi O‘zbekiston Milliy universitetining Jizzax filiali
m_ulugbek1977@mail.ru
Gulmurodova Shohsanam Akram qizi
Mirzo Ulug‘bek nomidagi O‘zbekiston Milliy universitetining Jizzax filiali magistri
shohsanam@mail.ru

Annotatsiya: Ushbu maqolada informatika va axborot texnologiyalari fanida amaliy darslarda mobil ilovalardan foydalanish orqali o‘quvchilarning fanga bo‘lgan qiziqishlarini yanada oshirishga qaratilgan ma’ulmotlar keltirilgan.

Kalit so‘zlar: Mobil ilova, interaktivlik, kognitiv, mobillik, yondashuv, tarmoq, moslashuvchan, ta’lim dinamikasi.

Shiddat bilan rivojlanib borayotgan zamonda o‘quvchilarni ta’lim jarayoniga jalb etish va ularni fanga bo‘lgan qiziqishlarini oshirish har bir o‘qituvchidan yangicha yondashuvni talab etadi. Bu yondashuv esa o‘z navbatida o‘qituvchi va o‘quvchi o‘rtasidagi ta’lim hamkorligini tashkil etadi. Ta’lim hamkorligini amalga oshirishda zamonaviy texnik vositalar yoki kompyuter dasturiy ta’minoti orqali ishlab chiqilgan mobil ilovalardan dars jarayonida foydalanish mumkin. Tahlillar shuni ko‘rsatdiki o‘quvchilar ko‘chada, avtobusda, oila davrasida, ovqatlanayotganda va h.k joylarda muntazam telefon orqali ijtimoiy tarmoqlarda yoki biron bir o‘yinlarni o‘ynayotganligi guvohi bo‘lishimiz mumkin. Bundan ko‘rinib turibdiki o‘quvchilarni fanga bo‘lgan qiziqishlarini o‘yin shaklidagi mobil ta’lim vositalari bilan oshirish maqsadga muvofiq deb hisoblaymiz. Dars o‘tish jarayonida shunga o‘xshash bir qancha vaziyatlarni misol sifatida keltirishimiz mumkin. O‘quvchilarga dars jarayonida o‘tilgan mavzuni so‘rash va yangi mavzuni tushuntirish vaqtida bir metodikadan foydalanaman. Berilgan topshiriqni kim bajarib bo‘lsa dars tugashiga 5 daqiqa qolganda kompyuterda o‘yin o‘ynash imkoniyati yaratiladi deb topshiriq beraman. Shunda o‘quvchilar berilgan topshiriqni tez va bir-biriga o‘zlari o‘rgatgan holda topshiriqni tez va sifatli bajarishga xarakat qiladi. Bundan ham ko‘rinib turibdiki o‘quvchilarning fanga bo‘lgan qiziqishlaridan o‘yinga bo‘lgan qiziqishlari juda yuqori. O‘yinga bo‘lgan qiziqishlari orqali fan yuzasidan berilgan topshiriqlarni tez va sifatili bajaradi va bir-biriga o‘rgatib jamoa bo‘lib ishlaydi [1].

Ta’lim jarayonida mobil ilovalardan foydalanish o‘qituvchining o‘quvchilarga ta’lim berishda yordamchi vosita sifatida ishlatishi mumkin. O‘qitishda qo‘llaniladigan mobil ilovalarning tasnifi mazmuni va funksional xususiyatlaridan

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kelib chiqqan holda dars mavzusiga mos holda, asosiy tanlash mezoni ishonchli bo‘lishi kerak. Zamonaviy mobil ta’lim texnologiyalarini tahlil qilish uni ta’lim jarayoniga tatbiq yetishning quyidagi asosiy afzalliklarini ajratib ko‘rsatishimiz mumkin; fikr va mulohazalarning mavjudligi va o‘quv natijalarini baholash qobiliyati; o‘qitish joyi va vaqtini mustaqil tanlash qobiliyati; ta’lim dasturini shaxsiylashtirish imkoniyati; amaliyotga yo‘naltirilgan texnologiyalarni keng qo‘llash orqali sinfda ishlash shakllarini o‘zgartirish; ta’lim jarayoniga asoslangan ijtimoiy hamkorlikni kengaytirish va boshqalar.

Ijtimoiy va kasbiy sohalarni axborotlashtirish va raqamlashtirish bilan bog‘liq zamonaviy tendensiyalar ta’lim jarayonida o‘z aksini topadi va o‘quvchi shaxsining kognitiv, vizual, faoliyat va boshqa sohalariga ta’sirini chuqur tushunishga yo‘naltiradi. Ijtimoiy sohada mobil kontentdan foydalanish ularni o‘quv amaliyotida, shu jumladan umumiy o‘rta ta’lim muassasalaridagi o‘quvchilarda - mobil o‘qitish, o‘qitish turi sifatida va foydalanish imkoniyatlarini pedagogik tahlil qilishga olib keladi. Mobil ilovalar nafaqat ma’lumot olish vositasi sifatida, balki o‘qitish va nazorat qilish vositasi sifatida ham ko‘rishimiz mumkin..

Olib borilgan tadqiqotlarda mobil ilovalarni qo‘llash orqali o‘quv jarayonida muhim didaktik funksiyalarni amalga oshirish zaruratini ko‘rsatdi. Masalan:

- intellektual, kasbiy, axborot va boshqa ehtiyojlarni qondirishga qaratilgan kognitiv faoliyat;
- o‘quvchilarning qobiliyatlarini aniqlashga qaratilgan tahlil;
- moslashuvchan, bu o‘z ta’lim yo‘lingizni loyihalashni o‘z ichiga oladi;
- kasbiy faoliyatga amaliy tayyorgarlik ko‘rishga qaratilgan yo‘nalish;
- nazorat qilish, o‘quvchilarning fanni o‘zlashtirishdagi kamchiliklarini aniqlash [3].

Mobil ilovalar - bu ma’lum bir platformaga o‘rnatilishi mumkin bo‘lgan maxsus ishlab chiqilgan dasturlar bo‘lib, ular turli xil amallarni bajarishga va o‘quv jarayonini o‘zlashtrishga imkon beridi va an’anaviy vositalar bilan cheklanmasdan, elektron ta’lim imkoniyatlarini ta’minlaydi. Bundan tashqari, ushbu imkoniyatlar axborot resurslaridan foydalanishni ta’minlash orqali ta’lim muassasasidan tashqarida o‘quv jarayonini amalga oshirish uchun eng qulay shart-sharoitlarni yaratishga qaratilgan [2].

Bunday mobil ilovalar yordamida o‘quvchilarning fanni o‘zlashtirishdagi bir qator ta’lim muammolarini hal qilish imkoniyatiga ega bo‘ladi [4]:

- o‘quvchining individual ta’lim imkoniyatlarini hisobga olgan holda o‘quvchiga yo‘naltirilgan yondashuvni amalga oshirish kontekstida shaxsiy ta’lim muhitini tashkil etish;
- ta’lim, fan bo‘yicha ma’lumotlar manbalariga kirish;
- axborotni tahlil qilish, uni tizimlashtirish, umumlashtirish, asosiy narsani aniqlash;
- loyiha ishlari va loyiha faoliyatini tashkil etish va amalga oshirish;
- testlar, so‘rovlar va boshqa turdagi sinovlarni o‘tkazish;
- o‘quvchining ta’lim ehtiyojlari va imkoniyatlariga moslashtirish;

- ta’lim dinamikasini kuzatish qobiliyati;
- ta’lim mazmunini shaxsiylashtirish va boshqalar.

Mobil ilovalar fanni o‘zlashtirishdagi bir qator afzalliklarga qaramay, ma’lum bir kamchiliklarga ham ega. Masalan:

- mobil ilovalardan foydalanish jarayonida o‘qituvchi va o‘quvchi o‘rtasida jonli muloqotga ehtiyoj yo‘qligi yaqqol ko‘zga tashlanadi, bu esa o‘quvchining muloqot ko‘nikmalarini, o‘z fikr va mulohzalarini yetarlicha yetkazib berish va yetakchilik fazilatlarini rivojlantirishda salbiy oqibatlarga olib kelishi;
- o‘quvchilarning jamoada ishlash ko‘nikmalari yetarli darajada emasligi;
- Kompyuter qurilmalari yetarli darajada bo‘lmagan hududlarda shaxsiy ta’lim muhitiga kirish va tashkil etishda, ma’lumotlardan foydalanish va hokazolarda qiyinchiliklar yuzaga kelishi;
- yuqori sifatli mobil ilovani loyihalash va ishga tushirish uchun katta vaqt va moliyaviy xarajatlar;
- texnik qurilma bilan ishlash bo‘yicha malakaning yo‘qligi yoki yetarli emasligi yoki mobil ilova uchun texnik qurilmaning texnik va texnologik parametrlarining etarli emasligi;
- bir qator mobil ilovalarda mavjud bo‘lgan uzun matnlarni tushunib olishdagi qiyinchiliklar shular jumlasidandir.

Shunday qilib, o‘quv jarayonida mobil ilovalardan foydalanishning mavjud amaliyoti ta’lim texnologiyasidan doimiy foydalanish imkoniyati, topshiriqlarni bajarish zarurligini yanada qulayroq idrok etish va o‘quv jarayonining uzluksizligini ta’minlash uchun xizmat qiladi. Amaliy vazifalarni bajarish uchun vaqtni sezilarli darajada qisqartirib, o‘quvchilarni fanga bo‘lgan qiziqishlarini yanada oshiradi.

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