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**PEDAGOGIK TA'LIM VA DARS AMALIYOTIDA AKT INTEGRATSIYASINING
SAMARADORLIKKA TA'SIRI****ВЛИЯНИЕ ИНТЕГРАЦИИ ИКТ НА ЭФФЕКТИВНОСТЬ ПЕДАГОГИЧЕСКОГО
ОБРАЗОВАНИЯ И УЧЕБНОЙ ПРАКТИКИ****THE IMPACT OF ICT INTEGRATION ON THE EFFECTIVENESS OF TEACHER
EDUCATION AND CLASSROOM PRACTICE****Toshboltayev Faxriddin O'rinboyevich** 

Farg'ona davlat universiteti, "Axborot texnologiyalari" kafedrası katta o'qituvchisi

Annotatsiya

Mazkur maqolada pedagogik ta'lim jarayonida axborot-kommunikatsiya texnologiyalarini (AKT) integratsiyalashning samaradorlikka ko'rsatgan ta'siri o'rganiladi. Tadqiqot davomida o'qituvchilar malakasini oshirish, dars sifati va o'quvchilarning faolligi kabi mezonlar asosida AKT vositalarining ta'limga qo'shgan hissasi tahlil qilinadi. Shuningdek, mavjud muammolar va ularni bartaraf etish bo'yicha tavsiyalar ham beriladi.

Аннотация

В данной статье рассматривается влияние интеграции информационно-коммуникационных технологий (ИКТ) на эффективность педагогического образования и учебной практики. Анализируются такие аспекты, как повышение квалификации преподавателей, качество уроков и активность учащихся. Также представлены существующие проблемы и предложены рекомендации по их преодолению.

Abstract

This article examines the impact of integrating information and communication technologies (ICT) on the effectiveness of teacher education and classroom practices. It analyzes how ICT tools contribute to improving teacher qualifications, lesson quality, and student engagement. The study also highlights existing challenges and provides recommendations for more effective implementation.

Kalit so'zlar: raqamli pedagogika, AKT integratsiyasi, o'qituvchilarni tayyorlash, dars amaliyoti, kasbiy rivojlanish, metodik kompetensiyalar, elektron ta'lim texnologiyalari, ta'limdagi innovatsiyalar.

Ключевые слова: цифровая педагогика, интеграция ИКТ, подготовка преподавателей, учебная практика, профессиональное развитие, методические компетенции, технологии электронного обучения, образовательные инновации.

Key words: Digital pedagogy, ICT integration, teacher education, classroom practices, professional development, methodological competencies, e-learning technologies, educational innovation.

INTRODUCTION

The evolution of Information and Communication Technologies (ICT) has redefined various societal sectors, with education experiencing some of the most profound changes. The XXI century classroom is no longer confined to traditional methods of teaching; it is an interactive space where technology plays a central role in shaping teaching and learning experiences. Teacher education programs must adapt to this digital shift, equipping future educators with the necessary skills to leverage technology effectively.

This paper explores the concept of digital pedagogy, its theoretical framework, and its impact on teacher education and classroom practices. By examining how ICT is integrated into pedagogical methods, the study aims to uncover strategies for enhancing the quality of teacher training and ensuring its alignment with modern educational demands.

Defining Digital Pedagogy. Digital pedagogy refers to the use of technology to support, enhance, and transform teaching and learning processes. It transcends the simple application of digital tools by integrating them into the core of pedagogical strategies.

Digital pedagogy emphasizes:

PEDAGOGIKA

- Personalized learning experiences.
- Collaborative and participatory teaching methods.
- The development of digital literacy and critical thinking skills.

Theories Supporting ICT Integration

Several educational theories underline the importance of ICT in pedagogy:

1. **Constructivism:** This theory emphasizes learner-centered education, where students construct knowledge through active engagement. ICT facilitates this process by providing tools such as virtual simulations, interactive software, and collaborative platforms.

2. **Connectivism:** Proposed by George Siemens, this theory highlights the importance of networks in learning. ICT enables learners to access and share knowledge globally, fostering a more interconnected and resourceful educational environment.

3. **Bloom's Taxonomy in the Digital Age:** Bloom's taxonomy has been adapted to include digital skills, such as creating, evaluating, and analyzing digital content. This framework helps teachers design lessons that incorporate higher-order thinking skills supported by technology.

The Role of ICT in Teacher Education

ICT integration in teacher education programs aims to:

- Equip educators with the skills to use digital tools effectively.
- Enhance their ability to design and deliver technology-rich lessons.
- Develop their capacity for lifelong learning in an ever-evolving digital landscape.

LITERATURE REVIEW

Research shows that countries with robust ICT integration policies in education, such as Finland and Singapore, report higher teaching efficacy and student outcomes. For instance, Finland's emphasis on digital pedagogy includes training teachers in using online platforms and creating collaborative learning environments.

Studies indicate that teachers trained in ICT demonstrate improved methodological competencies and adaptability. The ability to integrate multimedia tools, data analytics, and interactive platforms into teaching has become a hallmark of effective educators.

Despite its benefits, ICT integration faces several barriers:

- **Infrastructure Gaps:** Many schools lack access to reliable internet and modern devices.
- **Skill Deficits:** Teachers often need more training to use digital tools confidently.
- **Resistance to Change:** Some educators prefer traditional methods and are hesitant to adopt new technologies.

Effective strategies for ICT integration include:

- Providing ongoing professional development opportunities.
- Ensuring equitable access to technology.
- Promoting a culture of innovation within educational institutions.

CONCLUSION

Digital pedagogy is reshaping the landscape of teacher education and classroom practices. By integrating ICT into pedagogical methods, educators can create more inclusive, engaging, and effective learning environments. While challenges such as infrastructure gaps and resistance to change persist, targeted strategies and robust policies can facilitate successful implementation.

This study underscores the importance of continued investment in teacher training programs that prioritize digital literacy and innovation, ensuring educators are equipped to meet the demands of modern classrooms.

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SPORTCHILARDA MILLIY MAFKURAVIY BILIM VA MALAKALARNI SHAKLLANTIRISH

ФОРМИРОВАНИЕ НАЦИОНАЛЬНО-ИДЕОЛОГИЧЕСКИХ ЗНАНИЙ И НАВЫКОВ У СПОРТСМЕНОВ

FORMATION OF NATIONAL IDEOLOGICAL KNOWLEDGE AND SKILLS AMONG ATHLETES

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Annotatsiya

Ushbu maqolada yosh avlodning jismoniy tarbiya va ommaviy sport bilan muntazam shug'ullanishi uchun zamon talablariga mos shart-sharoitlar yaratish, sport musobaqalari orqali yoshlarda o'z irodasi, kuchi va imkoniyatlariga bo'lgan ishonchni mustahkamlash, mardlik va vatanparvarlik, ona Vatanga sadoqat tuyg'ularini kamol toptirish, shuningdek, yoshlar orasidan iqtidorli sportchilarni saralab olish ishlarini tizimli tashkillashtirish hamda jismoniy tarbiya va ommaviy sportni yanada rivojlantirishga yo'naltirilgan islohotlar yoritilgan.

Аннотация

В данной статье освещены реформы, направленные на создание современных условий для регулярных занятий молодого поколения физической культурой и массовым спортом, укрепление у молодежи веры в свою волю, силу и возможности посредством спортивных соревнований, воспитание чувства мужества и патриотизма, преданности Родине, а также системную организацию работы по отбору талантливых спортсменов из числа молодежи и дальнейшее развитие физической культуры и массового спорта.

Abstract

This article highlights reforms aimed at creating modern conditions for the regular engagement of the younger generation in physical culture and mass sports, strengthening young people's confidence in their will, strength, and capabilities through sports competitions, fostering courage and patriotism, and devotion to the Motherland, as well as systematically organizing the selection of talented athletes from among young people and further developing physical culture and mass sports.

Kalit so'zlar: jismoniy ruhiy, taktik, ilg'or pedagogik texnologiyalar, jismoniy madaniyat, o'zlikni anglash, hamjihatlik, vatanparvarlik tuyg'ulari, iroda, kuch, ommaviy sport, inson, oila.

Ключевые слова: физическая, психологическая, тактическая, передовые педагогические технологии, физическая культура, самосознание, солидарность, патриотические чувства, воля, сила, массовый спорт, человек, семья.

Key words: physical psychological, tactical, advanced pedagogical technologies, physical culture, self-awareness, solidarity, patriotic feelings, willpower, strength, mass sports, person, family.

KIRISH

Hozirgi kunda sportchilarning amaliy faoliyati qirralarini yangi shakl, vosita va uslublar vositasida o'rganuvchi fan sifatida sportchilarni ilmiy asosda boshqarish ishlarini tog'ri tashkil etish, sportchilarga yangi nazariy bilimlar berish, ularning shaxsiy muammolarini yechish uchun yo'l-yo'riq ko'rsatadigan fan sohasiga aylandi. Sportchilarning texnik, jismoniy ruhiy va taktik tayyorgarligini, sportchi shaxsini tayyorlash, sportchilar jamoasini takomillashtirish masalalarini hal qilishga erishdi. "Ta'lim oldidagi eng muhim masalalardan biri jismoniy madaniyat va sport fanlarini ham jahon andozalariga javob beradigan o'quv adabiyotlari va ilg'or pedagogik texnologiyalardan foydalanib o'qitishdir. Shuning uchun bu masalaga chuqur ilmiy-uslubiy va metodologik nuqtayi nazardan yondashishga to'g'ri keladi. Chunki har bir millat taraqqiyotida; xalqning, jamiyatning, davlatning kuch-qudratini ta'minlashda jismoniy madaniyat va sport muhim o'rin tutadi"[1,88-89].

Sportchilarning bilish jarayonlari psixologiyasini shakllantirdi va sportchilarning irodaviy sifatlarini tarbiyalash, musobaqaga psixologik jihatdan tayyorlash mexanizmlarini ishlab chiqdi [2,78.]. Natijada sport psixodiagnostikasi kabi sohalar paydo bo'ladi. Bu esa o'z navbatida