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**O'ZBEK PEDAGOGIKASINI RAQAMLASHTIRISHDA MODDIY  
TEXNIK BAZASINI TAKOMILLASHTIRISH VA TA'LIM ZAHIRALARINI  
YARATISH**

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**ANNOTATSIYA**

Ushbu maqolada hozirgi kundagi raqamli Pedagogikani rivojlantirishdagi moddiy-texnik bazasini takomillashtirish va ta'lim zahiralarini yaratishdagi dolzarb masalalari yoritildi. Ta'lim va Pedagogikani rivojlantirish bosqichlarini ketmaketlikda olib borish va yoshlar bilan ishlash jarayonlarini teng taqsimlash raqamli pedagogikani rivojlantirish kabi mavzular borasida ilmiy izlanishlar olib borildi.

**Kalit so'zlar**

Ta'lim, Ommaviy ta'lim, Ta'lim texnologiyalari, Fan, Maktab, Kadr, Milliy dastur, Ta'lim-tarbiya, Pedagogika.

O'zbekiston Respublikasi Prezidenti Sh.M.Mirziyoyevning "Yana bir muammoni hal etish o'ta muhim hisoblanadi: bu pedagoglar va professoro'qituvchilar tarkibining professional darajasi, ularning maxsus bilimlaridir. Bu borada ta'limolish, ma'naviy-ma'rifiy kamolot masalalari va haqiqiy qadriyatlarini shakllantirish jaryonlariga faol ko'mak beradigan muhitni yaratish zarur", - degan fikrlari katta ahamiyat kasb etadi [1]. Bugungi ilmiy-texnik taraqqiyot jadallashuvi va shiddatli axborot oqimi davrida XX asrning ikkinchi yarmida paydo bo'lgan "Ta'lim texnologiyalari" fani mazkur muammoni hal etadi. Ommaviy ta'lim sharoitida ta'lim texnologiyalari - har bir bosqichi va har bir elementi jiddiy ishlab chiqilgan, asoslangan, loyihalashtirilgan, kafolatlanuvchi sifatli yakuniy natijaga mo'lljallangan pedagogik jarayonni tuzish va amalga oshirish imkoniyatini beradi. Ta'limning yangi modelini amaliyotga tatbiq etish o'quv jarayonini texnologiyalashtirish bilan bog'liq. Shuning uchun ham Kadrlar tayyorlash Milliy dasturida "O'quv-tarbiyaviy jarayonni ilg'or pedagogik texnologiyalar bilan ta'minlash" uning asosiy vazifalaridan biri sifatida belgilangan [2] O'tgan davr mobaynida mamlakatimizda o'sib borayotgan avlodni sog'lom va



har tomonlama yetuk voyaga yetkazish, ta'lim-tarbiya jarayoniga samarali ta'lim va tarbiya shakllari hamda usullarini joriy etishga qaratilgan maktabgacha ta'limning samarali tizimini tashkil etish bo'yicha keng ko'lamlı ishlar amalga oshirildi. Maktabgacha ta'lim sohasida davlat-xususiy sheriklikni rivojlantirish uchun yaratilgan qulay shart-sharoitlar nodavlat maktabgacha ta'lim muassasalari sonini yanada oshirish va ular ko'rsatadigan xizmatlar turlarini kengaytirish uchun mustahkam poydevor bo'ldi. Shu bilan birga, olib borilgan tahlil, bolalarning maktabgacha ta'lim bilan qamrovini ta'minlash, maktabgacha ta'lim muassasalarini zamonaviy o'quv-metodik materiallar va badiiy adabiyotlar bilan to'ldirish, sohaga malakali pedagog va boshqaruv kadrlarini jalb qilish masalalarini hal etish zarurligini ko'rsatmoqda. Maktabgacha ta'lim tizimini yanada takomillashtirish, bolalarning sifatli maktabgacha ta'limdan teng foydalanishini ta'minlash, maktabgacha ta'lim xizmatlarining nodavlat sektorini rivojlantirish maqsadida, shuningdek, O'zbekiston Respublikasi Prezidentining 2018-yil 30-sentabrdagi "Maktabgacha ta'lim tizimini boshqarishni takomillashtirish chora-tadbirlari to'g'risida"gi PQ-3955- son qaroriga muvofiq ko'rib chiqilmoqda shu bilan birgalikda aytishimiz joizki joriy yilda Prezidentimiz tamonidan alohida aynan ta'lim sohasiga alohida e'tibor qaratilmoqda, maktabgacha ta'lim maktab oliy ta'lim, shuningdek kadrlar yetishtirish masalasi ham bugungi kunda dolzarb masalalardan bo'lib qolmoqda.[3] So'nggi vaqtlarda respublikamizda jahon ta'lim tizimini qiyosiy o'rganish va ilg'or tajribalarni respublikamizda ommalashtirishga alohida e'tibor qaratilmoqda. Ana shu sababli hozirgi kunda "qiyosiy pedagogika" atamasi keng ommalashdi. Shuningdek, mazkur tushuncha turli davlatlar ta'lim tizimida ham o'ziga xostalqiniga ega. Jumladan, nemis tilida "ver- gleichende- Pedagogik", fransuz tilida "pedagogie comparee" atamaları bilan izohlanadi. Ingliz tili asosiy til hisoblangan davlatlarda "comparative ta'lim" tushunchasini qiyosiy pedagogika bilan sinonim sifatida foydalaniladi. Ana shu sababli olimlar o'rtasida qay bir tushunchani qo'llash o'rinli bo'ladi degan munozatalı fikr mavjud. "Comparative ta'lim" tushunchasi tarafdorlari taqqoslash obyektı sifatida ta'lim tizimi aks etishini ta'kidlaydilar. Biroq qiyoslash ma'lum bir pedagogik muammoga tegishli narsa-hodisa va jarayonlarnı qiyosiy o'rganishi, buning uchun ilmiy-pedagogik tahlilga asoslanishi lozim [4]

## IMPROVING THE MATERIAL TECHNICAL BASE AND CREATING EDUCATIONAL RESOURCES IN THE DIGITALIZATION OF UZBEK PEDAGOGY

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### ABSTRACT

The technical means of determining the material and basic supply and educational resources in the development of digital pedagogy today were highlighted in the article. There was scientific research on topics such as the development of education and pedagogy for the equal distribution of the processes of working with young people.

### Keywords

Education, Mass education, Educational technologies, Science, School, Personnel, National program, Education, Pedagogy.

President of the Republic of Uzbekistan Sh.M. Mirziyoyev said, "It is very important to solve another problem: it is the professional level of pedagogues and teaching staff, their special knowledge. In this regard, it is necessary to create an environment that actively supports the processes of education, spiritual-enlightenment issues and the formation of real values" [1]. The science of "Educational technologies", which appeared in the second half of the 20th century, solves this problem in the period of today's acceleration of scientific and technical development and intense flow of information. In the conditions of public education, educational technologies provide an opportunity to create and implement a pedagogical process in which every stage and every element is seriously developed, based, designed, and aimed at a guaranteed high-quality final result. The implementation of the new model of education is related to the technologicalization of the educational process. Therefore, in the National Program of Personnel Training, "Providing the educational process with advanced pedagogical technologies" is defined as one of its main tasks [2]. large-scale work was carried out on the organization of an effective system of preschool education, aimed at introducing effective forms and methods of education and upbringing into the process of bringing to adulthood. The favorable conditions created for the development of public-private partnerships in the field of preschool education became a solid foundation for further increasing the number of non-governmental preschool educational institutions and expanding the types of services they provide. It shows the need to solve the issues of ensuring the coverage of education, filling preschool educational institutions with modern teaching and methodical materials and literary literature, and attracting qualified pedagogues



and management personnel to the field. in order to further improve, ensure children's equal use of quality preschool education, develop the non-state sector of preschool education services, as well as the President of the Republic of Uzbekistan's "Measures to improve the management of the preschool education system" dated September 30, 2018 "On" is being considered in accordance with the decision No. PQ-3955, together with this, we can say that this year, our President is paying special attention to the field of education, preschool education, school higher education, as well as personnel the issue of cultivation remains one of the urgent issues today.[3] Recently, special attention has been paid to the comparative study of the world education system and popularization of best practices in our republic. That is why the term "comparative pedagogy" has become popular today. Also, this concept has its own interpretation in the educational system of different countries. In particular, it is explained by the terms "ver-gleichende- Pedagogic" in German, and "pedagogie cotparee" in French. In countries where English is the main language, the concept of "comparative education" is used as a synonym for comparative pedagogy. For this reason, there is a common opinion among scientists that it is appropriate to use a certain concept. Proponents of the concept of "comparative education" emphasize that the object of comparison is the educational system. However, comparison is a comparative study of events and processes related to a certain pedagogical problem, and for this, it should be based on scientific and pedagogical analysis. [4]

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The President of the Republic of Uzbekistan Sh.M. Mirziyoyev said, "It is very important to solve another problem: it is the professional level of pedagogues and teaching staff, special knowledge of the application. In this regard, the issues of education, spiritual-enlightenment maturity and observation of real factors.