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The Use Of Digital Technologies In Support Of The State's Economy

Rahim Rajabbaevich Matniyazov
Associate Professor of the Department "Electronic Commerce and Digital Economy"
Tashkent Financial Institute

Annotation. The development of digital technologies leads to the emergence of new opportunities for the organization of the educational process. The article discusses the main directions of digital transformation in the economy. It is shown that digital technologies for the economic process are a necessary but insufficient condition for improving the effectiveness of educational work. As a result of the analysis, the prospects and possibilities of the consequences of the transformation of the modern economy have been developed, the main directions of the introduction of digital technologies of the economic process based on the use of digital technologies have been identified.
Keywords: digital technologies, economics, distance learning, online learning, digitalization.

Использлвание Цифровых Технологии В Поддержке Экономики Государства

Рахим Ражаббаевич Матниязов
Доцент кафедры «Электронная коммерция и цифровая экономика»
Ташкентский финансовый институт

Аннотация. Развитие цифровых технологий приводит к появлению новых возможностей для организации образовательного процесса. В статье рассмотрены основные направления цифровой трансформации в экономике. Показано, что цифровые технологии для экономических процесса – необходимое, но недостаточное условие для повышения результативности учебной работы. В результате анализа выработаны перспективы и возможности последствий трансформации современной

экономики, выявлены основные направления внедрения цифровых технологий экономического процесса, основанного на использовании цифровых технологий.

Ключевые слова: цифровые технологии, экономика, дистанционное обучение, онлайн обучение, цифровизация.

Digital technologies in many cases change processes, change their quality and value. Especially important is the issue of effective management of digitalization and digital transformation processes in government bodies in order to maintain a qualitative leap in building digital public administration, providing state and municipal services to individuals and legal entities, ensuring the integrity of a huge array of data, increasing the speed of their processing and ensuring their security in modern conditions. In accordance with unfavorable external factors, the transition of all critical information infrastructure to domestic software is being carried out, the tasks of ensuring information security are being solved in connection with increased threats and risks. In these conditions, an important aspect is the development of the regulatory framework for digital transformation and tools to support digital transformation in government.

There are various models and approaches to digital transformation for various objects and subjects of management [2]. The following classification of digital transformation models within the framework of state and municipal management is proposed.

Based on the conducted research approaches to assessing the effectiveness of digital transformation [3], as well as an analysis of its regulatory framework, it is proposed to use the following algorithm to assess the effectiveness of digital transformation processes at the regional level, which will further determine the project content of digitalization programs, set priorities, plan the budget of the region and more..

It is believed that the correct and timely use of such a tool as digital transformation will contribute to modern managers in taking leading positions in the new digital environment.

Taking into account the existing system of differentiation of project powers and subjects in Uzbekistan, one of the most effective ways will be, firstly, the removal of regulatory and administrative barriers and restrictions of budget legislation, and secondly, the creation of corporate conditions at the federal level that accelerate the use of intelligent technologies.

The introduction and use of the proposed tools and mechanisms is aimed at accelerating the digital transformation of public and municipal management and solving the problem of increasing the level of satisfaction of citizens and businesses in the provision of public and municipal services, as well as services.
Digitalization of the education system cannot be limited to creating a digital copy of standard textbooks, digitizing document flow and providing high-speed Internet connection to all schools. It's like starting the construction of a new house by pasting wallpaper on the wall and choosing a chandelier, instead of thinking about the foundation. The approach itself must change, what and how to teach.
There are different criteria for the development of digital literacy. For example, according to Henry Jenkins, digital literacy is working with a computer as with "hardware" (that is, it is necessary to understand how human and digital technology interact), understanding the structure and distribution of digital information (for example, with the ability to work with DT), should include understanding the structure of the network community and features of social media.
Doug Belshaw identifies eight elements of digital literacy, among which understanding the cultural context of the Internet environment, the ability to communicate in online communities, the creation and dissemination of content, and the use of digital technologies for independent development are of particular importance.
The authors of various concepts of digital literacy agreed on one thing: only understanding how digital reality works can teach a person to control "information noise" and make development with digital technologies a source of development, not stress
Digital technologies, entering the education system, make it possible to individualize the educational process both in the process of mastering new material and at the stage of managing individual results. To do this, projects such as Mobile e-School, a system of educational and methodological support for the educational process, which is a social network with educational content, local assessment and feedback systems for teachers, students and parents, create an opportunity.
Digital technologies provide tools to promote blended learning, overcome the limitations of a classroom system with the same curriculum and learning time for all. However, such opportunities are rare in public schools. The digital

economy will fundamentally change the labor market, where a computer can replace a person, it will definitely replace a person. Self—employment is an opportunity for people who have lost their jobs, especially since digital technologies open up new opportunities for business creation and development. In addition, regular career changes will become commonplace in the near future, and being in the same professional environment will require an increasing willingness to learn. The concept of continuing education assumes that a person's life is not clearly divided into study (before graduation) and working hours, and study is a lifelong process.

In order for continuing education to become the norm of life, the structure of online education must develop and society's attitude towards education must change. If the first task is directly related to the development of online platforms, software, and digitization of content, then the second is the development of a person's desire for internal learning. Research in the field of adult education has shown that the main reason why they do not start learning something new is a lack of internal need.

The digital economy requires an integrated approach that sets new goals, changes the structure and content of the educational process, and does not "digitize" individual processes from the educational system. To do this, the heads of education themselves should not be afraid of the future.

The emergence of new information and communication technologies and their "integration with educational technologies" have led to fundamental changes in the field of education: Firstly, learning tools based on the involvement of information technology in education began to be used: Blackboard, online courses, simulators, simulators, online worlds, etc

. Secondly, information technology Technology has individualized learning, in which the learning process and content are adapted to the needs of students and their individual characteristics (reading speed, preferred form of reading, etc.).

Thirdly, game forms of learning began to be actively introduced, which make it possible to effectively and comprehensively master the subjects studied in education.

Fourth, education is becoming more and more subject-oriented, especially for students of higher education institutions and adults; projects such as a startup, a business project, a business plan are placed in the educational center.

This is a continuous process that accompanies a person throughout his life. These changes are associated with the beginning of the information society and the information or digital economy.

The information economy is defined as the economy of information and communication technologies and information goods. After the emergence of the concept of information economy, more and more researchers tended to believe that no information can be a mechanism of economic growth, but only information that allows the introduction of new knowledge and technologies.

These processes have led to the emergence of a "knowledge economy" or "knowledge economy". The difference between the information economy, the knowledge economy and the digital economy lies only in the interpretation of the benefits offered. If the first two definitions relate to the "spiritual" structure of the benefits provided, and not to the material, then the benefits provided in digital form are of a material nature.

Technology development programs such as Industry 4.0 or the National Technology Initiative have been developed in a number of European countries, Japan and the United States.

They are aimed at determining how educational technologies are developing and how they affect the processes taking place in society and the state.

According to the results of the study, it is planned to increase the competitiveness of the national economy through strategic interaction of business with high-level and high-tech education.

State educational institutions and business structures should create the same "incubators" that can participate in the creation of high-tech products. Analytical studies note the requirements for the education of new types of qualifications and educational standards of the new economy.

The current education system does not have sufficient capacity to train the necessary specialists. There is a growing demand for the use of new methods and technologies in education, which forms the basis of the national education model. In addition, understanding global trends makes it possible to orient the educational model to both global and regional markets. It is important to understand how educational institutions develop over time and how they affect the training of highly qualified personnel, who can be quickly rebuilt in accordance with the requirements of a new stage of the scientific and technological revolution.

The introduction of modern information and communication technologies into the educational process has led to the creation of a new form of learning, distance learning, in addition to traditional teaching methods.

In distance learning, the student and the teacher are in constant communication with the help of specially created training courses, control forms, electronic communications and other Internet technologies, while being separated from each other. Distance education based on the use of Internet technologies provides access to a global information and educational network, performs a number of important new functions based on the principle of integration and interaction.

In general, the development of the scientific and educational network should solve the following tasks:

1. To develop an innovative infrastructure of network communications, providing a technological corridor for the passage of innovations through responsibility centers, creative laboratories on educational issues, creative teams of temporary teachers, centers for the collective use of network communications for coordination.

2. To create conditions for organizing a review of the intellectual products of network participants, to form an electronic data array of organizations of the innovative infrastructure of the scientific and educational network, interregional, national and international network participants to increase the efficiency of using network resources. Scientific potential through participation in innovative exhibitions, salons, conferences, forums, seminars, participation in republican targeted programs of innovative projects, republican and international grant fund reviews.

3. Wide dissemination of the positive results of innovative activities of participants in network interactions in the central and regional press, conducting inspection activities aimed at identifying promising innovative projects, assistance in providing information support to subjects of innovative activity. to enhance the innovative culture of participants in network interactions and develop the information environment by systematically informing the public and interested participants about the policy pursued in the field of innovative development.

The following are the main conditions that ensure the effectiveness of network interactions in the Education-Science-Production system:

• development of strategies for the development of subjects of the scientific and educational network based on the integration of education, science and production;
• monitoring of existing knowledge and experience in the field of innovation and human capital development in selected areas;
• formation of a culture and policy of relations between the participants of the scientific and educational network;
• Involvement of interaction subjects interested in the process of creating and developing a scientific and educational network;
• creation of network structures and development of practical recommendations for their effective operation based on existing best practices;
• creation of an information and communication system to solve the tasks set;
• creation of a management center for the development of a scientific and educational network;
• the availability of a suitable regulatory framework governing the relationship of subjects

Over the past 20-30 years, there have been huge changes in technology in the world. The development of technology requires changes in the profession of economists.

Modern technologies of personnel training for the economy are characterized by:

• openness to the future;
• integration of all ways of human exploration of the world;
• to develop synergetic ideas about the openness and completeness of the interaction of the world, man, nature and society;
• free use of various information systems, the global Internet, cloud technologies, which today play an important role in personnel training, but will never be able to replace a teacher (these technologies provide virtual storage for information storage, data processing, represent access from anywhere in the world and from any device);
• personal orientation of training technologies to a specific student, a specific group of students, a specific teacher;
• The playful nature of staff training technologies;
• the psychological orientation of the student to an important task: independent development, adaptation of the personality to communication, in this regard,

the technologies of training personnel for the economy are in the process of constant changes, constantly forming new goals and objectives;

• changing the role of the teacher: the transition to joint actions with students in new, non-standard situations, in terms of network interactions.

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