



## Current Role And Requirements Of Digital Pedagogy

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**Abstract:** This article discusses the possibilities of digital methods used in pedagogy today in connection with the development of the digital economy. In particular, examples of digital methods were given: "I am on the screen", "See me, hear, understand", "I am in online communication", "My online story", "From word to picture, from picture to story".

**Key words:** education, teaching, pedagogy, method, process, result, student, digital approach, tools.

## Raqamli Pedagogikaning Xozirgi Kundagi O'Rni Va Vaziflari

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**Annotatsiya:** Ushbu maqolada bugungi kunda raqamli iqtisodiyotning taraqqiy etishi bilan bog'liq ravishda pedagogikada ham qo'llanilayotgan raqamli metodlarning imkoniyatlari xususida fikr yuritiladi. Xususan, raqamli usullardan namunalar keltirildi: "Men ekranda", "Meni ko'ring, eshiting, tushuning", "Men onlayn muloqotda", "Mening onlayn hikoyam", "So'zdan rasmgacha, rasmdan hikoyagacha".

**Kalit so'zlar:** ta'lim, o'qitish, pedagogika, metod, jarayon, natija, o'quvchi, raqamli yondashuv, vositalar.

Today, it can be proudly acknowledged that our country has become a powerful country with the opportunity to introduce ideas and technologies that are leading the world in every field. In particular, since the digital economy has shown itself to be a field of unlimited opportunities in developed countries, great work is being done in these directions in our country. It is known that the



economy is the basis, lever and driving force of every industry. Including pedagogy. Because the dependence of the educational process on the economy, the important factor of production is clearly defined in the "National Personnel Training Program".

Relevance of the article: today, both in general schools and in special educational institutions, issues of increasing the effectiveness of the pedagogical process cannot be solved without computer technologies. Because times are rapidly changing, various tools for working with information have been developed and are rapidly entering practice. In most cases, the skills of working with information are developed in young people on the basis of the experience gained from life, that is, practice.

It's no secret that most teachers (teachers who graduated from higher education 15-20 years ago and are working in schools) have very low computer skills, that is, they use ICT passively. Because they can't purposefully start learning ICT due to their way of life and work. It is known that today every school is adequately equipped with computer classes and specialists. However, in order to use such conditions correctly and effectively, the teacher himself lacks the motivation for ICT or digital teaching methods. As a result, some teachers use ICT only in open classes (even with the help of others).

This situation creates a certain barrier between the teacher and the student. Instead, it is required to work on the issue of maintaining the position of the teacher in the eyes of young people.

The possibilities of using ICT in the educational process have been explored by a number of scientists, including the research of M.M. Aripov<sup>1</sup>, U.Sh. Begimkulov<sup>2</sup>, F.M. Zakirova<sup>3</sup>, M.Kh. Lutfillaev<sup>4</sup> and others in our republic on the creation and use of electronic information-educational resources in the educational process. paid off in his work. Achieving the diversity of educational activities in scientific research related to these and other digital approaches, expanding the opportunity for students to study in educational programs and courses, using modern equipment in the educational process, saving their time and health Recommendations regarding the implementation of educational infrastructures suitable for the possibilities of preservation, material and social conditions have been developed. However, the need for digital teaching methods aimed at increasing the activity of students in the information environment is increasing day by day for all educational institutions.





The article is new: the effect of digital training on educational efficiency, justification of its possibilities by optimizing the theoretical information provided in the sources and practical experiences, and the popularization of some digital methods. For this purpose, foreign sources and the process of studying the innovative activities of teachers were selected.

In order to achieve the intended goal, a number of methods were used in the implementation of the specified tasks, including interview, observation, data analysis, and study of sources. In the course of the research, first of all, the work carried out in this direction abroad was studied. The study began with the interpretation of the practical answer to the following question.

Where and when is education effective?

1. In a place that ensures free, comfortable and safe movement of students (buildings, sports fields and halls, kitchens, libraries, etc.).
2. In a system with modern educational content (state educational standards, curriculum and educational programs that meet the requirements of the time, textbooks with educational materials suitable for the age, interest and potential of the student, working o educational tools, educational tools, etc.).
3. When education is organized in harmony with the activities of educational and creative institutions aimed at developing the individual characteristics, skills and abilities of each child, it is possible to bring out certain spark abilities and abilities in each of the students. jobs that you have.
4. Pedagogical personnel who feel that the process of teaching and training in institutions is under the control of the state and society, and who understand that the result of each lesson is a known part of the social order, who regularly works on themselves, does not shy away from innovation, and is adapted to regularly conduct research activities when provided with

The implementation of each of the listed tasks goes back to the economic basis. Therefore, today, pedagogy, in particular, the form and principle of the teaching and learning process is related to the degree of perfection and purposefulness of economic relations. By studying foreign experiences in this field, we provide an overview of the following information<sup>1</sup>. Svetlana Knyazeva, head of UNESCO's "Digital Pedagogy and Learning Materials" department, answered the questions of Nargis Shekinskaya, an employee of the UN Department of Global Communication, about public information at the event dedicated to the "International Day of Education" celebrated for the first time on January 24, 2019. gave In particular, it was emphasized the importance of using the





principles of digital pedagogy in the educational process during the transition to the digital economy and the need for a broader understanding of the use of ICT in education. The page on the activities of the UN Department of "Digital Pedagogy and Educational Materials" includes the following conclusions: "It has been a long time since ICT has entered various spheres of society's life. However, the field of education is not able to keep up with the changes related to technical development. Although digital devices and applications are used in the education process in many developed countries, education does not fully meet the requirements of the time and does not provide enough opportunities to acquire the skills of the 21st century. Today, it is necessary to critically analyze the use of ICT and digital content in full-time, mixed and online education in the field of education. For digital pedagogy, the openness of education, in particular, the use of Open educational resources, is important. Among the digital skills of teachers and students, competence in the use of information and communication technologies, media and information literacy are leading.

As a result of the analysis of the above and other data, the possibilities of digital communication tools, teaching devices and software applications, which are widely used in society today, have been determined in education as well as in various fields.

It is no secret that the use of cell phones and other gadgets by students has become a way of life.

Especially, their interest in information transmission by phone is increasing. In particular, due to the limited ability of deaf and hard-of-hearing young people and adults to speak, the need for various substitutes is increasing.

Therefore, methods based on a number of digital approaches were applied to practice: "I am online", "I am designer", "I am on the online communication", "Look me, listening and understand me", "My online story", "From words to pictures, from pictures to stories" picture, from picture to story"). The "I'm on the screen" method was initially applied to the activities of educators. They searched for information, selected and prepared a "Videoportfolio" using the Internet service. This method was especially effective in learning "Signal Speech". First, they discovered how to represent concepts in gestural symbols on the Internet, and then created a video message using these symbols themselves.

Below are recommendations aimed at wide promotion of digital teaching methods and elimination of "stereotypes" of practitioners:





1. To prevent teachers' fears in educational institutions, to hold various meetings in computer rooms, to organize seminars aimed at finding solutions to agenda issues using various software applications.
2. Use of images and audio texts taken on a simple phone in open lessons. This way allows intensive development of digital skills of teachers and students.
3. In this era, when every school is expected to be provided with high-speed Internet connection and printing tools, it is widely promoted that the preparation and encouragement of teachers to use digital methods is considered an important modern requirement.

The most important thing is that digital methods become a pedagogical and innovative demand only when the wired communication between students and teachers is purposefully organized and becomes didactic.

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