TRANSFORMATION OF THE EDUCATIONAL PROCESS IS THE NEED OF THE TIME

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Abstract
The article contains information about the stages of transformation of the educational process, its characteristics andThe essence of the "Digital Uzbekistan-2030" strategy has been explained.

Keywords. Digital technology, education, educational process, transformation, information, information technology, digital library, higher education institutions.

"Creating the digital industry of the future" - requires starting the digital transformation of the country by increasing the level of human capital development, digital transformation in education at a rapid pace.

Today's classrooms are very different from ten years ago, and classrooms are equipped with computers, I-pads, tablets, smart boards, and other types of educational technology. As in other parts of the world, the seven-screen generation of the digital generation - TV, computer, tablet, tablet, smartphone and smartwatch - has appeared in Uzbekistan. As a result of having such a dense digital environment and constantly interacting with it, the thinking and information processing processes of today's students are fundamentally different from the thinking and information processes of the past. The digital generation cannot and should not be taught the way our parents learned. Blackboard and white chalk cannot be used in teaching this generation. Changing the blackboard to white and the chalk to a marker doesn't change anything, it's not the way to motivate today's students to learn and develop the skills to succeed in the job market.

Digital technologies have become so embedded in our lives that today not only our daily activities, but also the development of socio-economic spheres cannot be imagined without them. Naturally, as in other areas, the introduction of advanced technologies in the tax administration is fundamentally changing its activities. It is not only related to the relationship between taxpayers and tax authorities, but also introduces innovations from the submission of declarations to the methods of payment of taxes and data storage.

In the digital age, education must be rethought and the educational paradigm changed, because students no longer want to learn in the traditional way, and teachers do not need to continue teaching in such a conventional way.

One of the modern trends in education is the introduction of digital technologies into the educational system. Digitization of the educational process is not only the use of information technologies. Online education through the Internet, mobile and various platforms includes such important tasks as the flexibility of the student and the teacher, their individualization, and the creation of a new educational model aimed at increasing the creative nature of education. Based on the analysis of many studies, digital technologies are aimed at improving the quality of education. We can point out the following:

- makes it possible to increase the quality of work of the pedagogue;
- provides work with large volumes of information;
- expands the transparency, openness and systematicity of the educational process;
- ensures more effective diagnostic and monitoring system of the educational process, etc.

The introduction of digital technologies into the educational system makes it possible to effectively solve many pedagogical and psychological issues. For example:

- digital technologies provide opportunities for an individual approach to each student;
- digital technologies form axiological and emotional qualities of information culture in students;
- expands students' active ways and forms of study and extracurricular activities, facilitates online collaboration;
- activates independent learning, etc.

It can be seen in many advanced countries of the world that information and communication technologies are rapidly entering the education system. The introduction of digital technologies into the educational process in leading educational institutions requires major changes in the traditional system. Such changes are primarily related to new technologies, and we can note that private educational institutions have actively implemented such changes. One of the main reasons for this is that private educational institutions have their own funds and there are no bureaucratic obstacles to using these funds to purchase new technologies and quickly apply them to the educational process, while public educational institutions have the opposite. there are many obstacles to obtaining such a large amount from the state budget.

Additional areas of application of digital technologies in education are the development of digital libraries and digital university campuses, which have already been implemented by leading universities. The digital library allows a student or teacher to use scientific literature from any electronic device, regardless of time. Integration of traditional and digital libraries can be seen in many modern educational institutions.

The "Digital Uzbekistan-2030" strategy was approved by Decree No. PF-6079 of the President of the Republic of Uzbekistan Shavkat Mirziyoyev dated October 5, 2020. It is aimed at the rapid development of the digital industry in the country and increasing the competitiveness of the national economy, and includes programs for the digital transformation of regions and industries. The strategy defines the strategic goals, priorities and medium- and long-term

perspective tasks of the Republic of Uzbekistan for the development of the digital economy and e-government, as well as, based on the priorities set in the UN Sustainable Development Goals and E-Government Development Ranking, the wider use of digital technologies serves as a basis for implementation.

In order to improve digital skills in the field of education, the following activities are carried out:

- by providing students with digital technologies at the initial stage of education, to create opportunities for mastering digital skills, to develop analytical and critical thinking, to provide young people with knowledge and imparting skills;
- creation and implementation of a single distance education platform for future implementation in all areas of education;
- making permanent changes to the basic curricula of secondary schools in order to increase the general level of use of digital technologies for students;
- introduction of highly effective international practice into the educational system aimed at organizing studies in the field of technological professions and innovative activities;
- increase the number of graduates of higher education institutions training personnel in the field of information and communication technologies, graduates of secondary special vocational education institutions with an average level of competence in the field of information technologies;
- improving the methods of teaching informatics in secondary schools by encouraging the participation of organizations in the field of information technologies in educational processes;
- organization of laboratories for the application and study of "Internet of Things", robotics, artificial intelligence technologies in the relevant fields of higher education institutions, as well as the involvement of foreign enterprises in this field;
- digitization of educational materials in education by developing and providing support for the state uniform requirement for the use of digitization formats of paper-based materials;
- development and stimulation of scientific research works in the field of digital technologies, improvement of their organizational mechanisms;
- conducting national contests and events (contests, Olympiads, etc.) that promote the creation of ideas and new technologies;
- further improvement of electronic educational resources for pre-school, secondary and higher education system, as well as providing access to domestic and international educational resources;
- development of human capital, including development of specialized education and popularization of IT professions, improvement of institutional conditions for IT enterprises and reduction of administrative barriers;
- public support for teaching digital skills to women and persons with disabilities;

- introduction of innovative educational programs on digital transformation and new technologies into the school and pre-school education system, etc.

In conclusion, the use of modern and information technologies in the educational system is of great importance in the formation and development of independent thinking and knowledge acquisition skills of our youth. The implementation of digital technologies in various fields, not only in the education system, plays a major role in the modernization of the country's education system. It serves to improve the organization of modern education and the effectiveness of education.

In the Address of the President of the Republic of Uzbekistan to the Oliy Majlis, it is necessary and necessary to acquire digital knowledge and modern information technologies to achieve development, which gives the opportunity to take the shortest path to progress, it is emphasized that today enterprises are completely far from digital technologies, and digital technologies are not only products and increase the quality of services, as well as reduce excess costs, increase efficiency, in a word, the possibility of dramatically improving people's lives. "Digital Uzbekistan", which envisages updating all sectors of the economy based on digital technologies-2030" program development and implementation tasks were determined. This means modernization of the leading branches of industry and strengthening of competitiveness, introduction of advanced technologies into the industry, high-techcreates more opportunities for the establishment of enterprises, technological parks, production enterprises, and the establishment of modern engineering and communication infrastructures [1]. Today, it is becoming an urgent issue to form the necessary skills for students studying in the higher education system to learn, live and work in an industrialized country. By the middle of the 20th century, the role of science in social life increased to an unprecedented level. The nature of the revolutions in the development of sciences has changed, that is, it has been combined with information in the field of science, and a scientific and technical revolution has occurred. As a result of the scientific and technical revolution of the late 40s of the 20th century, science became a direct production force, and great quality changes occurred in science itself, in technology, and in production. As a result, the volume of scientific activity began to double every 10-15 years. It can be noted with pleasure that the number of scientists and scientific workers in the 70s of the 20th century is more than 90% of the number of scientists who lived in the entire period of scientific development. In general, it can be noted that the percentage of growth of scientific staff at the world level is several times higher than the percentage of population growth, that is, it has become an important factor of the social potential of science and education.

As a result, the number of specialized scientific organizations (institutions) increased dramatically in the 20th century. Scientific institutions began to be established in the fields of science, and new fields of science and their specific educational content began to emerge. In particular, cybernetics (economic cybernetics, bio-medical cybernetics, technical cybernetics,

etc.), mathematics, linguistics, geophysics, biotechnics, probability theory, ergonomics, informatics, technical aesthetics, etc., are newly named fields of science. If we look at the scientific and technical progress during the next quarter of a century, during this period, laws, theories, and laws with completely new qualities and principles, especially in specific sciences such as physics, mathematics, mechanics, chemistry, and biology, and at the same time in technology we witness the emergence of hypotheses [2]. The mutual cooperation of sciences accelerated, and new fields of science began to appear. These have also had a significant impact on the content of education, and these, in turn, serve for the development of technology. Especially nowadays, the automation of the management of the national economy is being implemented on a large scale. In this regard, delivering science and technology achievements to young people is one of the requirements for modern classes.

It is true that education in developed foreign countries is recognized as a social process that actively influences the domestic policy of the country. Because of this, the amount of funds allocated to the economic provision of school needs in developed countries is increasing year by year. For example, in Japan, "school is not only a symbol of success and well-being", but the idea that "it perfects people" has become a belief and belief[3].

Concern about education has always been the focus of prominent politicians. That's why former US President R. Reagan, British Prime Minister M. Techcher, and French President F. Mitterrand are not without reason called initiators of school reform. F. Mitterrand believed that the school is "the driving force of society".

Currently, it is impossible to organize the educational process without using modern teaching technologies. The most relevant education and upbringing can be called the development of the competence of learners, when the following skills and qualities are formed in the 21st century student: personal responsibility, tolerance, communication skills, self-development skills, development of thinking, the ability to find, analyze, manage, combine, evaluate and create information in different forms and in different ways, the ability to work in a team, the ability to solve problems. For this, it is important to use ICT and other modern educational technologies in the educational process.

The process of informatization and computerization of the educational process implies equipping the educational institution with a modern computer.

The experience of developed foreign countries shows that the introduction of "cloud computing" into the educational process is a very good solution to the problems of computerization of education. The popular term cloud computing ("cloud computing") has been used in the computing world since 2008. These include free hosting of network services for students and teachers. Innovative IT applications: Web 2.0 services or Google-Services. A good way to prepare students to work with the latest IT technologies is to use IT technologies in the educational process. In this case, Web services are considered as network software that

supports the interaction of learners. They can be used effectively in the process of teaching and educating students.

If a few years ago, teachers used the Internet for education mainly to search for informational materials, now education is provided through another sustainable development trend of the Internet: the development of their own resources by teachers, electronic creating educational objects, distributing and providing them for students to learn. Undoubtedly, popular modern web services for editing and saving files for creating pedagogical courses help.

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Simple setup. Teachers can organize courses, invite students and other teachers. It is convenient to publish announcements and questions, assignments on the course tape.

Save time and paper. Planning the learning process, creating courses, distributing tasks and communicating with students - all this can be done in one service.

Effective communication. In the classroom, teachers can assign assignments, post announcements and start discussions, while students share materials, add comments to the course feed, and communicate via email. Information about submitted work is constantly updated, which allows teachers to quickly check, grade and add comments to assignments.

Integration with popular services. In Classroom, you can work with Google Docs, Calendar, Gmail, Drive, and Forms.

Availability and security. The course is a free service. It does not contain Ads and students do not use data for marketing purposes.

The obtained results and their analysis

A course on Informatics and information technologies has been created in Google Classroom.

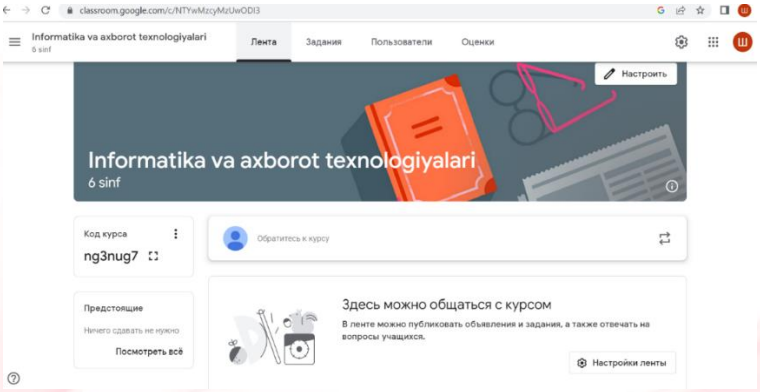

Figure 1. Computer and information technology course.

Students have been added to the course.

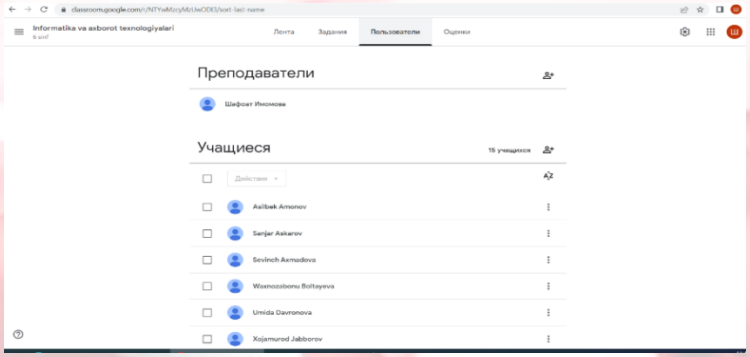

Figure 3. Invite a student window.

Educational materials and assignments have been posted to the course.

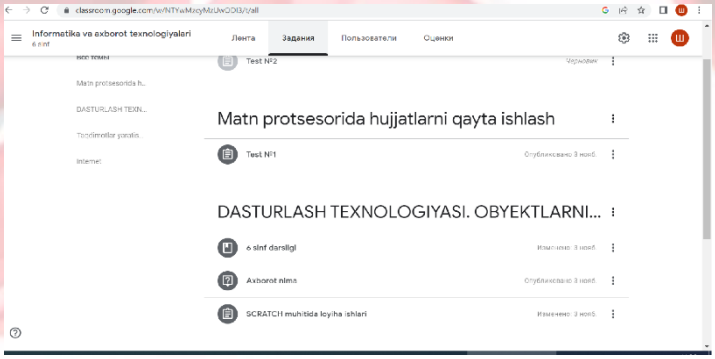

Figure 4. Placement of educational materials and tasks in the course.

In conclusion, Google Classroom offers a wide range of opportunities for organizing the curriculum. Process: Sign in to Google Classroom - create a custom course, add different courses in subjects, invite students to the class, create class assignments, grade and return assignments to students. With the help of Google Class, you can organize various educational activities both individually and in groups. Using the Google Classroom platform helps to update and expand the educational content. Pedagogical technologies, the implementation of differentiated educational technology, also help to organize distance education.

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Effective communication. In the classroom, teachers can assign assignments, post announcements and start discussions, while students share materials, add comments to the course feed, and communicate via email. Information about submitted work is constantly updated, which allows teachers to quickly check, grade and add comments to assignments.

Integration with popular services. In Classroom, you can work with Google Docs, Calendar, Gmail, Drive, and Forms.

Availability and security. The course is a free service. It does not contain Ads and students do not use data for marketing purposes.

The obtained results and their analysis

A course on Informatics and information technologies has been created in Google Classroom.

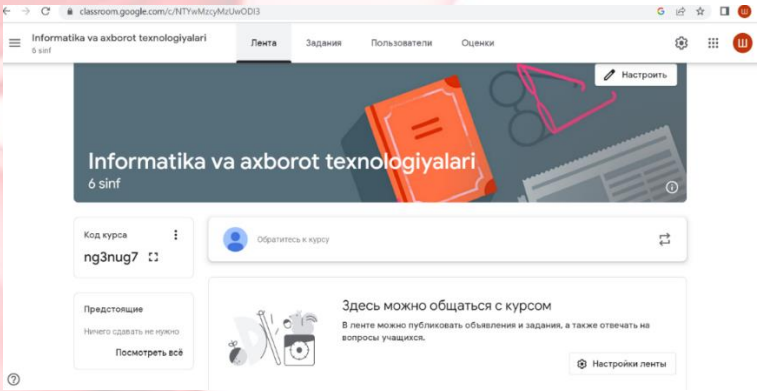

Figure 1. Computer and information technology course.

Students have been added to the course.

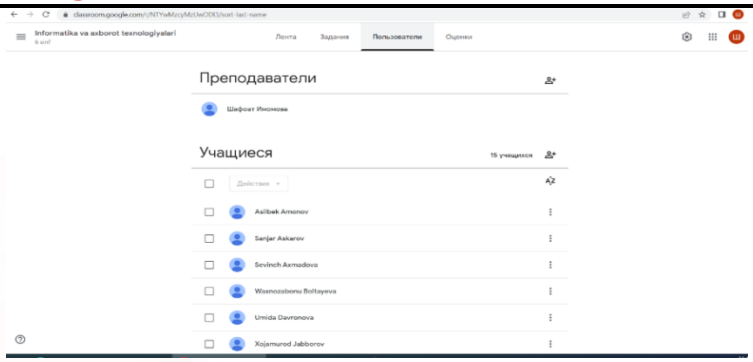

Figure 3. Invite a student window.

Educational materials and assignments have been posted to the course.

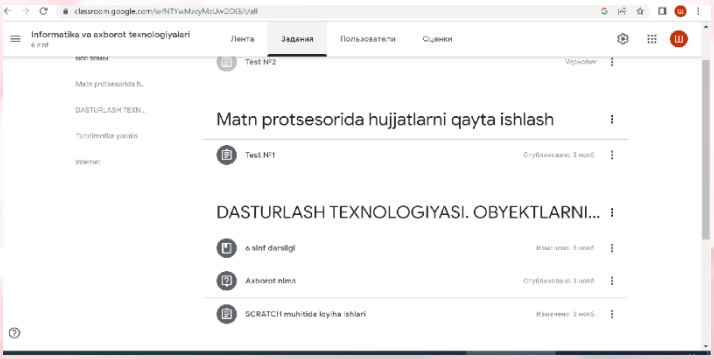

Figure 4. Placement of educational materials and tasks in the course.

In conclusion, Google Classroom offers a wide range of opportunities for organizing the curriculum. Process: Sign in to Google Classroom - create a custom course, add different courses in subjects, invite students to the class, create class assignments, grade and return assignments to students. With the help of Google Class, you can organize various educational activities both individually and in groups. Using the Google Classroom platform helps to update and expand the educational content. Pedagogical technologies, the implementation of differentiated educational technology, also help to organize distance education.

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