

DIDACTIC POTENTIAL OF DIGITAL EDUCATIONAL TECHNOLOGIES AS A TOOL OF INDIVIDUALIZATION OF EDUCATION

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Abstract: This article explores the didactic potential of digital educational technologies as a tool for individualizing education. With the rapid advancement of digital technologies, educators now have access to a wide range of tools and resources that can enhance the individualization of education. This article highlights the benefits, challenges, and future implications of integrating digital educational technologies into the process of individualizing education.

Keywords: personal educational space, continuous learning, informatization, practical implementation.

ДИДАКТИЧЕСКИЙ ПОТЕНЦИАЛ ЦИФРОВЫХ ОБРАЗОВАТЕЛЬНЫХ ТЕХНОЛОГИЙ КАК ИНСТРУМЕНТ ИНДИВИДУАЛИЗАЦИИ ОБРАЗОВАНИЯ

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Аннотация: В данной статье исследуется дидактический потенциал цифровых образовательных технологий как инструмента индивидуализации образования. Благодаря быстрому развитию цифровых технологий преподаватели теперь имеют доступ к широкому спектру инструментов и ресурсов, которые могут повысить индивидуализацию образования. В этой статье освещаются преимущества, проблемы и будущие последствия интеграции цифровых образовательных технологий в процесс индивидуализации образования.

Ключевые слова: индивидуальное образовательное пространство, непрерывное обучение, информатизация, практическая реализация.

RAQAMLI TA'LIM TEXNOLOGIYALARINING DIDAKTIK POTENTIALI TA'LIMNI INDIVIDUALLASHTIRISH VOSITASI SIFATIDA

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Annotatsiya.: Ushbu maqola ta'limni individuallashtirish vositasi sifatida raqamli ta'lim texnologiyalarining didaktik imkoniyatlarini o'rganadi. Raqamli texnologiyalarning jadal rivojlanishi bilan o'qituvchilar endi ta'limni individuallashtirishni kuchaytiradigan keng ko'lamlı vositalar va resurslardan foydalanish imkoniyatiga ega. Ushbu maqolada raqamli ta'lim texnologiyalarini ta'limni individuallashtirish jarayoniga integratsiyalashning afzalliklari, muammolari va kelajkdagi oqibatlari yoritilgan.

Kalit so'zlar: shaxsiy ta'lim maydoni, uzluksiz ta'lim, axborotlashtirish, amaliy amalga oshirish.

Introduction. Individualization of education aims to tailor instruction to meet the unique needs, interests, and learning styles of each student. Traditional classroom settings often struggle to accommodate the diverse learning needs of students. However, digital educational

technologies offer promising solutions to these challenges. By leveraging these tools, educators can create individualized learning experiences that cater to each student's specific requirements, enhancing their understanding and retention of knowledge.

The development of digital technologies contributes to the change of the traditional role of the teacher as a source of information and translator of knowledge. In modern society, overloaded with information, traditional centralized educational instruction does not meet the needs of students who are striving to determine the purpose of learning and construct a personal educational space.

Methods

Information technologies, as a means of activating independent learning, offer unlimited opportunities to realize the aspirations of students to self-education. The combination of processes of globalization and informatization of education contribute to the creation of a single educational space in which it takes place synergy of traditional education with information technologies.

The multidimensionality of modern education systems involves the transfer not only knowledge, but also methods of practical cognitive activity, creative experience, valuable personality orientation. The result of such a combination is the emergence of a stable system of continuous advanced education, the main value of which is individual needs of the individual. As Opanasyuk [2016] notes, personal orientation of the process of informatization of education is a process of integration of means and methods of information and communication technologies in the education system with the aim of improving and updating the forms and content of student-centered education process. Scientists define the following conceptual aspects of implementation of informatization of education: didactic (development of new educational standards); technical; technological (quality and accessibility to information messages); methodical (development of mixed forms of education with a priority on educational autonomy).

Recognizing the fact that the formation of students' ability to self-development and continuous learning is a leading task of higher education, we consider the use of digital educational technologies to be an effective means of practical implementation of the specified task.

The strategic direction of the information modernization of the education system in Uzbekistan is fixed at the legislative level and highlighted in a number of regulatory and legal documents.

Results and Discussion

Analyzing the state of educational practices, we singled out the key trends of informatization of education in Uzbekistan: creation of conditions for the formation of digital critical competence skills and media literacy of the population,

ensuring free access for every person to digital educational resources according to his needs; introduction of distance education; development of modern digital learning tools; promotion of individualization and autonomy of the learning process through the creation of individual modular programs taking into account specific opportunities and needs;

development of methodological support for the effective implementation of digital technologies and criteria for evaluating the quality of tools; creation of a system for increasing the level of digital competence of teachers;

ensuring the development of the national global network of education and science. The issue of the introduction of information and communication technologies into the educational process was paid attention to in their scientific works by Russian researchers Bykov [2009], Kozar [2009], Zhaldak [2013], Burovytska [2016] and others. The integration of digital resources into the process of independent work was studied by Koval [2009], Tymchuk [2017]. Didactic potential of digital technologies for learning a foreign language was studied by Zayarna [2015],

Osova[2020], Morska[2008], Gres[2017] and others.

Scientists identify the following advantages of using digital resources in the context of individualized learning [Andreyko, Skarlupina, 2019]:

- variability and variety of information and reference resources to optimize the search for information and meet the educational and professional needs of each student;
- providing information in various multimedia modes: video, audio format, hypertexts;
- interactivity of digital means;
- activation of motivation to study by adapting resources to the interests and level of knowledge of students;
- objective assessment using automated task quality control;
- development of systemic, critical and creative thinking;
- time-space unlimited access to resources;
- creation of conditions for simultaneous work in groups and individually;
- creation of a virtual authentic linguistic and cultural environment for training speaking skills;
- development of digital critical competence in assessing the quality of information resources.

Among the shortcomings of traditional foreign language teaching, the researchers singled out the teacher's dependence on textbooks, which do not always meet the real needs and interests of students. Digital educational resources provide an opportunity to solve this issue, and students can choose the resource independently. Complex application of various means of learning a foreign language contributes to the manifestation of the student's individuality. The openness and availability of learning products that students upload to the network or online platforms contribute to the development of responsibility for the quality of the learning product.

Considering the fact that not only the number of digital resources, but also the devices that provide access to the resources are increasing, scientists pay attention to the peculiarities of teaching foreign languages by means of computers, mobile smartphones, tablets, etc. The combination of web technologies, online applications and devices stimulates the cognitive activity of students, helps to delegate some responsibilities of the teacher to the student, expands the student's opportunities to show himself as a creative and purposeful person.

An important prerequisite for the effective integration of digital educational technologies is the creation of didactic conditions for the implementation of the specified process.

Thus, considering the peculiarities of the introduction of information and communication technologies in the context of the individualization of the educational process, Zavizyena[2004] singles out the following didactic conditions: the level of digital competence of teachers higher school; diagnosis and analysis of individual capabilities and needs of students; a combination of traditional and individualized forms of educational interaction of the teacher, student and digital technologies; stimulation of the processes of self-evaluation and reflection of students during the individualization of the educational process [Zavizyena, 2004, p. 9]. As the next step to ensuring individualization of education using information technologies, the researcher determines the formation of students' readiness for this process. According to her definition, students' readiness for individualized learning in a digital environment is a personal education that combines professional knowledge, abilities and skills, psychological capabilities, activates cognitive interest, stimulates creative thinking and self-evaluation. It is the readiness of the teacher to introduce individualization by means of technology and the readiness of the student to perceive such training that Zavizen[2004] defines as one of the criteria for the effectiveness of individualization of training. In the course of her research, it was empirically proven that the academic performance of students increased under the conditions a combination of

individualization of learning, information technologies and professional digital competence of the teacher.

Developing the idea of intensifying the individualization of learning by means of digital technologies, Maloivan [2015] believes that information technologies enrich the learning process, provide an opportunity to develop and implement an individual educational trajectory, and are an effective interactive means of self-monitoring.

The vast majority of researchers emphasize the importance of social interaction in the process of individualization, believe that it is the network nature of web technologies that contributes to the development of cooperation skills and spontaneous communication. Shmirova [2005] cites the example of the Moodle platform, which provides extensive communication opportunities for individual independent execution of distance courses. Students can share files, create glossaries, complete interactive tasks, receive timely and meaningful feedback, and go through unclear material an unlimited number of times until the topic is fully mastered. All this educational activity does not take place in isolation, but with the support of the teacher and fellow students.

Conclusion

Information and communication technologies create conditions for universities to form an integrated system of universal knowledge, skills and abilities. They open the way to an individual search for information and educational activities based on an individual educational trajectory. Therefore, the use of digital technologies in the process of individualization of education is purposeful process of changing the content, methods and organizational forms of education.

However, this process changes not only the forms, but also the personality of both students and teachers, since the integration of digital technologies is not only a technological, but also a didactic process associated with conceptual changes in the preparation of initial methodological support, the development of an evaluation system and updating the content of training. Research by scientists confirms that the use of digital technologies has a significant effect on increasing the effectiveness of pedagogical activity and academic success and contributes to the formation of an individual educational trajectory.

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