



USE OF EDUCATIONAL TECHNOLOGIES IN THE PROCESS OF GLOBALIZATION

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Received: 26 th June 2021	The use of educational technologies in the process of globalization remains a topical issue. To this end, a lot of scientific work is being done on the application of modern technologies in the education system of our country, and in today's article we will share our views on this.
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In the current era of globalization, the use of modern educational programs, information technology in the educational process has become commonplace, so in our country over the past period began to use technology in education. The use of distance technology has further expanded the possibilities of modern education. Today, education can be obtained from anywhere in the world using the capabilities of modern information and communication technologies (ICT). Although traditional education has retained its place, distance learning technologies have become more popular in recent years.

Implementing these activities will improve teaching. that is, the widespread application of pedagogical technologies in the educational process. use of computer-aided automated learning system. use of new technical and didactic tools and multimedia opportunities in education. is done through the use of modern teaching technologies such as the introduction of distance learning

Article 1 of the Law of the Republic of Uzbekistan "On Education", adopted on August 29, 1997, defines the legal basis for education, upbringing, vocational training of citizens and the constitutional right of everyone to education. It was emphasized that it is aimed at ensuring the right to life. The current situation shows the need for new requirements for education. The use and management of distance learning technologies in the educational process also play an important role. In this regard, a number of urgent work is being carried out in the Republic.

The meaning of competency-based education is a dialectical synthesis of academic and pragmatic education in enriching the subject's personal experience in designing such an educational environment that promotes the optimal development of the student's individuality, taking into account universal values . The thesis that "there are no substitutes" is becoming a thing of the past. Society and culture are enriched and developed due to the uniqueness of their representatives.

Integrity-based education requires the integration of the teacher's internal control with self-management and self-assessment, the importance of external expert evaluation of alienated products of educational activity, rating, aggregation. ma considers assessment systems, the creation of a portfolio (portfolio of achievements) as a means of adequately demonstrating the student himself and his achievements outside of school.

Competent education speaks to the extent to which students can achieve it. In the competency-based approach, the teacher does not claim to have a monopoly of knowledge, he assumes the position of organizer, consultant.

In the holistic approach, the student is responsible for his or her own development, he or she is the subject of his or her own development, and in the learning process he or she assumes various positions in pedagogical interaction.

In competent education, the lesson remains as one of the possible forms of lesson organization, but the focus is on other, extracurricular forms of classroom organization - session, project group, independent work in the library or computer class, and so on. aimed at expanding the application.

The transition from industry to a postindustrial society is associated with an increase in the level of uncertainty in the environment, the dynamics of processes, and a multifaceted increase in the flow of information. Market mechanisms in society began to work more actively, role mobility increased, new professions emerged, changes took place in old professions as the requirements for them changed - they merged and became less specialized. All of these changes highlight the need to shape a person who can live in a state of uncertainty.

The complex of activity methods acquired in different subjects at different ages should ultimately lead to the formation of generalized types of activities in the child upon leaving primary school, which can be applied to any activity regardless of the topic. These generalized activities can be called competencies.

Another aspect of this education is related to the fact that the content of education is in line with modern trends in the development of economics, science and social life. The truth is that a number of skills and knowledge in school are no longer relevant to any profession.

The list of competencies required in a competency-based approach is determined based on the requirements of employers, the demands of the scientific community, and broad public discussion based on rigorous sociological research. The acquisition of various competencies becomes the main goal and outcome of the learning process. A skills-based and competency-based approach plays a key role in the quality management system of education.

The main competence of the teacher is the ability to create, organize an environment of learning, development, in which the child will be able to achieve the learning outcomes formed as the main competencies.

In today's environment, we need to talk about the fact that there are many requirements that a school must meet. The real buyers of the school are the student, his family, employers, society, professional elite, which maintains a certain status of the state. For the education system, this means that public educational institutions are obliged, on the one hand, to communicate with all consumers of education (the goal is to reach a reasonable compromise), and, on the other hand, to constantly improve the quality and effectiveness of educational services. create, update and reproduce. consumer Otherwise, the public school will not be able to fully perform its duties.

A modern school is no longer enough to educate a graduate for decades to come. In the labor market and in terms of life prospects, the ability and readiness to study and retrain all one's life is increasingly required. And for that, you probably have to learn differently, in a different way.

Hence, the new quality of education is primarily related to the change in the nature of the relationship between school, family, society, state, teacher and student. That is, updating the learning process is a meaningful resource to guide schools to work on the logic of a different approach in assessing educational success.

A competency-based approach can be called one of the ways to achieve a new quality of education. It sets priorities in the educational process, the direction of change.

As a result of general education, core competencies mean readiness to make effective decisions and to organize their internal and external resources to achieve a set goal.

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