JOURNAL OF INTELLECTUAL PROPERTY AND HUMAN RIGHTS

Volume: 3 Issue: 2 | February–2024 ISSN: 2720-6882
http://journals.academiczone.net/index.php/jiphr

The Role of Digital Technology in Education of Uzbekistan

Tursunboy Fayzullayev
Doctor of Political Sciences, professor, Namangan state university

Abstract: This article explores the role of digital technology, particularly multimedia resources, in the context of Uzbekistan's education system. It discusses the benefits of integrating multimedia resources, such as online learning platforms, mobile applications, and interactive whiteboards, in enhancing the learning experience and improving access to educational resources. The article also addresses the challenges faced in implementing these resources, including issues related to infrastructure, teacher training, the availability of quality digital content, and potential negative effects on students. Furthermore, it highlights the initiatives and strategies, such as the Digital Uzbekistan 2030 Strategy and teacher training programs, aimed at addressing these challenges and fostering a culture of lifelong learning. By examining both the opportunities and obstacles associated with the use of multimedia resources, this article provides valuable insights for policymakers, educators, and stakeholders in Uzbekistan's education sector.

Keywords: Uzbekistan education system, digital technology, multimedia resources, learning experience enhancement, challenges, infrastructure, teacher training, quality digital content, initiatives, policies, barriers, opportunities, pedagogy, engagement, accessibility, collaboration, innovation, literacy.

Digital technology has become an integral part of the teaching and learning environment in Uzbekistan. The rapid digitalization of our time requires education systems to adequately prepare everyone for emerging challenges. The Action Strategy for the Further Development of the Republic of Uzbekistan defines priority tasks, such as “radical improvement of the quality of education, in-depth study of foreign languages”. The use of technology has a significant impact on students' second language learning. Although some teachers pointed to the negative impact of modern technology on student engagement, it was found that there were more positive opinions. Teachers have now demonstrated how the use of technology in teaching a foreign language can promote student engagement in the learning process.

Digital technologies are electronic system tools, devices, and resources that produce, store, or process information. Notable examples include social media, online gaming, multimedia, and mobile phones. Digital education is any type of education that uses technology. This can happen in all areas of the curriculum. Of course, advanced technologies can replace traditional methods. Comparing foreign language teaching with Europe, the use of digital technology in Uzbekistan is still in its early stages.

The Republic of Uzbekistan made the digitalization and development of information-communication technologies (ICT) priority yet in early 2000s. For the digital strategy determines out five priority areas for development: digital infrastructure; e-government; digital economy; national IT sector; and IT education. Moreover, digital and IT infrastructure of the country has remarkably improved, considerable amount of resources were invested which built solid foundations for better ecosystem of the ICT.

The implementation of the Strategy will ensure the provision of high-quality digital services to the population, reduce corruption, increase the level of citizen involvement in the decision-making process, and create a mechanism for the implementation of consistent reforms in this area. The main area of economic activity is economic development. The development of the digital economy in all

Volume: 3 Issue: 2 | February–2024 ISSN: 2720-6882
http://journals.academiczone.net/index.php/jiphr

sectors and levels of production allows for significant economic benefits, including an increase in labor productivity in both the public and private sectors of social production. Among expected results of "Digital Uzbekistan – 2030" Strategy are high-quality and inexpensive Internet and mobile communications, the reduce of the digital divide between cities and villages.

The teaching of the Uzbek language as L2 will be highly enhanced by the innovative use of digital technologies. The integration of new media into Uzbek language learning is a necessary step in ensuring the acquisition of language competencies and intercultural skills. New information and communication technologies and their role in language learning processes are the topic of this paper. The paper proposes a typology and an evaluation of technology-enhanced materials for language learning and presents a few examples.

The level of teachers' awareness of the use of ICT is generally low. Most teachers in Uzbekistan use simple technological tools. They find ways to use some of the findings through social media or websites. In addition to the above, they try to use additional learning platforms that help students develop the pace of language learning, as well as repeat and consolidate their knowledge by getting the necessary information at home on the Internet. Nowadays, teachers and students have access to the external environment through various Internet browsers or applications.

The most commonly used digital technologies in Uzbekistan's education system.

In Uzbekistan's education system, various digital technologies are being widely integrated to enhance the quality of education and improve access to educational resources. Some of the most common digital technologies used in Uzbekistan's education system include:

1. Online Learning Platforms: These platforms enable remote learning, self-paced courses, and collaboration among learners and educators. Examples include Canvas, Blackboard, and Coursera.
2. Multimedia Resources: Audio, video, animations, simulations, and virtual reality experiences are utilized to engage students and enrich their understanding of subjects.
3. Mobile Applications: Apps like Edmodo, Quizlet, and Duolingo aid in content delivery, collaboration, and language learning.
4. Interactive Whiteboards: These boards allow for real-time collaboration, note taking, and presentation sharing during classes.
5. Projectors: Large screens display visualizations, videos, and slides during lectures.
6. Laptops and Tablets: Students and teachers utilize these portable devices for individual work, group projects, and accessing educational resources.
7. Cloud Storage Services: Google Drive, OneDrive, Dropbox, and iCloud provide secure storage solutions for documents, assignments, and data backups.
8. Video Conferencing Tools: Software like Zoom, Microsoft Teams, and Skype facilitate distance learning, guest lectures, and collaboration across geographical boundaries.

Despite the widespread adoption of digital technologies, challenges remain in terms of infrastructure, accessibility, and teacher training. To address these issues, the Uzbekistan government has launched initiatives such as the Digital Uzbekistan 2030 Strategy, which seeks to improve digital infrastructure, reduce the digital divide, and foster a culture of lifelong learning.

How do multimedia resources enhance the learning experience in Uzbekistan's education system?

Multimedia resources enhance the learning experience in Uzbekistan's education system in several ways.

Volume: 3 Issue: 2 | February–2024 ISSN: 2720-6882
http://journals.academiczone.net/index.php/jiphr

Firstly, they help to tap into the imagination of learners, providing unlimited resources beyond traditional textbooks and cultivating communication skills, particularly in the context of learning English as a second language.

Secondly, multimedia tools, such as online learning platforms and mobile applications, have improved access to educational resources, facilitated collaborative learning, and personalized learning experiences.

Thirdly, multimedia technology arouses students' interest, making teaching more vivid and lively, and improving students' self-learning ability.

Finally, multimedia presentations make the material more meaningful and engaging, thereby developing students' creativity, interests, and skills.

The use of multimedia resources in Uzbekistan's education system has been found to positively impact student engagement, access to educational resources, and the overall quality of education. These resources have also been instrumental in improving the teaching and learning of foreign languages, such as English, by making the learning process more interactive and engaging.

Some challenges faced in implementing multimedia resources in Uzbekistan's education system.

While the use of multimedia resources in Uzbekistan's education system has many benefits, several challenges need to be addressed. One of the main challenges is the lack of infrastructure and access to technology, particularly in rural areas. This can limit the availability of digital resources and prevent students from fully engaging with digital learning tools. Another challenge is the lack of teacher training and support in using digital technologies effectively.

Teachers may not have the necessary skills or knowledge to integrate multimedia resources into their teaching, which can limit the effectiveness of these tools.

Another challenge is the need for quality digital content that is relevant to the Uzbekistan context and aligned with the national curriculum.

While there are many digital resources available, not all of them are suitable for Uzbekistan's education system. Additionally, there is a need for more research on the effectiveness of multimedia resources in improving learning outcomes and student engagement. Without this evidence, it can be difficult to justify the investment in digital technologies.

Finally, there are concerns about the potential negative effects of digital technologies on students, such as increased screen time and decreased social interaction. It is important to balance the use of digital technologies with other forms of learning and ensure that students are not over-reliant on technology.

To address these challenges, the Uzbekistan government has launched initiatives such as the Digital Uzbekistan 2030 Strategy, which seeks to improve digital infrastructure, reduce the digital divide, and foster a culture of lifelong learning.

Additionally, teacher training programs and professional development opportunities are being offered to help educators effectively integrate digital technologies into their teaching.

Finally, more research is needed to better understand the impact of multimedia resources on learning outcomes and to develop high-quality digital content that is aligned with the national curriculum.

In conclusion, digital technology has a significant role in the education system of Uzbekistan. The use of technology has a significant impact on students' second language learning. The Republic of Uzbekistan made the digitalization and development of information-communication technologies (ICT) a priority yet in the early 2000s. The implementation of the Strategy will ensure the provision of high-quality digital services to the population, reduce corruption, increase the level of citizen

Volume: 3 Issue: 2 | February–2024 ISSN: 2720-6882
http://journals.academiczone.net/index.php/jiphr

involvement in the decision-making process, and create a mechanism for the implementation of consistent reforms in this area. The teaching of the Uzbek language as L2 will be highly enhanced by the innovative use of digital technologies.

References:

1. Fayzullayeva D. The role of digital technologies in teaching English in the educational system of Uzbekistan. EPRA International Journal of Research and Development (IJRD). Volume: 8. Issue: 2. February 2023.
2. Isakov, A. . (2023). Approaches to Teaching Art in a Digital Age: An Analytical Review of Research between 2000-2021. Best Journal of Innovation in Science, Research and Development, 2(10), 8–19. Retrieved from https://www.bjisrd.com/index.php/bjisrd/article/view/642
3. Файзуллаев, Т., & Хужамбердиева, Ш. (2020). Эркин Воҳидов ижодини умумий ўрта таълим мактабларида ўрганишда ёшларни ватапарварлик руҳида тарбиялашнинг аҳамияти. Scientific and Technical Journal of Namangan Institute of Engineering and Technology, 2(4), 543-546.
4. Mashrabbekova A. Uzbek as a Second Language: How Digital Technologies May Influence and Enhance it's Teaching. International Journal of Humanities Social Sciences and Education (IJHSSE) Volume 3, Issue 11, November 2016.
5. Mahmudjanovna, T. G. (2022). Technological Approach to Forming Critical Thinking In Students in the Process of Teaching the Subject of "Upbringing". Central Asian Journal of Theoretical and Applied Science, 3(8), 39-48.
6. Тажибоева , Г. 2023. Описание технологий формирования критического мышления у студентов в процессе преподавания предмета воспитание. Общество и инновации. 4, 3/S (май 2023), 70–79. DOI:https://doi.org/10.47689/2181-1415-vol4-iss3/S-pp70-79.
7. Abduvahobovich, I. A. (2022). Digital Educational materials for the organization and conduct of fine arts lessons in uzbekistan. Eur. Multidiscip. J. Mod. Sci, 4, 122-132.