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TECHNOLOGY AND EDUCATION

Annotation. *This article focuses the introduction of technology into education, which is a key driver of development. At present, for the development of education teachers need to abandon the traditional teaching method, to radically change the curriculum and methods of teaching students what is the technological growth and accelerating change is recommended to replace the given rates.*

Key words: *innovation, technology, module, Wifi, Smartphone, network*

The top drivers of development are innovation, technological change and the world's latest knowledge market. Technological and digital proficiency will be a vital part of helping many countries run beyond their reliance on material resources.

Such education and knowledge of technology in general, will also be crucial for university students. They will have to develop the skill to collaborate across numerous contexts, sift and create data from a diversity of sources. These skills will be required if students are to contribute to the world in the 21st century. We live in a world where the phone in your pocket has more processing power than the computers that were utilized to set men on the moon. But what is being done to make better use of the affordances of technology in higher education? Unfortunately, not much. In general, teachers remain along traditional outline of assessment and practice that seem to ignore technological growth and its accelerating rate of change.

In order to tackle these challenges, higher education institutions have to ask what steps they can take to certify that their students are relevant in the future. The next suggestions may help the academy to believe differently about how technology is used in the classroom.

One common rationale for not bringing technology into the classroom is that approach to technology is not consistently conveyed among students. This is especially true for poor countries. But access to textbooks is uneven, too, and no-one would use that as a reason to ban textbooks in class.

Things are changing faster than we think. Before few of students had laptops or even computers at home, and did not have good access to Wifi in lecture halls. Now every student in classroom is encouraged to manage phones, tablets and laptops to seek for new data that is significant to topic and to produce it for input in discussions. They can do so because smart phones are ubiquitous. Students can also collaboratively author course remarks for the module.

Nevertheless, just providing access to devices does little to assist students learn. Many studies still center on access to device, as if handing a student a tablet will magically enlarge the abilities essential to work it effectively. It is time to change teachers' considering to prioritise the network over the device. The device is easily a screen onto the network. The United Nations weighed in on this debate in 2011 when it declared that access to the internet should be recognized as a basic human right. There is also a move from vertical communication channels that benefit hierarchies of monitor to horizontal structures - like networks that symbolize coordination and collaboration. The influence of the internet is not that it gives learners with new and innovative means of sharing cat videos. It is a new communication concept that is developed through community engagement and support. It permits new forms of communication between people, information and devices.

As technology progresses and its influence becomes clear in every aspect of society apart from higher education, universities need to ask if the next 50 years are going to look anything like the last 50. It seems as if the worst competence

people can learn is how to adjust to constantly changing world. If this is true, then teachers have to radically change what is organized in the curriculum, as well as how they teach students to learn. How can teachers train students to be successful in a world that we can't predict?

Incorporating innovation into the classroom allows academics to make easier students develop skills set essential for engaging significantly in the 21st century. Academics cannot carry on with the belief that higher education is about providing students with access to specialized knowledge. Individual teachers and universities cannot plan curricula for the lowest common denominator in terms of computerized education and then base teaching and learning practices on that. The academic project is about striving to upset established models and standards and to push for change in how we understand and work within the globe. It is time that teachers applied themselves to this task - and technology is a crucial way of doing so.

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