



**O'zbekiston Respublikasi Oliy ta'lim,
fan va innovatsiyalar vazirligi**

**TOSHKENT IQTISODIYOT VA PEDAGOGIKA UNIVERSITETI
PEDAGOGIKA FAKULTETI**

ZAMONAVIY PEDAGOGIKANING DOLZARB MASALALARI

**mavzusidagi respublika ilmiy-amaliy
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« Zamonaviy pedagogikaning dolzarb masalalari »
mavzusida tashkil etilgan respublika ilmiy-amaliy anjumani
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Shu bilan birga, sohada mavjud ayrim muammolar ham raqamli transformatsiya jarayonlarini sekinlashtirmoqda. Jumladan, ayrim hududlarda raqamli infratuzilmaning yetarli darajada rivojlanmaganligi, yuqori malakali IT mutaxassislar tanqisligi va kiberxavfsizlik masalalari dolzarbligicha qolmoqda. Mazkur muammolarni bartaraf etish raqamli logistika tizimlarining samaradorligini yanada oshirish imkonini beradi.

Xulosa qilib aytganda, transport-logistika sohasida raqamli texnologiyalarni keng joriy etish milliy iqtisodiyotning barqaror o'sishini ta'minlashda muhim ahamiyatga ega. Raqamli transformatsiya transport xizmatlari sifatini yaxshilash, logistika xarajatlarini kamaytirish, tranzit salohiyatini oshirish va tashqi savdo faoliyatini kengaytirish orqali mamlakat iqtisodiyoti raqobatbardoshligini yuksaltirishga xizmat qiladi. Shu bois raqamli infratuzilmani rivojlantirish, soha uchun malakali kadrlar tayyorlash va innovatsion texnologiyalarni joriy etishni qo'llab-quvvatlash ustuvor vazifalardan biri bo'lib qolmoqda.

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THE ROLE OF CLOUD TECHNOLOGIES IN SUPPORTING STUDENT-CENTERED INDEPENDENT LEARNING

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Abstract: This article examines the role of cloud technologies in developing independent educational activities within a digital learning environment. The study analyzes the effectiveness of cloud-based learning platforms in supporting person-centered education, increasing student engagement, and improving learning outcomes. An experimental study involving control and experimental groups was conducted to evaluate the impact of LMS-based instruction. The findings indicate that cloud technologies contribute to higher academic achievement, stronger learning motivation, and improved independent learning skills. The study also identifies challenges related to technical infrastructure and digital competence and proposes recommendations for enhancing the implementation of cloud technologies in education.

Keywords: cloud technologies, digital education, LMS, independent learning, person-centered education, educational innovation.

Introduction

The rapid development of information and communication technologies has significantly influenced modern education. Cloud technologies have become one of the most effective tools for organizing flexible and student-centered learning environments. They provide continuous access to educational resources, support online collaboration, and encourage independent learning.

Person-centered education focuses on the individual needs and abilities of learners. Cloud-based platforms help implement this approach by allowing students to access learning materials

anytime and anywhere, complete assignments independently, and communicate effectively with teachers. Therefore, studying the educational potential of cloud technologies remains an important issue in contemporary pedagogy.

Research Methodology

The study employed a mixed-methods approach combining theoretical and empirical research methods. Scientific literature on cloud technologies and digital education was analyzed using content analysis and comparative methods.

The empirical stage involved 60 students divided into control and experimental groups. Traditional teaching methods were applied in the control group, while the experimental group studied through an LMS-based cloud learning environment. Students' academic achievement, independent learning skills, and motivation were assessed through tests, practical tasks, questionnaires, and classroom observations. The collected data were analyzed using comparative and percentage-based statistical methods.

Results and Discussion

The results demonstrated that cloud-based education positively influenced students' learning outcomes. The experimental group showed better performance in all measured indicators compared to the control group. The findings reveal that cloud technologies significantly improve students' academic performance, motivation, and independent learning abilities. Students using LMS platforms demonstrated greater engagement in educational activities and higher responsibility for completing assignments.

Indicators	Control Group	Experimental Group
Mastery Level	68%	85%
Independent Learning Activity	60%	82%
Learning Motivation	64%	88%
LMS Usage	40%	91%
Timely Assignment Completion	58%	84%

The results support the views of researchers such as Bates, Anderson, and Siemens, who emphasize the importance of digital environments in promoting active and independent learning. At the same time, several challenges were identified, including insufficient technical infrastructure, unstable Internet connectivity, and limited digital competence among teachers.

Conclusion

The study confirms that cloud technologies are effective tools for organizing independent educational activities and implementing person-centered learning. Their use contributes to improved academic achievement, increased motivation, and the development of self-directed learning skills.

Despite these advantages, successful implementation requires reliable digital infrastructure, stable Internet access, and continuous professional development for teachers. Expanding the use of LMS platforms and developing methodological guidelines for cloud-based learning can further improve educational quality and effectiveness.

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BOSHLANG‘ICH TA‘LIMDA XALQARO BAHOLASH DASTURLARINI TADBIQ QILISH

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TIPU dotsenti

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Annotatsiya: Mazkur maqolada boshlang‘ich ta‘limda xalqaro baholash dasturlarini joriy etishning ahamiyati yoritilgan. OECD va IEA tomonidan amalga oshiriladigan PISA, PIRLS va TIMSS dasturlari asosida o‘quvchilarning bilim va ko‘nikmalarini baholash imkoniyatlari tahlil qilingan. Maqolada O‘zbekiston ta‘lim tizimining ushbu xalqaro tadqiqotlardagi ishtiroki va natijalari ko‘rib chiqilib, mavjud muammolar aniqlangan. Tahlillar shuni ko‘rsatadiki, o‘quvchilarda nazariy bilimlar mavjud bo‘lsa-da, amaliy qo‘llash, tanqidiy fikrlash va muammoni hal qilish ko‘nikmalari yetarli darajada rivojlanmagan. Shu bilan birga, xalqaro baholash natijalari ta‘lim sifatini oshirish, kompetensiyaviy yondashuvni rivojlantirish va o‘qitish metodikasini takomillashtirish uchun muhim asos bo‘lib xizmat qiladi.

Kalit so‘zlar: xalqaro baholash, ta‘lim sifati, PISA, PIRLS, TIMSS, kompetensiya, boshlang‘ich ta‘lim.

Аннотация: В данной статье рассматривается значение внедрения международных программ оценки в начальном образовании. Проанализированы возможности оценки знаний и навыков учащихся на основе таких программ, как PISA, PIRLS и TIMSS, реализуемых OECD и IEA. Рассматривается участие системы образования Узбекистана в данных исследованиях и выявляются существующие проблемы. Анализ показывает, что у учащихся имеются теоретические знания, однако недостаточно развиты навыки их практического применения, критического мышления и решения проблем. Также отмечается, что результаты международных исследований являются важной основой для повышения качества образования и совершенствования педагогических методов.

Ключевые слова: международная оценка, качество образования, PISA, PIRLS, TIMSS, компетенции, начальное образование.





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