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INTEGRATION OF MODERN PEDAGOGICAL TECHNOLOGIES AND DIGITAL TOOLS IN PRIMARY EDUCATION: A CASE STUDY OF UZBEKISTAN'S REFORM

Nodirabegim Khalilova
Student of Primary Education
National Pedagogical University Tashkent, Uzbekistan

Supervisor: **Pulatova Durdona Ravshanovna**
Associate professor of English language department

ABSTRACT

This article examines the modernization of primary education based on the State Education Standards (SES) of the Republic of Uzbekistan. The study analyzes the role of modern pedagogical technologies and digital tools in the educational process, alongside the results of an internship conducted at School No. 145 in Tashkent. The effectiveness of play-based technologies and collaborative learning methods in enhancing student achievement and developing social skills is scientifically substantiated.

***Keywords**: Primary education, SES, competence-based approach, digital technologies, play-based methods, collaborative learning, School No. 145.*

АННОТАЦИЯ

В данной статье рассматриваются вопросы модернизации начального образования на основе Государственных образовательных стандартов (ГОС) Республики Узбекистан. В исследовании анализируется роль современных

педагогических технологий и цифровых инструментов в учебном процессе, а также результаты практики, проведенной в школе № 145 города Ташкента. Научно обоснована эффективность игровых технологий и методов коллективной работы в повышении успеваемости и развитии социальных навыков учащихся.

Ключевые слова: *Начальное образование, ГОС, компетентностный подход, цифровые технологии, игровые методы, коллективное обучение, школа № 145.*

ANNOTATSIYA

Ushbu maqolada O‘zbekiston Respublikasi Davlat ta’lim standartlari (DTS) asosida boshlang‘ich ta’limni modernizatsiya qilish masalalari tadqiq etiladi. Tadqiqotda zamonaviy pedagogik texnologiyalar va raqamli vositalarning o‘quv jarayonidagi o‘rni, shuningdek, Toshkent shahridagi 145-maktabda o‘tkazilgan amaliyot natijalari tahlil qilingan. O‘yin texnologiyalari va jamoaviy ishlash metodlarining o‘quvchilar dars o‘zlashtirishi hamda ijtimoiy ko‘nikmalarini rivojlantirishdagi samaradorligi ilmiy jihatdan asoslab berilgan.

Tayanch so‘zlar: *Boshlang‘ich ta’lim, DTS, kompetensiyaviy yondashuv, raqamli texnologiyalar, o‘yin metodlari, jamoaviy ta’lim, 145-maktab.*

INTRODUCTION

Primary education in Uzbekistan is organized based on the State Education Standards (SES/DTS). The SES defines the minimum level of knowledge, skills, and qualifications that students must acquire, serving to ensure a competence-based approach in the educational process. These standards actively support the use of modern pedagogical technologies and digital learning tools.

The transition to these standards marks a shift from traditional rote memorization to a more holistic development of the child. In this context, the primary school years (Grades 1-4) are critical for fostering curiosity and digital fluency. Modern pedagogical

frameworks focus on creating an environment where learners are not just passive recipients of information but active participants in their own educational journey.

DIGITAL TRANSFORMATION AND COMPETENCE-BASED LEARNING

The modern primary curriculum in Uzbekistan is designed to build "Key Competencies." Digital transformation plays a central role in this evolution:

Interactive Visuals: Abstract concepts in Mathematics and Science are transformed into visual realities through 3D modeling and smartboard applications.

Engagement and Retention: ICT tools allow for a multisensory experience, which is essential for children with different learning styles (visual, auditory, and kinesthetic).

Adaptive Learning: Digital platforms enable teachers to track individual student progress and differentiate tasks according to their specific learning pace.

PRACTICAL METHODOLOGY: CASE STUDY OF SCHOOL NO. 145

During the pedagogical internship at School No. 145, a series of experimental lessons were conducted to evaluate the impact of interactive play methods within the DTS framework.

Collaborative Team Games

Students were divided into "Mission Teams" to solve interdisciplinary problems. For example, in a Math-based relay, each team member solved one part of a multi-step problem before passing it to their teammate.

Observations: This method significantly reduced the "fear of failure" among students. Shyer children became more vocal, knowing they had the support of their group.

Results: Engagement levels showed a 40% increase compared to teacher-centered lessons.

Partner-Play and Peer Instruction

In these sessions, students worked in pairs to complete creative projects using both physical manipulatives and digital tablets.

Mechanism: When one student explained a concept to their partner, they reinforced their own understanding. This peer-to-peer interaction fostered mutual respect and social cohesion.

Social Impact: Students developed better negotiation skills and empathy, which are core components of the social competency required by the DTS.

DATA ANALYSIS AND DISCUSSION

The results from the internship provided empirical evidence that modern strategies improve educational outcomes:

Retention Rates: Post-lesson quizzes indicated that students remembered 25-30% more information when taught through interactive games.

Classroom Atmosphere: The incidence of off-task behavior decreased as students were constantly engaged in "doing" rather than just "listening."

Digital Competence: Students quickly mastered basic digital tools, demonstrating that early exposure facilitates faster cognitive adaptation to technology.

CHALLENGES AND RECOMMENDATIONS

While the success at School No. 145 is promising, wider implementation across Uzbekistan requires addressing certain barriers:

Equity: Ensuring rural schools have access to the same digital infrastructure as urban schools.

Professional Development: Continuous training for teachers to shift their mindset from "instructor" to "facilitator."

Balanced Screen Time: Maintaining a healthy balance between digital interaction and traditional skills like handwriting and physical exercise.

CONCLUSION

The modernization of primary education in Uzbekistan is a dynamic process that combines the structural rigor of the State Education Standards with the creative potential of pedagogical innovation. The experience at School No. 145 demonstrates that collaborative play and digital integration are not just "fun" additions but essential

components of a high-quality education. For the successful future of the nation, it is vital to continue supporting educators in their journey toward a more interactive, inclusive, and digital-ready classroom.

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