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PEDAGOGIKADAGI GLOBALLASHUV MUAMMOLARI

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Annotatsiya:

Ushbu tezisdagi globallashuv jarayonining zamonaviy ta'lim tizimiga, xususan, pedagogik faoliyatga ta'siri tahlil qilinadi. Globallashuvning ijobiy va salbiy jihatlari ko'rib chiqilib, milliy qadriyatlar, o'qituvchilik kasbining zamonaviy talablarga moslashtirilishi va yosh avlod tarbiyasidagi roliga e'tibor qaratiladi. Muammo va takliflar asosida ilmiy xulosalar chiqariladi.

Abstract:

This thesis explores the impact of globalization on modern education, with a special focus on its influence on pedagogical processes. While highlighting the benefits of globalization in expanding access to knowledge and technology, it also critically examines the challenges it brings: cultural erosion, over-standardization, and the digital gap among educators. The paper provides analytical insights and practical suggestions for aligning global trends with national values in the educational sphere.

Kalit so'zlar: globallashuv, pedagogika, ta'lim tizimi, raqamli texnologiya, milliy qadriyat, madaniy identitet, o'qituvchi malakasi.

Keywords: Globalization, pedagogy, education system, digital technology, national values, cultural identity, teacher development.

Asosiy qism:

Bugungi kunda globallashuv jarayoni insoniyat taraqqiyotining ajralmas bir qismiga aylangan. Xususan, u ta'lim tizimiga chuqur kirib kelib, pedagogik



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faoliyatga bevosita ta'sir ko'rsatmoqda. Globallashuv natijasida fan va texnika rivojlandi, raqamli texnologiyalar keng joriy qilindi, xorijiy tajribalarni o'rganishga imkoniyatlar yaratildi. Biroq bu jarayon bilan birga turli xil muammolar ham yuzaga chiqmoqda.

Avvalo, globallashuv ta'limdagi standartlashtirishga olib keldi. Bu esa o'z navbatida milliy ta'lim tizimining o'ziga xosligini yo'qotish xavfini tug'diradi. Masalan, xalqaro baholash tizimlari asosida tuzilgan o'quv dasturlarida mahalliy tarix, adabiyot va madaniyatga kam e'tibor qaratiladi. Bu holat o'quvchilarda o'z milliy o'zligini anglash jarayonini murakkablashtiradi.

Shuningdek, xorijiy til, ayniqsa ingliz tilining ustuvorligi, zamonaviy texnologiyalar va global axborot maydoniga kirish imkonini berayotgani bilan birga, ona tiliga bo'lgan e'tiborning susayishiga olib kelmoqda. Ko'plab yoshlar o'z milliy qadriyatlarini ikkinchi darajali deb hisoblay boshlamoqda. Bu esa kelajakda madaniyatsizlik va milliy o'zlikning yo'qolish xavfini oshiradi.

Yana bir muammo – o'qituvchilarning zamonaviy texnologiyalarni egallashdagi qiyinchiliklaridir. Globallashuv sharoitida pedagogik faoliyatda interaktiv metodlar, raqamli ta'lim vositalari, masofaviy o'qitish, sun'iy intellekt asosidagi dasturlar keng qo'llanilmoqda. Lekin barcha o'qituvchilar bu vositalarni birdek darajada o'zlashtira olmayapti. Yoshi katta ustozlar an'anaviy yondashuvlarga tayanib qolgan, bu esa yangi avlod o'quvchilarning ehtiyojlariga mos emas.

Pedagogikadagi globallashuv muammolari orasida axborot xurujlari, ma'naviy-axloqiy inqiroz ham alohida o'rin tutadi. O'quvchilar internet orqali nazoratsiz va zararli kontentga duch kelmoqda. Bu holat ularning axloqiy qiyofasiga, tafakkuriga, dunyoqarashiga bevosita salbiy ta'sir ko'rsatadi. Ota-ona va o'qituvchilar bu holatga qarshi yetarlicha immunitetga ega emas.

Shu bilan birga, globallashuv pedagogikani ijodiy yondashuvga undaydi. O'zbekistonda zamonaviy ta'lim konsepsiyasi, "Yangi O'zbekiston – yangi ta'lim" shiori ostida islohotlar olib borilmoqda. O'quv dasturlari takomillashtirilmoqda, pedagoglar malaka oshirish kurslariga jalb etilmoqda, chet el tajribasi asosida yangicha yondashuvlar joriy etilmoqda. Ammo bu islohotlar samaradorligini oshirish uchun ularni milliy qadriyatlar bilan uyg'unlashtirish zarur.



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Pedagogika fanining dolzarb vazifalaridan biri – globallashuv jarayonida o‘quvchilarni tanqidiy fikrlashga, madaniyatlararo muloqotga, axborotlarni saralab olishga o‘rgatishdir. Buning uchun o‘qituvchilar o‘z ustida muntazam ishlashi, o‘z kasbiy kompetensiyalarini oshirib borishi lozim.

Main Part:

In the 21st century, globalization has become an integral part of human development, penetrating deeply into all sectors, including education. This process has influenced pedagogical activity directly. The advancement of science and technology, the widespread adoption of digital learning tools, and the ability to learn from international experiences have opened new horizons. However, globalization also brings a range of problems that should not be ignored.

One major issue is the increasing standardization of educational curricula. While international assessments such as PISA and TIMSS promote a unified educational framework, they often overlook local cultural and historical contexts. This risks the weakening of national identity among students. In some cases, students find it difficult to relate to learning material that lacks cultural relevance to their environment.

Furthermore, the growing dominance of foreign languages, especially English, while offering global connectivity, can reduce interest in the native language. National literature, history, and values often receive less attention, particularly among youth who are more immersed in global pop culture. As a result, moral and cultural degradation becomes a potential threat.

Another significant challenge is the digital divide among educators. While young teachers are often flexible and ready to adapt to modern teaching methods involving digital platforms, older teachers struggle to master these tools. The inability to effectively use smartboards, virtual classrooms, and AI-powered applications can lower the quality of the educational process.

In addition, globalization exposes students to unfiltered information on the internet, which can be harmful. With limited digital literacy among both teachers and parents, students may be exposed to inappropriate content, potentially affecting their moral and ethical development.



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Despite these challenges, globalization also fosters creative approaches to pedagogy. In Uzbekistan, the “New Uzbekistan – New Education” reforms are being actively implemented. Curricula are being updated, teacher retraining programs have been introduced, and best international practices are being localized. However, these efforts must be harmonized with national traditions and values.

It is crucial that students learn to think critically, communicate across cultures, and evaluate the information they consume. Teachers must continue improving their competencies, adapting to a rapidly evolving educational landscape without compromising national identity.

Xulosa:

Globallashuv zamonaviy ta’lim tizimini tez sur’atlarda o’zgartirmoqda. Bu jarayon pedagogikaga ijobiy imkoniyatlar bilan birga jiddiy muammolarni ham olib kirgan. O’qituvchilarning texnologik bilimlarini oshirish, o’quv dasturlarini milliy qadriyatlarga moslashtirish va yosh avlodni ma’naviy-axloqiy jihatdan tarbiyalash globallashuvga mos raqobatbardosh ta’lim tizimini shakllantirishga xizmat qiladi. Shunday ekan, pedagoglar zamon bilan hamnafas bo’lishi, lekin milliy o’zligini yo’qotmasligi kerak.

Conclusion:

Globalization brings rapid changes to the education system. Along with great opportunities, it poses complex challenges that must be addressed thoughtfully. Teachers must be technologically proficient and culturally grounded. By preserving national identity while embracing global standards, it is possible to build an education system that is both modern and rooted in tradition.

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