oqibatlarga olib keladi. Kaltsiyning eng yaxshi shakli, ayniqsa inson tanasi tomonidan oson so'riladi, sut va turli sut mahsulotlari tarkibidagi kaltsiydir. Bu holda nonni kaltsiy bilan boyitishning yagona usuli, uni ideal deb hisoblash mumkin - bu yog'siz sutni - barcha minerallar, vitaminlar va oqsillarni o'z ichiga olgan tabiiy mahsulot.

FODALANILGAN ADABIYOTLAR.

1.Ауэрман Л. Я. Технология хлебопекарного производства / Л.Я.Ауэрман ; под общ. ред. Л. И. Пучковой. — СП б.: Профессия, 2002. — 414 с.

2.Богатырева Т. Г. Новое в производстве пшеничного хлеба на заквасках / Т. Г. Богатырева, Р.Д. Поландова. — М. : ЦНИИТЭИ хлебопродуктов, 1994. - 46 с. 3.Гигиенические требования безопасности и пищевой ценности пищевых продуктов : СанПиН 2.3.2.1078—01. —М .: РИТ Экспресс, 2002. — 216 с. 4.Донченко Л. В. Безопасность пищевого сырья и продуктов питания / Л.В.Донченко, В.Д.Надыкта. — М .: Пищевая промышленность, 1999. — 352

IMPROVING THE QUALITY OF PRIMARY EDUCATION THROUGH DIGITAL TECHNOLOGY

Rahmatova Shahnozabonu
Student at TMC institute in Tashkent

Annotation: *The importance of technology as a learning aid for young children's cognitive, social, and learning development is becoming increasingly acknowledged. Even young children are exposed to the newest technology these days, including smartphones, tablets, and e-readers, as many parents and teachers have seen. The new technological mode is thought to have some potential as a teaching tool. For the educational media content, there are numerous new platforms available. This article examines how digital technologies can improve the standard of primary education. It looks at the different digital resources and platforms that enhance learning, boost participation, and offer individualised learning opportunities. The study highlights the benefits, challenges, and best practices for integrating technology into primary education settings, ultimately advocating for a balanced approach that combines traditional teaching methods with innovative digital solutions.*

Keywords: *Digital technologies, primary education, quality improvement, e-learning, educational tools, engagement, personalized learning*

Introduction

Digital technologies are developing quickly in the modern world. Every aspect of our life is impacted by this change, including schooling. Teachers must be prepared to employ digital technology to enhance learning and promote children's development because children are growing up in a world where these tools are now a necessary part of their everyday life.

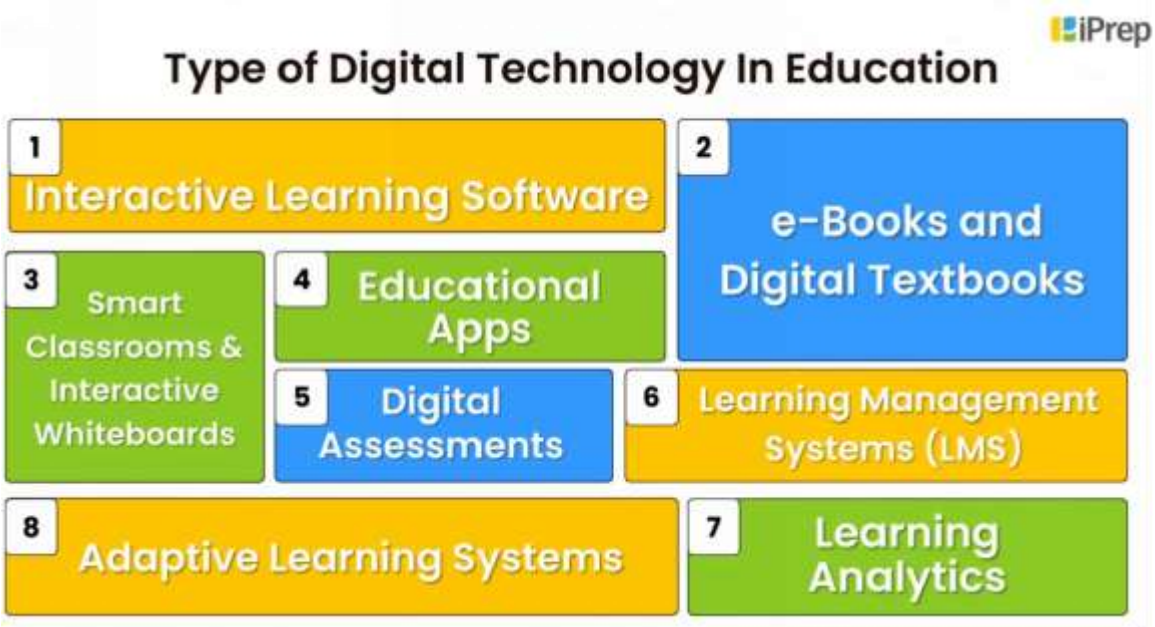
In an increasingly digital world, the integration of technology in education has become imperative. The quality of primary education is foundational to a child's development and future success; therefore, leveraging digital technologies can significantly enhance educational outcomes. This article aims to investigate how digital tools and resources can improve the quality of primary education by fostering engagement, facilitating personalized learning experiences, and providing access to a wealth of information. The rapid evolution of digital technologies presents both opportunities and challenges for educators. While some schools have embraced technological advancements, others struggle with implementation due to resource constraints or lack of training.

Main Part

The phrase "digital technology" is quickly becoming a crucial component of everything and everything in our environment. Like wildfire, digital technology is engulfing our contemporary world and causing change in all spheres, including education. As technology forges on into the future, its quick growth is changing how we connect, learn, and obtain information, posing both new opportunities and difficulties. Together, these factors are expanding the potential of digital technology in education every day, enabling it to support both teaching and learning.

These days, technology is increasingly acknowledged as an important educational tool that can support young children's cognitive, social, and learning development. Even if some experts oppose the use of technology in education, the benefits of technology have been widely acknowledged in the field and have been shown to be highly beneficial for young children's development. Compared to children who do not use technology for their education, those who use it demonstrate superior language skills, IQ, structural understanding, and problem-solving abilities [1]. Even at a young age, today's kids are exposed to more advanced technology. Utilising the newest technologies can undoubtedly open up amazing learning opportunities. However, technology cannot enhance children's

learning and development to the fullest extent if there is no educational component. Early childhood programs' educational component frequently include an adult being present, interacting with the kids, and offering chances for peer-to-peer learning to support and assist them in developing the skills they need to succeed [2].



Without a doubt, technology plays a significant role in the lives of the majority of kids nowadays. To give teachers and students the chance to become accustomed to using contemporary technology as an efficient teaching tool, several schools have also included technology as a learning tool in their curricula. However, there are other academics in the field that are uncertain regarding the use of educational technology in young children's classrooms [3]. Concerns about young children's usage of computers and mobile devices are common among educators and parents. Additionally, because these technological things were not available while they were growing up, they struggle to comprehend whether it is for the best. While some believe that children should be playing outside or reading a book instead of using technology, others believe that technology is beneficial for children's futures [4].

Teachers worry that students will miss out on important experiences that support their development if computer technology becomes a part of the classroom through the use of electronic worksheets and programmed instruction. However, there are many of well-known software applications for young children that prioritise learning above developmentally inappropriate approaches, so these worries are not unfounded. However, a number of developments in educational technology may cause early childhood educators to reconsider the possibilities of using technology in the classroom [3]. Preschool teachers typically invest a lot of

time in organising and creating the lesson plans, which frequently leaves them feeling worn out. These materials also need a lot of storage space. Conversely, interactive technology is far more appealing, adaptable, and long-lasting. Preschoolers are thought to find it much easier to learn their study materials thanks to interactive technology. However, as interactive whiteboards are more common in primary schools than in preschools, interactive technology is equally beneficial for elementary school students. One potential option is to introduce iPads to preschoolers. Furthermore, it is clear that from 2011 [5], the Apple iPad has been included into preschool teaching on a large scale.

The International Society for Technology in Education's (ISTE 1998) national criteria for educational technology give a clear picture of the information and abilities that young children should be learning in their formative years. These criteria can be used as a guide when choosing which apps and applications to use with kids. Children typically begin using technology as part of their academic pursuits in school as they get older and enter elementary school. Technology should be used in ways that are creative, collaborative, and developmentally appropriate for kids [3].

Due to technological developments in data networks and wireless handwidth, mobile devices are getting more and more popular, and their capabilities and quality are improving [6]. Perhaps the biggest development area in the whole field of ICT in education is mobile learning, or m-learning. It includes any type of instruction that is facilitated by a mobile device. Digital media players, tablets, smartphones, and PDAs are some examples of these gadgets. They differ from portable electronics like laptops, which are also portable, but they still don't have the same portability and convenience as smaller handheld gadgets [7].

Through educational collaboration, digital technology extends beyond creative and unconventional teaching and learning approaches [8]. Unquestionably, computer technology enhance innovative teaching and learning methods. Enhancing education quality is the aim of incorporating digital technologies into the learning process [9]. For pupils at different educational levels, ICT assists the teacher in presenting the content in an intelligible manner [10][11].

Mobile technologies are integrating with almost every element of our life, including various tools, gadgets, apps, virtual worlds, and online learning environments, offering learners 24/7 access to education whenever they choose. Today's students use tablets, iPads, smartphones, iPods, and other mobile devices to stay connected, and these gadgets are helping instructors create a new learning community for and by the students. The ability to deliver or access instructional content via mobile devices, including smartphones, PDAs, tablets, and cell phones, is known as mobile learning. Digital learning resources, such as any

media or content made accessible on a mobile device, are referred to as educational content. Mobile learning using the handheld devices is in its early stages in terms of both pedagogies and technologies.

Effective implementation of technology in the classroom requires comprehensive training for educators. Teachers must be equipped with the skills to integrate digital tools into their teaching practices effectively. Professional development programs that focus on technology integration can empower educators to leverage digital resources confidently.

The use of digital technologies in the process of primary education has important practical significance. The main ones of such importance are:

1) interest primary school students in learning;

2) preparation of educational materials according to primary school students on the basis of various tools;

3) presentation of new methodical recommendations for the teacher's book of elementary school teachers;

4) updating the teaching process in primary education;

5) introducing experiences of foreign countries into the teaching process;

6) popularizing the individual experiences of skilled primary school teachers;

7) improving the quality of primary education based on digital technologies.

To successfully integrate digital technologies into primary education, schools should adopt best practices that promote effective usage:

• Blended Learning Models.Combining traditional teaching methods with online resources can create a balanced approach that caters to various learning preferences.

• Collaboration and Communication Tools. Utilizing platforms like Google Classroom or Microsoft Teams can facilitate collaboration among students and communication between teachers and parents.

• Continuous Assessment. Implementing formative assessment tools allows educators to monitor student progress and adjust instruction accordingly.

Conclusion: Digital technologies hold immense potential for improving the quality of primary education by enhancing engagement, personalizing learning experiences, and providing access to a wealth of resources. However, successful integration requires addressing challenges related to infrastructure and teacher training. By adopting best practices and fostering a culture of innovation within educational institutions, stakeholders can harness the power of digital technologies to create enriching learning environments for all students. As we move forward into an increasingly digital age, it is crucial to strike a balance between traditional pedagogical approaches and innovative technological solutions to ensure that every child receives a high-quality education.

The education is currently moving to a new level, where the priority is not only to fulfil the requirements of the programme, but also to take into account the students' interests and individual abilities. The use of digital educational technologies expands the students' horizons, opens up new opportunities for acquiring knowledge in the most structured and understandable form. The promising areas for further research are studying the impact of the use of digital technologies for the development of information literacy and critical thinking.

REFERENCES

1. Leslie J. Couse and Dora W. Chen, "A Tablet Computer for Young Children? Exploring Its Viability for Early Childhood Education", Journal of Research on Technology in Education, Vol. 43, No. 1, pp. 75-98,2010
2. Lilla Dale McManis and Susan B. Gunnewig, "Finding the Education in Educational Technology with Early Learners", Technology and Young Children, May 2012
3. Murphy, Karen, Roseanne DePasquale, and Erin McNamara "Meaningful Connections: Using Technology in Primary Classrooms." Young Children 58.6 (2003): 12-18
4. Plowman, Lydia, and Joanna McPake, "Seven myths about young children and technology" Childhood Education 89.1 (2013): 27-33.
5. Lee, Lai-Chung, and Whei-Jane Wei, "Child-computer Interaction Design and Its Effectiveness" Research & Practice in Technology Enhanced Learning8.1 (2013): 5-19.
6. Suki, Norazah Mohd, and Norbayah Mohd Suki "Are lecturers' ready for usage of mobile technology for teaching.", World Academy of Science, Engineering and Technology, 54 (2009)
7. Pegrum. Mark, Grace Oakley, and Robert Faulkner "Schools going mobile: A study of the adoption of mobile handheld technologies in Western Australian independent schools.", Australasian Journal of Educational Technology, 29.1 (2013)
8. Qureshi, M., Khan, N., Raza, D., Imran, A., & ismail, F. (2021). Digital technologies in Education 4.0. does it enhance the effectiveness of learning? A systematic literature review. International Journal of Interactive. Mobile Technologies, 15, 31. https://doi.org/10.3991/ijim.v15104.20291
9. Singh, M. N. (2021). Inroad of digital technology in education: Age of digital classroom, Higher Education for the Future, 8(1), 20-30. https://doi, org/10.1177/23476311209802

10. Ratheeswari, K. (2018), Information communication technology in education. Journal of Applied and Advanced research, 3(1), 45-47, https://static.jobgam.com/ov/Rukaya17486d/Rukayat1648653742826-ov.pdf

11. Stringer, E, Lewin, 0, & Coleman, R. (2021). Using Digital Technology to Improve Learning Guidance Report, Education Endowment Foundation, https://d2rio4wvoliusb.cloudfront. net/production/eef-guidance-reports/digital/EEF Digital_Technology_Guidance_Report. pdf?v=1695267057

12. Kyssyrauova Shynar Anderbekovna Innovative technologies in primary school // International scientific review. 2019. №LVII.

AYOLLARNI TADBIRKORLIKKA JALB QILISHNING IQTISODIY-IJTIMOIY AHAMIYATI.

Qulmurotov Sohibjon Jumaniyozovich
Axborot texnologiyalari va menejment universiteti
“Iqtisodiyot” kafedrasi katta o‘qituvchisi
e-mail: ***sohibkulmurotov@gmail.com***
Ergasheva Laziza Sohib qizi
Axborot texnologiyalari va menejment universiteti
“Bank ishi” yo‘nalishi I – bosqich BI-90-24 guruh talabasi

Annotatsiya. *Ushbu maqolada ayollarni tadbirkorlikka jalb qilishning iqtisodiy va ijtimoiy sohalardagi ahamiyati chuqur tahlil qilinadi. Tadqiqotda gender tengligi, iqtisodiy rivojlanish va ijtimoiy barqarorlik o‘rtasidagi o‘zaro bog‘liqlik O‘zbekiston misolida ko‘rib chiqiladi. Ayollarning tadbirkorlikdagi faolligini oshirish orqali mamlakat iqtisodiyotiga qo‘shadigan hissasi, shuningdek, oilaviy va jamoat hayotidagi ijtimoiy ta’siri muhokama qilinadi. Maqolada, shuningdek, tadbirkor ayollarni qo‘llab-quvvatlash bo‘yicha davlat siyosati, mavjud muammolar va ularni bartaraf etish uchun zarur bo‘lgan chora-tadbirlar tahlil etiladi.*

Kalit so‘zlar: *Ayollar tadbirkorligi, gender tengligi, iqtisodiy rivojlanish, ijtimoiy barqarorlik, O‘zbekiston.*

Abstract. *This article provides an in-depth analysis of the economic and social significance of involving women in entrepreneurship. The research examines the interconnection between gender equality, economic development, and social stability in the context of Uzbekistan. It discusses the contribution of increasing women's entrepreneurial activity to the country's economy, as well as the social*