

## INTERPRETATION OF CONCEPTS OF DIGITAL LEARNING ENVIRONMENT IN THE FIELD OF PEDAGOGICAL ACTIVITY

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**Abstract:** This thesis explores the meaning and interpretations of the concept of the digital learning environment in the field of pedagogical activity. The integration of the digital environment into the learning process expands the possibilities of applying innovative approaches in the teacher's professional activity, developing the learner's personality, and increasing the effectiveness of education. The research results show that the digital learning environment not only updates the technical base of the educational process but also elevates pedagogical methods and technologies to a new qualitative stage. Moreover, it helps to develop independent thinking and metacognitive skills in students.

**Keywords:** Digital learning environment, pedagogical activity, innovative approach, interactivity, metacognitive thinking, digital learning, digital literacy, digitalization of education, and others.

A number of goals are set in the reform of the educational processes of the Republic of Uzbekistan. One of these goals is to train future pedagogical personnel in accordance with the requirements of the time and to educate well-rounded individuals. Any complex modern information technologies, integrations, and groundbreaking innovations in science are first mastered by the teacher, and then conveyed to students through their knowledge, worldview, intellectual level, and abilities [1].

To successfully develop the professional characteristics of future specialists, it is necessary to combine digital technologies and the main types of pedagogical activity. The use of digital technologies in various stages of education leads to the need to define relevant terms and apply them in pedagogical practice. These terms include digital learning, digital literacy, and digitalization of education.

Digital learning is one of the educational directions that includes teaching students using mass media such as television, radio, cinema, press, video and audio devices (recorders, players), telephone (SMS messages), electronic computer products (CD-ROMs, multimedia encyclopedias), the Internet (educational, informational, technological websites, web conferences, and online or distance education programs).

The concept of "digital literacy" refers to the knowledge, skills, and competencies necessary for everyone to operate in a digitalized society.

The term "digitalization of education" can be understood broadly and narrowly. In the broad sense, it is a modern trend in developing the didactics and unique methods of teaching. This concept consists of theoretical understandings and technologies developed for designing computer-based teaching and learning programs. In the narrow sense, it refers simply to learning through computers.

In the digital learning environment, the use of information technology tools in developing the acmeological position of future primary school teachers plays a crucial role. This process involves

mastering knowledge and forming professional skills using various methods and technologies. Such activities contribute to improving the quality of education, creating new forms of interaction between future teachers, and expanding the pedagogical capabilities of the digital learning environment.

The development of the digital learning environment has a significant impact on society, individuals, and the prospects of civilization development. The process of organizing a digital environment using advanced information technologies is closely connected with the digitalization process in higher education. Linking this activity to production processes is of great importance.

Researchers M.Y. Vaindorf-Sysoeva and M.L. Subocheva explained that the concept of the digital learning environment is interpreted as a set of open information systems that implement various tasks in the educational process [2].

According to T.V. Nikulina and E.B. Starichenko, the digital learning environment requires teachers to develop new perceptions of the world that reflect diverse views, moral values, behavioral norms, religions, beliefs, life guidelines, and cultural characteristics. It also demands innovative approaches and forms of working with students [3].

In her research, A.R. Aripdjanova emphasized that the global informatization of modern society calls for one of the main tasks of education to be the development of information culture among learners. The information culture of pedagogical staff should not be limited to computer literacy but also include a developed informational worldview, orientation, creativity, and the ability to apply and acquire new informational knowledge and skills. This should be considered an aspect of personal development [4].

In everyday life, the digital learning environment and digital technologies used in professional activities serve to improve the lifestyle of people at a certain stage of historical development while also being recognized as an integral part of modern society [5].

The digital learning environment is an inseparable part of the modern pedagogical process, taking the content, form, and methods of education to a new qualitative level. Its pedagogical interpretation contributes to improving teacher-student communication, organizing the learning process, monitoring and evaluation, and expanding opportunities for independent learning.

The main pedagogical characteristics of the digital environment include interactivity, flexibility, individual approach, opportunities for collaboration, and rapid updating of information. These opportunities help develop metacognitive thinking, creative approaches, and information-communication literacy among students.

Thus, the pedagogical interpretation of the digital learning environment creates a strong theoretical and practical foundation for the innovative development of the education system and contributes to improving the efficiency of teachers' activities while ensuring the comprehensive development of learners.

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