

**TEACHING COMPULSORY SUBJECTS BASED ON DIGITAL PROGRAMS IS A  
PROBLEM**

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**Abstract:** This article analyzes the problems that arise in the process of teaching compulsory subjects in the context of a digital education system. In recent years, the digitization of the educational process, the establishment of teaching through online platforms and electronic programs has become one of the priority areas of state policy. However, in this process, factors such as insufficient digital competence of teachers, shortcomings in technical support, decreased motivation of students, and weak supervision have a negative impact on the quality of education. The article analyzes the causes and consequences of these problems and develops practical proposals and recommendations to eliminate them. They can be used to improve the digital education system and create effective teaching strategies for compulsory subjects.

**Keywords:** digital education, compulsory subjects, teaching problems, digital competence, quality of education.

In recent years, the education system has been rapidly digitizing worldwide. At a time when digital technologies have become an integral part of the educational process, the development of digital education, the effective use of electronic resources, and the organization of the educational process through modern programs have become one of the priority areas of state policy in the Republic of Uzbekistan. This process, of course, leads to positive results, such as improving the quality of education, developing independent thinking among students, and a culture of working with information. At the same time, a number of pedagogical, methodological, and technical problems are also emerging in the process of teaching compulsory subjects based on digital programs. First of all, factors such as the fact that teachers' skills in using information and communication technologies are not always sufficient, the unstable operation of the Internet in some regions, and the inability of students to fully adapt to

the digital educational environment negatively affect the effectiveness of the educational process. The regulatory and legal framework for digital education is set out in the Law of the Republic of Uzbekistan "On Education" (September 23, 2020, No. 637) and the "Digital Uzbekistan - 2030" strategy. . In particular, Article 30 of the Law "On Education" lists the introduction of information and communication technologies in the education sector, the creation of digital educational resources and their effective use as one of the state's priority tasks.[2;3b] Also, Presidential Decree No. PF-6079 (On Approval of the Strategy "Digital Uzbekistan - 2030", October 5, 2020) stipulates the complete digitalization of educational processes and the expansion of the education system through electronic platforms. In addition, the "Concept for the Introduction of Digital Educational Resources in General Secondary Education" was approved by the Resolution of the Cabinet of Ministers No. 419 of July 9, 2021, which sets out tasks such as improving digital competence for teachers and developing methodologies for working with e-learning programs.[1;2-3b] However, practice shows that a number of problems remain in teaching compulsory subjects based on digital programs. In particular:

- lessons on digital platforms are often not adapted to the individual abilities of the student

- teachers are not sufficiently qualified to use the electronic assessment system;
- there is a decrease in student motivation and social isolation in distance learning;
- the mandatory nature of subjects leads students to a test-oriented approach rather than creative thinking.

To solve these problems, it is necessary to introduce teaching methods based on the principles of digital pedagogy in the educational process, increase the digital culture of teachers, and strengthen interactive cooperation between students and teachers. It is also important to abandon the "one-size-fits-all approach" in teaching compulsory subjects based on digital programs and develop methodological guides based on a person-oriented, creative and differentiated approach. Because digital education is not only a technological process, but also a pedagogical process - in it the human factor, teacher activity, personal motivation and interaction play a decisive role.

The introduction of a digital education system serves to modernize the education system of Uzbekistan, transfer the teaching process to digital platforms and expand the opportunities for students to acquire independent knowledge. At the same time, teaching compulsory subjects based on digital programs is considered one of the most urgent problems today. This process encompasses technical, pedagogical and psychological factors.[5;7-8b] There are technical and

organizational problems in the digital education process. Although large-scale work is currently being carried out in all regions of our country to introduce a digital education system, infrastructure capabilities are not the same everywhere. In some remote areas, schools have low internet speeds, insufficient computers, and outdated multimedia equipment, which affects the quality of the educational process. This, in turn, limits the ability to fully and effectively teach compulsory subjects based on digital programs. For example, in subjects such as mathematics, computer science, or native language, network outages and electronic system failures are often observed when completing assignments through online platforms. Although the document “Development Strategy of New Uzbekistan for 2022–2026”, approved by the Decree of the President of the Republic of Uzbekistan No. PF–60 dated January 28, 2022, sets out specific tasks for the digitization of the education sector, especially the expansion of digital infrastructure, their practical implementation has not yet been fully established. One of the main factors ensuring the effectiveness of the digital education system is the digital competence of the teacher. Many teachers have not yet been able to completely abandon traditional methods and are struggling with processes such as organizing lessons on digital platforms, creating electronic tests, and online assessments. The Order of the Ministry of Public Education of the Republic of Uzbekistan No. 87 dated March 15, 2023 approved the “Program for Improving the Digital Literacy of Pedagogical Personnel”, through which special advanced training courses for teachers were organized. However, these courses have not yet fully covered all teachers. As a result, many errors and inefficient use of time occur when working with digital programs. [6;67b] The teacher must know not only technical means, but also methods for effective communication with students in a digital environment, developing their individual abilities, and forming a creative approach. Digital learning systems help students develop independent thinking, research, and self-management skills. However, when compulsory subjects are taught digitally, problems such as decreased student interest in lessons, screen fatigue, and distraction are observed. The lack of interactivity in digital lessons in most cases, the limited live communication with the teacher, leads to a state of social isolation in the student. Therefore, when developing digital educational programs, it is necessary to take into account the age characteristics, psychological state and level of knowledge of students. [7;45-47b]

In most cases, assessment of students in compulsory subjects on digital platforms is carried out through automated tests. This approach does not allow assessing the student's creative thinking and analytical abilities. As a result, the assessment process is limited only to technical indicators and cannot fully reflect the student's real level of knowledge. In addition,

cases of copying assignments from another source or using artificial intelligence on digital platforms are increasing, which creates unfairness in assessment. Therefore, it is necessary to develop new generation assessment systems and harmonize them in a way that is based on the human factor.

For effective teaching of compulsory subjects based on a digital program, it is advisable to implement the following measures: Increasing the digital competence of teachers - directing them to work with modern platforms, studying the basics of digital methodology and pedagogical design.

1. Developing digital infrastructure - providing all educational institutions with stable Internet, technical means and electronic libraries.

2. Increasing student motivation - using gamification elements, creating interactive lesson models.

3. Improving the assessment system - introducing an assessment system based on creative tasks, projects and problem situations, in addition to automated tests.

4. Developing a concept of digital pedagogy - forming a unified approach that ensures a balance between the teacher, student and technology. The above analysis shows that teaching compulsory subjects based on a digital program, along with new opportunities, creates a number of problems in the education system. First of all, factors such as insufficient digital competence of teachers, imbalances in technical support, the automated nature of the assessment system, and decreased motivation of students have a negative impact on the effectiveness of education. Existing laws and strategies in the field of education, including the Law “On Education”, the “Digital Uzbekistan - 2030” strategy, the Development Strategy of New Uzbekistan (2022–2026), and Resolution of the Cabinet of Ministers No. 419, create a legal framework for the development of digital education. However, their full implementation in practice and ensuring their effectiveness require consistent control, methodological support, and a system of continuous professional development of teachers.

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