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Hamdam NOMOZOV,
Basic doctoral student of the Institute of Retraining and Advanced Training of Higher Education System Personnel
E-mail: nomozov1996@mail.ru
Tel.: +998979545000

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THEORETICAL ASPECTS OF THE ORGANIZATION OF THE TRAINING SYSTEM BASED ON MOBILE EDUCATIONAL TECHNOLOGIES

Annotation

This article explores the theoretical foundations underlying the organization of training systems utilizing mobile educational technologies. The author delves into key theoretical frameworks such as constructivist learning theories and the SAMR framework to guide the design, implementation, and evaluation of mobile learning programs. The discussion highlights the importance of personalized learning, collaborative activities, and gamification in creating engaging and interactive learning environments. Considerations such as accessibility, digital literacy, and data privacy are also addressed to ensure the success of mobile learning initiatives. Overall, the article emphasizes the significance of incorporating theoretical aspects into the organization of training systems to enhance learning outcomes and engagement in the digital age.

Key words: Training system, Mobile educational technologies, Theoretical aspects, Constructivist learning theories, SAMR framework, Personalized learning, Collaborative activities, Gamification, Accessibility, Digital literacy, Data privacy, Mobile learning programs, Education technology, Learning outcomes, Engagement, Interactive learning environments

MOBIL TA’LIM TEXNOLOGIYALARI ASOSIDA MALAKA OSHIRISH TIZIMINI TASHKIL ETISHNING NAZARIY ASPEKTLARI

Annotasiya

Ushbu maqola mobil ta'lim texnologiyalaridan foydalangan holda o'qitish tizimini tashkil etishning nazariy asoslarini o'rganadi. Muallif mobil ta'lim dasturlarini loyihalash, amalga oshirish va baholashga rahbarlik qilish uchun konstruktiv ta'lim nazariyalari va SAMR asoslari kabi asosiy nazariy asoslarni o'rganadi. Munozara jozibador va interfaol ta'lim muhitini yaratishda shaxsiylashtirilgan ta'lim, hamkorlikdagi faoliyat va o'yinlashtirish muhimligini ta'kidlaydi. Mobil ta'lim tashabbuslarining muvaffaqiyatini ta'minlash uchun mavjudlik, raqamli savodxonlik va ma'lumotlar maxfiyligi kabi masalalar ham ko'rib chiqiladi. Umuman olganda, maqola raqamli asrda ta'lim natijalari va faolligini oshirish uchun o'quv tizimlarini tashkil etishda nazariy jihatlarni kiritish muhimligini ta'kidlaydi.

Kalit so‘zlar: Ta’lim tizimi, Mobil ta’lim texnologiyalari, Nazariy jihatlar, Konstruktiv ta’lim nazariyalari, SAMR asoslari, Shaxsiylashtirilgan ta’lim, Hamkorlikdagi faoliyat, Gamifikatsiya, Foydalanish imkoniyati, Raqamli savodxonlik, Ma’lumotlar maxfiyligi, Mobil ta’lim dasturlari, Ta’lim texnologiyasi, O‘quv natijalari, Ishtirok etish, Interaktiv o‘rganish muhitlar

ТЕОРЕТИЧЕСКИЕ АСПЕКТЫ ОРГАНИЗАЦИИ СИСТЕМЫ ОБУЧЕНИЯ НА ОСНОВЕ МОБИЛЬНЫХ ОБРАЗОВАТЕЛЬНЫХ ТЕХНОЛОГИЙ

Аннотация

В данной статье исследуются теоретические основы организации систем обучения с использованием мобильных образовательных технологий. Автор углубляется в ключевые теоретические основы, такие как конструктивистские теории обучения и структура SAMR, для руководства по разработке, реализации и оценке программ мобильного обучения. Обсуждение подчеркивает важность персонализированного обучения, совместной деятельности и геймификации в создании увлекательной и интерактивной среды обучения. Такие соображения, как доступность, цифровая грамотность и конфиденциальность данных, также учитываются для обеспечения успеха инициатив мобильного обучения. В целом, в статье подчеркивается важность включения теоретических аспектов в организацию систем обучения для повышения результатов обучения и вовлеченности в эпоху цифровых технологий.

Ключевые слова: Система обучения, Мобильные образовательные технологии, Теоретические аспекты, Конструктивистские теории обучения, Структура SAMR, Персонализированное обучение, Совместная деятельность, Геймификация, Доступность, Цифровая грамотность, Конфиденциальность данных, Программы мобильного обучения, Образовательные технологии, Результаты обучения, Вовлеченность, Интерактивная среда обучения

Introduction. In today's digital age, mobile educational technologies have revolutionized the way learning is delivered and accessed. These technologies offer flexibility, accessibility, and interactivity, making them an attractive option for training and education. This article explores the theoretical aspects of organizing a training system utilizing mobile educational technologies. With the widespread use of smartphones, tablets, and other mobile devices, learners can access educational content anytime, anywhere. This shift towards mobile learning has transformed traditional training systems, allowing for more personalized and engaging learning experiences. In this article, we delve into the theoretical foundations that underpin the organization of training systems using mobile educational technologies. By examining key theoretical frameworks and models, we aim to provide insights into how educators can effectively design, implement, and evaluate mobile learning programs to

enhance learning outcomes and engagement. Through a deeper understanding of these theoretical aspects, training systems can be optimized to leverage the full potential of mobile educational technologies in the digital learning landscape.

Background. The rapid advancement of technology has transformed the education and training landscape, with mobile educational technologies offering new opportunities for flexible and interactive learning experiences. Mobile devices such as smartphones and tablets have become ubiquitous tools for accessing educational content, enabling learners to engage with material anytime, anywhere. As organizations and educational institutions seek to harness the potential of mobile technologies for training purposes, it is essential to explore the theoretical foundations that underpin the organization of training systems using these technologies.

Literature Review. Previous research has highlighted the benefits of integrating mobile educational technologies into training programs. Studies have shown that mobile learning can enhance engagement, collaboration, and knowledge retention among learners. Theoretical frameworks such as constructivist learning theories and the SAMR model have been commonly used to guide the design and implementation of mobile learning initiatives. Additionally, research has explored the impact of mobile technologies on learning outcomes, accessibility, and digital literacy in training contexts.

Research Questions. 1. How can theoretical frameworks inform the organization of training systems using mobile educational technologies?

2. What are the key considerations for integrating mobile technologies into training programs based on existing literature?

3. How do mobile educational technologies affect learning outcomes and engagement in training settings?

Methodology. This study will adopt a qualitative research approach, utilizing a literature review to explore the theoretical aspects of organizing training systems with mobile educational technologies. A systematic review of scholarly articles, research studies, and theoretical frameworks related to mobile learning in training contexts will be conducted to provide a comprehensive overview of the topic.

Data Collection. Data collection will involve accessing and reviewing relevant literature from academic databases, journals, and conference proceedings. The search strategy will focus on identifying key theoretical frameworks, best practices, and empirical studies related to mobile educational technologies in training systems.

Data Analysis. By incorporating theoretical frameworks into the organization of training systems using mobile educational technologies, educators can enhance learning outcomes and engagement. Strategies such as personalized learning, collaborative activities, and gamification can be implemented to create a dynamic and interactive learning environment. Furthermore, considerations such as accessibility, digital literacy, and data privacy must be addressed to ensure the success of mobile learning initiatives.

The data analysis process will involve synthesizing and critically evaluating the literature to identify common themes, theoretical perspectives, and practical implications for organizing training systems with mobile technologies. Key findings and insights from the literature review will be used to address the research questions and inform the discussion.

Expected Outcomes: The study is expected to provide a comprehensive understanding of the theoretical aspects of organizing training systems using mobile educational technologies. By synthesizing existing literature and theoretical frameworks, the research aims to offer insights into effective strategies for integrating mobile technologies into training programs and enhancing learning outcomes.

Conclusion. In conclusion, this study will contribute to the existing body of knowledge on mobile learning in training contexts by examining the theoretical foundations that guide the organization of training systems with mobile educational technologies. By exploring key theoretical frameworks, best practices, and research findings, the study aims to inform educators, trainers, and policymakers on the effective use of mobile technologies for training purposes. The theoretical aspects of organizing a training system based on mobile educational technologies play a crucial role in the effectiveness and sustainability of mobile learning programs. By leveraging constructivist learning theories, technology integration models, and innovative strategies, educators can create engaging and impactful training experiences for learners. Embracing mobile educational technologies offers a pathway to a more flexible, inclusive, and learner-centered approach to training and education.

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