THE ROLE TECHNOLOGY PLAYS IN THE KNOWLEDGE CREATION PROCESS

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ABSTRACT

In this article analyzed new knowledge through using long-term innovative technology when defining and comparing 21st century skills and assessments.

Keywords: Innovative, technology, access, Inventive thinking, professional skills, critical thinking, English language.

INTRODUCTION

This study purposes at developing a better understanding of the different mechanisms that affect technology in creation knowledge process. We need highly qualified teachers who:

1) know their subject area or content well;

2) know how to help students learn;

3) connect students’ learning to their lives and experiences;

4) involve students’ families and communities;

5) take student learning outcomes into consideration and adjust their teaching to increase the prospects for learning and to decrease the chances for failure;

6) respect students and care about their learning;

7) seek and access new knowledge.

But there is no doubt that, our world and lives are becoming increasingly global and numerical (Brown Lauder & Ashton, 2008). Such situation, explained Varis (2007), have the outcomes and requirements of people’s working and educational lives. Despite the developing cognizance of the necessity for encouraging the role of information and relation technology in different fields of the working life, also confusion over the effectual utilization of educational ways on how to become knowledgeable in today’s enlightened society is growing significantly. Some people these days claim that governments and schools should give attention to ablate obstacles
to access and dependency bolstering professional growth, hastening E-learning innovation, promoting digital literacy, and effectuating lifelong learning.

**METHODOLOGY**

Assistive technology can be defined as an item, piece of equipment or product system that can be used to maintain, increase or improve functional capabilities for any person with a special need. Thus, the incorporation of educational technology can also provide benefits to students with disabilities who may be in a better position to customize learning for students with special needs.

On the other hand, the students of English language used to have various backgrounds, a host of accomplishment levels, and different learning styles which effect their ability to study and use the foreign language. At the same time, it is not simply interests of learners in attaining a high command of the diverse language skills needed in social situations, they are also involved with the acquirement of the formal academic skills demanded in university.

It is not concrete only system line but according to educational possession we analyzed five educational process that could (and should) be made to update the education system:

- Less academia and more learning
- Education should be a learner-driven
- Students and teachers are people and should be treated as such
- Education should be decentralized
- School should be a likable experience.

The fact of the matter is that a degree is no longer a reliable quantifiable measure of a person’s capacity to work as many of these graduates will have outdated skills with little-to-no experience in soft skills such as learning on their own and updating their personal value to modern needs. This is because learning as we know it is more about cramming as much information as possible to a single individual in as little time as possible. True education is about having the ability to connect dots not the knowledge of what the dots themselves are. This allows individuals to evolve, understand, create, and adapt to whatever they are required to do. It’s a basic skill that should be taught at an early age but sadly it is not. It’s easier for institutions to follow along with the guidelines of the latest pre-approved textbook and prompt kids to memorize hard facts which they could have Google searched at any time. The future of education should teach more skills like work ethic, creativity, teamwork, critical
thinking, complex problem solving, and emotional intelligence let alone practical skills like personal finance savvy or interpersonal intelligence.

**LITERATURE REVIEW**

According to Ledward and Hirata (2011), 21st century skills – these are meaningful knowledge, special skills, the experience and literacy required to succeed in work and life. Ledward and Hirata point out that these skills are more includes technological literacy and critical thinking skills, problem solving, communication and team work. Eventually, they permit people to progress in the new economy since they support people:

a) access, manufacture and exchange information;
b) work collaborate on differences to solve complex problems;
c) creation of new knowledge through long-term innovative use technology.

Several to analyze 21st century skills conceptual models are created. This is one such model invited by the North Central Regional Training Laboratory and Metiri group (Lemke, 2002). Lemke (2003) explains that this model ensures a structure to determine what students need to thrive in today’s digital age. The framework defines four general skills through four dimensions: digital-age literacy, inventive thinking, effective communication and high productivity. The first dimension encompasses use of digital technologies and means of communication to create, information management and evaluation to work in knowledge society. Inventive thinking is concerned with people’s cognitive abilities application of information technology in complex and stable situations and understanding the consequences of this. The third dimension includes the ability to communicate verbally or clearly with others in writing using a wide range of media and technology. Finally, high productivity covers the ability to prioritize, plan, and manage relevant things, high quality products and results. See the table below.

The Engauge Dimensions of 21st Century Learning

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<tr>
<th><strong>Digital Age Literacy</strong></th>
<th><strong>Inventive Thinking</strong></th>
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<tr>
<td>Basic, Scientific and Technological Literacy Managing</td>
<td>Adaptability Managing</td>
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<td>Complexity Visual and Information Literacy and Self-Direction Cultural Literacy and Global Awareness</td>
<td>Complexity and Self-Direction</td>
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<td>Cultural Literacy and Global Awareness</td>
<td>Cultural Literacy and Global Awareness</td>
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<tr>
<td>Curiosity, Creativity and Risk-Taking Higher-Order Thinking and Sound Reasoning</td>
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Effective Communication

Teaming, Collaboration and Interpersonal Skill and Managing for Results Person, Social and Civic Responsibility Interactive Communication

High Productivity

Prioritizing, Planning Interpersonal Skills and Managing for Results Person, Effective Use of Real-World Tools, Ability to Produce Relevant, High-Quality Products

Undoubtedly, the significance of the recent socio-economic changes has been great impact on education and upbringing. In this regard, Wyn (2009) emphasizes the pace of change only requires new skills to learn more often, but also requires a certain amount of modern technology new interactions that are acceptable both in private life and in the workplace. For her, these new needs mean that people can do it on a regular basis develop a variety of skills and have unprecedented job opportunities to survive.

According to Wyn, researchers, policymakers, teachers and other stakeholders need to reflect on the skills and attitudes that people need in order to participate effectively in work and Society, and the role of schools and educators in nurturing those abilities and dispositions. The 21st century requires a clear integration of education and innovative skills such as information, media, and digital literacy as well as life and professional skills.

ANALYSIS AND RESULTS

However, there are some ways that technology could be better leveraged to improve learning. They are following:

With the widespread availability of students databases that are able to track individual progress, teachers are encouraged to identify learning objectives and differentiate instruction based on the needs of their students.

Whenever teachers attempt to present instruction using technology, they should do so using a channel that is relevant to the objectives, the learning style, mode and the technology selected.

When evaluating technology – based instruction, there needs to be appropriate evaluation techniques that are in line with the methods of instruction, objectives, and the technology.

Teachers can design follow –up activities when using technology to evaluate students’ learning and the role technology played in that process.
CONCLUSION

Overall, technology is central to many sectors of society and its integration into the education process has great promise for student learning. With technology, one can expect increased efficiency and effectiveness on both the part of teachers and students. Technology can also prompt pedagogical change and address issues that affect learning, teaching and social organization. Technology can therefore be seen as both a tool and a catalyst for change. Students should embrace technology for them to benefit and teachers should be open to introducing technology into the classroom to improve and innovate their teaching practice.

Consequently, general schools and foreign language classrooms should provide internships and, in particular, students procurement and development processes creativity, critical thinking, collaboration, media literacy, initiative and self-management, social and intercultural skills.

REFERENCES

3. Raymond S. Hackett “Increasing Educational Effectiveness”.