



**MUHAMMAD AL-XORAZMIY**

**“ILM-FAN VA TA'LIMDA  
INNOVATSION YONDASHUVLAR,  
MUAMMOLAR, TAKLIF VA YECHIMLAR”**

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**ORGANIZATION OF TEACHER'S ELECTRONIC REPORTING**  
**VIA GOOGLE CLASSROOM**

*Solieva Munavvar Ahmadovna*  
*Teacher of the English Linguistics Department,*  
*Bukhara State University*  
*E-mail: [smunavvar2015@gmail.com](mailto:smunavvar2015@gmail.com)*

Interest in online learning (remote learning using any gadget connected to the Internet, in the "here and now" mode) has increased unusually in the last year due to the pandemic, both sides of the educational process began to master the work in the online environment at an incredible speed, to form computer and digital competencies.

The educational process itself has changed significantly: it has become more flexible, changeable, variable; the activity of a teacher has become mobile, "the effectiveness of which depends on his ability to adapt methodological approaches and teaching materials to the capabilities, goals and competencies of the student" (Zankova, 2019: 29). Various terms are used to refer to this phenomenon. The concept of "distance learning (online learning)" characterizes the form of learning, and the concept of "e-learning" characterizes the means of learning. It should be distinguished between the concepts of "distance education" as a process of transferring knowledge, for which the teacher and educational institution are responsible, and "distance learning" as a process of obtaining knowledge, for which the student himself is responsible. The content and technology of distance education determine the technical capabilities of remote students. So, the forms of education depend on whether the student has full access to the Internet or only e-mail.

For the competent and efficient functioning of a controlled system, solutions are often needed that would be aimed at finding adequate ways to adapt to the requirements of modernity. Since informatization in the field of education is gaining more and more popularity, then, as the practice of recent years shows, innovations of this nature are potentially capable of bringing the level of pedagogical management to a qualitatively new level.

This, firstly, can help relieve a practicing manager in the field of education from routine "typing" work, and secondly, it will fully comply with new trends in the field of public and other socially significant relations.

The Google Classroom platform is part of the unified information and educational environment of the school, built on the basis of the free Google Suite for Education (formerly Google Apps for Education).



Initially, the platform was created to develop training courses (both remote and in support of face-to-face).

The use of electronic reporting forms in an educational organization simplifies the collection of the necessary data and subsequent analytical processing of information several times. Moreover, the effectiveness of such a system is recognized by both the university administration and the pedagogical collective, forming between them a stable and continuous connection at all levels of the educational and management system.

Usually, in an educational organization with a developed information environment, the collection of electronic reports is carried out through e-mail, co-editing documents (for example, based on Google Documents) or various templates (for example, based on Google Forms).

By wrapping all possible forms of electronic reporting in a single shell, you can get a synergistic effect.

In turn, the organization of a course in Google Classroom for teachers, designed to inform and collect reports, allows you to get a lot of positive results: *f* a single point of access - for example, you do not need to look for a specific letter in your email inbox;

*f* structured storage - all material is localized in a specific place on Google. Disk;

*f* the possibility of simplified work with document templates - there is no need for detailed training in working with online editors. Each teacher receives a copy of the report, with which he works;

*f* a transparent system of deadlines - each "task" in the course has a due date;

*f* a convenient control system - the administration of an educational organization can easily analyze the number of teachers who have submitted the necessary documents;

*f* a single channel of information - in addition to reporting documentation, the course is used as an information stand;

In addition to all the above-mentioned advantages, each teacher finds himself "on the other side of the barricades", gets acquainted with the Google Classroom tool as a student. This saves time on teacher training. It would be incorrect, however, not to indicate the possible risks of using this kind of reporting method.

First of all, teachers who are unfamiliar with the advanced technologies of the information space may have problems using this platform.

Another problem is the psychological barriers caused by teachers' fears and unwillingness to move to new forms of interaction with the school administration. The teacher, due to his conservatism, hardly learns new knowledge.

It seems that the solution of these problems is potentially capable of fulfilling a two-pronged task: firstly, to acquaint teachers with a more effective form of interaction with the administration, and secondly, it will allow them to quickly resolve issues of a pedagogical and other nature, which will undoubtedly contribute to improving the quality of the work of an educational institution. .

Thus, the Google Classroom platform is gradually entering the everyday life and practice of an educational institution, contributing to the solution of a number of tasks, both managerial and educational.

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