

"Information and Communication Technologies in Education"

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Abstract: This work is a description of information and communication technologies (ICT) used in education. The tasks solved through the introduction of ICT in the educational process are outlined. Based on the popularization of this type of technology in education, the advantages and disadvantages in obtaining the necessary knowledge are given.

Keywords: Information, information and communication technologies, computerization, world wide web, electronic resources

The modern period of development of society is characterized by a strong influence on it of computer technologies that penetrate into all spheres of human activity, ensure the spread of information flows in society, forming a global information space. An integral and important part of these processes is the computation of education. Computer technologies are designed to become not an additional "add-on" in learning, but an integral part of an integral educational a process that significantly increases its efficiency.

The creation and development of the Information Society (IS) is subject to the widespread use of information and communication technologies (ICT) in education, which is determined by a number of factors.

First, the introduction of ICT in education significantly accelerates the transfer of knowledge and accumulated technological and social experience of mankind not only from generation to generation, but also from one person to another.

Secondly, modern ICTs, by improving the quality of learning and education, allow people to adapt more successfully and quickly to the environment and the social changes that are taking place. This gives everyone the opportunity to gain the necessary knowledge both today and in the future post-industrial society.

Thirdly, the active and effective introduction of these technologies in education is an important factor in creating a system that meets the requirements of IR and the process of reforming the traditional education system in the light of the requirements of modern industrial society.

The importance and necessity of introducing ICTs into the learning process are noted by international experts in the "Worldwide Report on Communication and Information 1999 - 2000", prepared by UNESCO and published at the end of the last millennium by the Business Press Agency. In the foreword to the report, the Director-General of UNESCO, Federico Mayor, writes that new technologies should be used. to promote "the creation of a better world in which every human being benefits from the achievements of education, science, culture and communication." ICTs affect all of these areas, but perhaps they have the strongest positive impact on education, as they "open up opportunities for entirely new teaching and learning methods".

An important device in the use of ICT is a computer on which all the necessary software and related equipment should be installed: a projector, a multimedia board, speakers, etc.

Such equipment allows you to visually provide information, and it is more accessible to convey to the masses with the help of: presentations, slide shows, tables, video and audio recordings of the necessary material, which with visual perception will be absorbed much faster and in a larger volume. The use of a multimedia board will make the lesson more interesting and colorful, and as we know, the child's brain perceives information better if it is presented in an entertaining form, therefore, the proposed material will be perceived with ease and better deposited in memory.

The educational process should be built in such a way that information and communication technologies complement, and not replace communication and obtaining new knowledge in the chain "teacher-student-teacher".

An example of the successful implementation of ICT was the emergence of the Internet - a global computer network with its almost unlimited possibilities of collecting and storing information, transmitting it individually to each user.

The Internet has quickly found application in science, education, communications, the media, including television, advertising, trade, as well as in other areas of human activity. The first steps towards introducing the Internet into the education system have shown its enormous potential for its development. At the same time, they also identified difficulties that need to be overcome for the widespread use of the Network in educational institutions. This is a much higher cost of organizing training compared to traditional technologies, which is due to the need to use a large number of technical (computers, modems, etc.), software (support for learning technologies), as well as the preparation of additional organizational and methodological manuals (special instructions). It should be noted that the current stage of the use of the Internet in education, especially in Russia, is experimental. The process of accumulating experience is underway, ways are being sought to improve the quality of education and new forms of using ICT in various educational processes. Difficulties in mastering ICT in education arise from the lack of not only a methodological base for their use in this area, but also a methodology for developing ICT for education, which forces the teacher to focus only on personal experience and the ability to empirically look for ways to effectively apply information technologies.

The complexity of the introduction of modern ICTs is also determined by the fact that the traditional practice of their development and implementation is based on the ideology of creating and using information and telecommunication systems in completely different areas: communications, the military-industrial complex, aviation and cosmonautics.

The penetration of modern information technologies into the field of education allows teachers to qualitatively change the content, methods and organizational forms of teaching. The purpose of these technologies in education is to strengthen the intellectual capabilities of students in the information society, as well as humanization, individualization, intensification of the learning process and improvement of the quality of education at all levels of the educational system.

Many teachers are increasingly willing to incorporate modern information technologies into their methodological system. Most often, software tools of educational purpose are used.

Information and communication technologies are an indispensable assistant for distance learning (interaction of the teacher and the student at a distance, preserving all the necessary components of the educational process). In the online mode or with the use of e-mail, there is an exchange of information, a continuous learning process.

Thus, from all of the above, information and communication technologies in education can be classified by the field of methodological purpose into:

1. Teaching (obtaining knowledge, skills, ensuring a sufficient level of assimilation of the material).
2. Simulators (testing your knowledge, practicing skills, practice).
3. Information-search and reference (search for the necessary information).
4. Demonstration (visual perception of the necessary information).
5. Simulation (replacement by a model of a real object, quite accurately describing the real system).
6. Laboratory (the ability to conduct experiments and experiments).
7. Modeling (compilation of an object model).
8. Calculation (automation of calculations, formulas, etc.).
9. Educational and game (the educational process is presented in the form of a game).

Tasks that the teacher can solve with the help of ICT:

- improve the organization of the lesson and increase their individuality in teaching;
- increase interest and productivity in self-preparation of students;
- increase motivation to learn;
- to work out in practice all the advantages of using ICT;
- increase motivation to learn and gain new knowledge;

- to intensify the educational process;
- involve the student in research activities;
- Provide learning flexibility.

In conclusion, I would like to say that in addition to the huge number of advantages of using information and communication technologies in education, there are some shortcomings, and the most important of them is the possibility of using other people's materials, passing off as your own, so to speak, plagiarism. Borrowing ready-made abstracts, solved problems, reports and much more, reduces the effectiveness of training. Therefore, you need to use ICT deliberately and with benefit.

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