

The Role Of Information Technologies In Improving The Knowledge And Talents Of Youth In Modern Philosophical Research

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Annotation

The article shows that the improvement of pedagogical technologies in higher educational institutions depends on the use of modern information and communication networks in the educational process in accordance with the intended purpose.

Annotatsiya

Maqolada oliy ta'lim muassasalarida talabalarni falsafa fanini o'qitish texnologiyalarini takomillashtirish, o'quv jarayonida falsafa fanidan yoshlarni bilimlari va iqtidorini yuksaltirishda zamonaviy axborot kommunikatsiya tarmoqlaridan o'z o'rinida maqsadga muvofiq foydalanishga bog'liq ekanligi ko'rsatib o'tiladi.

Аннотация

В статье показано, что совершенствование педагогических технологий в высших учебных заведениях зависит от использования современных информационно-коммуникационных сетей в учебном процессе в соответствии с целевым назначением.

Keywords: information technologies, distance learning, science and technology, computer, modulation, telecommunications, information, person, intelligence, objectivity, marketing, business technologies, extensive, information communications, investment, informatization, education, spirituality.

Kalit so'zlar: axborot texnologiyalari, masofaviy ta'lim, fan-texnika, kompyuter, moddiylashtirish, telekommunikatsiya, informatsiya, shaxs, intellektual, obyektivlik, marketing, biznes texnologiya, ekstensiv, axborot kommunikatsiya, investitsiya, axborotlashtirish, ma'rifat, ma'naviyat.

Ключевые слова: информационные технологии, дистанционное обучение, наука и техника, компьютер, модуляция, телекоммуникации, информация, личность, интеллектуальный, объективность, маркетинг, бизнес-технологии, экстенсивный, информационные коммуникации, инвестиции, информатизация, просвещение, духовность.

In recent years, as a result of the development of science and technology, information systems, and communications, advanced countries have achieved significant progress in various areas of social development.

These changes and innovations have also penetrated all areas of education and production in Uzbekistan during the years of independence. In certain fields of using modern information technologies within the higher education system, our country has taken its place among the leading countries of the world.

At present, a number of conferences dedicated to the analysis and development of new information technologies in educational standards are regularly held in countries around the world.

The main conclusion drawn from these conferences and exhibitions is that the application of new information technologies in higher education and production contributes to improving the quality of education, enhancing its individualization, and accelerating society's transition to the stage of informatization.

This article is devoted to the issue that currently three main technological directions dominate in education:

- the development and creation of fundamentally new teaching methodologies that allow the use of the technical capabilities of CD-ROM learning materials and computer resources such as text, graphics, colored 3D images, animation, video clips, sound, music, and music control.
- introducing distance learning into the educational process based on new information technologies, which represents a unique new form of education that allows learners to independently manage their studies, particularly within external or remote education systems;
- paying serious attention to the use of modern telecommunications and information network technologies in the field of education.

The essence of these directions is explained by the researcher Ithiel de Sola Pool as follows: "Information is valuable not only because it has the capacity for rapid processing (computerization), but also because it can promptly reach any required place on Earth at the necessary moment under time-critical conditions." [1]

Such a dynamic function of information forms network and inter-network systems in education. The three main components mentioned above are of particular importance in the management of higher education, as they lead to positive changes in the educational process and contribute to increasing the potential of its participants for independent learning. It should be especially emphasized that information is a concept that represents an important part of objective reality and manifests itself in material systems designed for storing, processing, and using the results (traces) of influence. [2] Objectivity, materialization, and the possibility of transmission are among the most important characteristics of information.

"The study of information is closely connected with the analysis of the information-management process, because information exists within it as a functional property." [3]

It is well known that another important sphere in which information technologies influence human beings is directly connected with the educational process. In an information society, technologies that possess strong transformative influence are explained by the researcher Ye. Zhukov as follows: "Information technologies that affect the socio-cultural sphere (Hi-Tech), the emerging high humanitarian technologies (High-Hume), as well as political technologies such as PR technologies, marketing, business technologies, and other developing independent socio-cultural phenomena." [4] Along with their positive aspects, these technologies also involve certain risks. The danger lies in the fact that as the process of exerting strong external pressure and influence on people's consciousness increases, the management of information and knowledge also proceeds in connection with changes in human consciousness.

In this regard, it can be said that changes in socio-economic relations inevitably find their reflection in the education system, including higher education. Therefore, one can fully agree with the following opinion of S. Kh. Karpenko: "In directing changes in human consciousness toward positive development, education and upbringing—which determine the moral capacities of individuals and society—play a crucial role." [5] This is not accidental. The intellectual and innovation revolution has increased the role of education not only within the traditional education system but also in improving the internal structure and processes of teaching itself.

For learners, sharp intellectual abilities and the capacity to study and acquire knowledge within a very short period of time are essential. This is because education has become the main "technology" of

human life. Especially present days, higher education faces several complex and contradictory problems that are difficult to resolve, including:

the excessive growth of the flow of knowledge alongside the limited time available for training specialists in higher education;

the unity of science and knowledge, while at the same time their division into fundamental and applied forms;

the strengthening of integration processes in education, while the effectiveness of these processes remains relatively low.

In analyzing the causes of these processes, Russian scholars conducted a survey among 1,300 specialists at the Reuters company to determine the effectiveness of information and communication issues related to knowledge acquired in education. The results revealed the following:

25% of employees indicated uncertainty regarding the volume of information;

38% stated that obtaining important information requires a significant amount of time;

41% reported that working conditions have become excessively complicated;

47% noted that searching for information distracts them from their main work;

48% expressed concern that the Internet could turn into an “information web” or overload;

49% indicated that their ability to process the received information is limited;

94% stated that they believe the situation in this area will improve.

Such analytical data were also noted in the UNESCO report of 2002, where 74% of the European public described these aspects of informatization as “information fatigue syndrome” or “infophobia.”

In this regard, not only the shortcomings in the mechanisms of information exchange play a role, but also processes related to the increasing period of the moral obsolescence of knowledge in the information society (previously 1–2 years, now extending to 10–15 years).

Therefore, in the higher education system, the management of the educational process must primarily include criteria such as the reliability and scientific validity of the information obtained. In other words, it is important to effectively use information and communication technologies based on the results of scientific research. Thus, harmony between education and the management of scientific activity is also necessary.

In our country, the insufficient study of the organization of scientific activity, the laws governing its implementation, the tendencies in this field, and the various forms of incentives somewhat complicates the effective management of education, science, and research activities. During the transition period, “as reforms deepen, outdated approaches that remain in the system of organizing scientific and technological activity negatively affect the country’s technological development and reduce the efficiency of using scientific and technological potential.”

This is manifested in the continued attempts to centrally plan science, the inability to establish mechanisms of mutual interest between science and consumers of scientific results as required by modern market relations, and the absence of objective and independent expertise for scientific programs and technological developments. As a result, “the organizational structure of scientific and technological activity does not correspond to modern conditions, intellectual and material resources cannot be directed toward the implementation of large scientific programs and technological projects, and the lack of alternative scientific programs becomes an obstacle to the country’s scientific and technological progress and slows the development of national potential.”

Without diminishing the importance of the achievements made in accelerating scientific and technological development in the republic, it should also be noted that several additional problems remain. In particular, negative trends can be observed in the development of certain areas of scientific research; incentives for scientific activity remain insufficient; the current material and technical base of scientific

institutions raises concerns among the scientific community; and the number of patents and licenses obtained by scientists and engineering specialists remains consistently low from year to year. The reasons for this situation can be traced back to the mechanism formed during the period when the Soviet government managed the economy, which effectively separated science from production. This thesis has a solid basis. For many years, two parallel realities existed in the production sector: first, production relied on cheap labor; second, since most manufactured goods were scarce, any product produced by enterprises was in demand. As a result, the work of highly qualified specialists and scientists required for production, as well as the results of fundamental research conducted by them, often remained unused on the shelves of the committees for science and technology.

The high-cost economy and scientific-technological development were in a state of contradiction with each other. At that time, a peculiar situation emerged: a unified, centrally managed system of science was divided into separate parts—academic science, sectoral science, and research conducted in higher educational institutions—and the links of unity and continuity between them were broken. In the second half of the 1980s and the early 1990s (the first years of the transition period), the state was unable to pursue a unified scientific-technological and investment policy. As a result, the country faced a situation in which almost 90 percent of the products being produced were found to be uncompetitive in the world market.

For many years, science in our country developed according to an extensive reproduction model, where the exploration of new directions in scientific research was mainly achieved by increasing the number of scientific staff. Personnel rotation was largely determined by the retirement of employees who had failed to demonstrate themselves in science. The negative consequences of this situation were reflected in the decline in the growth rate of scientific personnel, the failure to develop a number of scientific fields, and a sharp decrease in the share of young researchers.

At the global level, the United States continues to lead in the creation and widespread use of high technologies, while Japan holds the second position. The countries of the European Union are also approaching these leaders. In recent years, countries such as South Korea, Singapore, Hong Kong, and Taiwan have joined the competition in the high-technology market. Over the past 20 years, these countries have increased their share in global high-technology exports from 1% to 9%.

In conclusion, based on the ideas presented above, it can be stated that whoever possesses information can influence and manage the world and achieve effective results in all areas, particularly in higher education. [6]

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