INFORMATION AND COMMUNICATION TECHNOLOGIES AS A FACTOR OF IMPROVING THE QUALITY OF THE EDUCATIONAL PROCESS

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ABSTRACT

This article highlights the importance of information and communication technologies in improving the quality of educational process, the role and importance of the learner's ability to develop skills in independent knowledge and practice, and how to achieve effective results through the use of computers and the Internet.

Keywords: Educational process, learner, computer, internet, local area network, quality of educational process, qualification, practical activity.

INTRODUCTION

Improving education in Uzbekistan has as its goal the acquisition of new educational results, improving its quality, adequate to the requirements of modern society. Currently, various ways to solve the problem of improving the quality of education are presented.

For many decades, the education system has successfully trained highly qualified personnel for the country. Today, it is already largely unable to ensure the achievement of the necessary educational level. Focus on new educational results entails significant changes. First of all, the task of forming skills of practical activity and independent cognitive trainees is actualized. The essential goal of the educational process is not only the assimilation of knowledge, but also the development of cognitive needs, mastery of the methods of assimilation and the creative potential of students.

Material and methods. Based on information and communication technologies, training methods have an indispensable potential, since they are the ones that can adapt to the abilities, opportunities and interests of students to individualize training, develop their independence and creativity, access to new sources of educational information, use computer modeling of the studied processes and objects. Thus, we should talk about the formation of a new learning environment.

When we turn to information and communication technologies, the composition and capabilities of a number of components of the educational environment are greatly expanded. The sources of educational information include information and reference systems, databases, electronic textbooks and encyclopedias, Internet resources. Supervisory programs, computer simulators are considered as tools for educational activities; local computer networks or the Internet - means of communication.

Results and discussion. In such conditions, the role of subjects will change: the student will be in the center of training - his motives, goals, his psychological characteristics. All methodological decisions (the organization of educational material, the used techniques,

methods, exercises) are refracted through the prism of the learner's personality - his needs, abilities, activity, intelligence. A computer will be a key component. It will be a means for processing information, communication, updating knowledge, self-realization of students. At the same time, it is also a tool for conducting educational experiments, designing and constructing. In the educational process, including the operation of a computer, the role of the teaching aids used in training in different disciplines is changing, new information technologies are changing the learning environment.

Using a computer, the teacher can perform non-creative, routine activities related to the creation of test tasks, their replication. Students through a local network receive a task, which ensures high efficiency and productivity of this type of work. This directly provides students with various diagnostic tools, but also systematize, process the results of their implementation and reasonably distribute students to separate study groups for the subsequent organization of differentiated, individual training using various electronic educational resources.

The teacher's further actions are connected with the organization of learning material, and here the functions of the teaching aids that make up the information and educational environment are very diverse. Firstly, the formation of motivation and readiness for learning. To do this, you can use the rich capabilities of the computer: visualization of educational material, simulation of problems in the study area and recreation of situations of a motivational nature. Secondly, it is the organization of educational activities. Moreover, within the framework of the training model that we have adopted, its content is significantly different from the traditional one. Knowledge is not transmitted in a "finished form", but is formed through the organization of independent research by students. On the

At this stage, the use of a computer is primarily associated with the implementation of the function of information modeling (creating iconic models) of objects of study. Thanks to this, it is possible to "immerse" students in a specific subject environment where their research activities are deployed, they are given the opportunity to conduct experiments with models of the studied objects, processes and phenomena. The presence of information technology training often makes it possible to obtain educational results that are unattainable within the traditional educational environment.

The main condition for improving the quality of training is the systematic monitoring of the course of educational activity, its reflection and timely correction. ICT tools have ample opportunities for this. They help to carry out ongoing, thematic and final verification, to constantly accumulate information on the results of educational activities, in particular, the results of solving educational problems and creating projects. Controls based on ICT can act as a means of forming self-esteem and self-control of students.

In the existing practice of teaching, the teacher in most cases does not perform reflective actions and does not form these skills among the students, or does this unconsciously, spontaneously, without clearly defined goals and criteria. In the emerging new educational environment, this component of activity is gaining importance. In the process of reflection, both the teacher and the students pose questions: what, how and why they did, what caused certain academic achievements or gaps in knowledge, skills. First of all, the level of advancement in the development of educational material, in the formation of the skills of a targeted search for means to solve problems, as well as the nature of the interaction of students with each other and with the teacher are analyzed.

CONCLUSIONS

In the existing practice of teaching, the teacher in most cases does not perform reflective actions and does not form these skills among the students, or does this unconsciously, spontaneously, without clearly defined goals and criteria. In the emerging new educational environment, this component of activity is gaining importance. In the process of reflection, both the teacher and the students pose questions: what, how and why they did, what caused certain academic achievements or gaps in knowledge, skills. First of all, the level of advancement in the development of educational material, in the formation of the skills of a targeted search for means to solve problems, as well as the nature of the interaction of students with each other and with the teacher are analyzed.

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