



APPLICATION OF MODERN INFORMATION TECHNOLOGIES OF LEARNING IN CONDITIONS OF TRANSFORMATION OF MODERN SOCIETY

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Annotation

The article discusses the role and importance of the scientific and technical equipment of the educational process in order to obtain a quality competitive education. Only a comprehensive, connected by a single didactic concept, the use of an organizational and planning system will increase the effectiveness of computer training in the system of professional training of specialists.

Keywords: professional training of personnel, traditional and non-traditional (innovative) forms, methods and means of training.

Profound changes in higher education in Uzbekistan, caused by socio-economic, state-political transformations, a large increase in the amount of information, the number of disciplines studied in universities, poses serious problems for the professional training system.

The most important of them are the period of training students at a qualitatively new level that meets modern requirements, taking into account the structure of higher education in Uzbekistan, the intensification of the educational process with the help of traditional and non-traditional (innovative) forms, methods and means of teaching, the target setting of didactic tasks and their achievement in content. training, informatization of education based on modern information technologies of education.

No less important is the organizational and planning side of complex application, i.e. a clear definition of the moments of the beginning and termination of the use of one or another of the means of the complex, their parallel introduction into the process of solving the didactic task. The psychological side of using the organizational-planning side is of great importance. The impact on the visual, auditory, tactile and other channels of perception will help students form a holistic reflection of the object, phenomenon or process being studied and, on this basis, intensify the process of cognition [1]. Only such an approach is able to unite all aspects of this concept, to refract them in the pedagogical plan, to emphasize the leading, defining role of the teacher as the organizer of active independent educational and cognitive activity of students.





The essence of the complex application of the organizational and planning system within the framework of information technology education is associated in combination with the organizing principle of the teacher, the ability to activate the thinking of students, to give a problematic active character to the educational and cognitive work of the student. Based on the foregoing, it is clear that the integrated application of the organizational-planning system is a system of systematic pedagogical influences on students carried out by the teacher using a special interdependent combination of computer and information tools aimed at solving a holistic didactic task, which ensure the optimality of educational goals.

Summarizing what has been said, it should be stated that only the integrated use of the organizational and planning system, connected by a single didactic idea, can improve the efficiency of computer training in the system of professional training of specialists. In the conditions of the scientific and technological revolution, the teacher, no matter how erudite he may be, no matter what he uses, modern pedagogical technologies, are not able to provide the necessary information on the topic being presented.

Only the scientific and technical equipment of the educational process can help him, i.e. information technology. Information technology is an interdependent system of technical teaching aids, selected for each lesson, depending on the purpose of the lesson, the availability of technical means and the teacher's readiness to use technical teaching aids. The use of information technology is organically woven into the learning process and increases the efficiency of knowledge transfer. In the complex of all means of influencing students, visibility plays a huge emotional and aesthetic value, if visual aids, together with technical means, are successfully selected, they organically grow into a complex system, the so-called "class" [2].

Preparation for conducting classes on pedagogical technology takes place in three stages at the first stage - the teacher develops a technology for transferring knowledge using technical means, at the second - information technology developed at the first stage is woven into pedagogical technology; at the third stage - preparations are underway for conducting classes using information technology, where the location of the classes, the types of technical teaching aids, their equipment with power sources, etc. are determined. For this, there are methodological requirements for the selection, production and use of visual and auditory materials : firstly, visualization and auditory material should be subject to the same content of the lesson; secondly, auditory means and visibility should meet the tasks of educating young people; thirdly, visual and auditory materials should carry, possibly, a large numerical load, reducing the time for transmitting information; fourthly, the manual should carry a certain emotional





charge and recreate the flavor of time in students; fifthly, avoid the use of visual and auditory materials that have several semantic accents; sixth, it is advisable to use illustrative material that reflects the dynamics of the process; seventh, it is necessary to use materials that reflect the national flavor and regional characteristics. Information technology is an important means of increasing the effectiveness of the educational process and an important tool that facilitates the work of a teacher[3]. The most expedient when using information technology is the integrated use of all technical teaching aids. Combine the demonstration of film fragments, static projection and sound recording. This enhances the students' perception of the real essence of phenomena. The use of information technology should be justified and motivated, subject to the task and content of the educational material. Another strength of the computer version is video lessons, which have become a more important methodological component of the course compared to the original book version[4]. It is also necessary to mention that the idea of distance learning via the Internet performs several tasks: teacher control, free communication between teachers and students, the availability of learning in a pandemic, and the ability to not interrupt learning.

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