



THE EFFECTIVENESS OF IMPLEMENTATION OF ICT IN LEARNING PROCESS

Olimova Dildfuza Zokirovna,

A lecturer of the department of
Translation Studies and Language Education
at Bukhara State
University, Uzbekistan

Article history:		Abstract:
Received	November 28 th 2020	The presented article discusses the issues of contemporary education and its social expectations in terms of its quality and results. An overview analysis of teaching methods based on information and communication technologies has been outlined as well.
Accepted:	December 7 th 2020	
Published:	December 24 th 2020	
Keywords: Modernisation, database, teaching model, interaction, communication, cumulative assessment, learning outcomes .		

1. INTRODUCTION

Modernization of education is aimed at improving its quality, achieving new educational results that are adequate to the requirements of modern society. It is largely due to the fact that the educational process has become less and less consistent with social expectations.

Currently, various ways of solving the problem of the quality of education are proposed. First, they distinguish between the quality of education as a process and the quality of education as its result. Based on this, the quality of the educational process (the level of its organization, the adequacy of teaching methods and means, the qualifications of teachers, etc.) in itself does not guarantee the quality of education as a whole, since its goals may not fully correspond to the new needs of society. ... Secondly, the meaning of the concept of "educational results is changing." In modern pedagogical psychology and didactics, it is defined as an increase in the motivational resources of an individual, which constitute a readiness to solve problems that are significant for her.

2. LITERATURE REVIEW

The former education system, which for many decades successfully trained highly qualified personnel for the country, today is already largely unable to ensure the achievement of the required educational level. The orientation towards new educational results entails significant changes. First of all, the task of forming the skills of independent cognitive and practical activity of trainees is actualized. According to B.S Berenfeld, "...the main goal of the educational process is not only the assimilation of knowledge, but also the mastery of the methods of this assimilation, the development of the cognitive needs and creative potential of students. Achieving personal learning outcomes, the development of motivational resources of students requires the implementation of a personality-oriented educational process, the construction of individual educational programs and trajectories for each student" [2, 57].

As shown by numerous conducted psychological, pedagogical and didactic studies, those teaching methods that are based on information and communication technologies (ICT) have the necessary potential. It is they who are able to ensure the individualization of training, adaptation to the abilities, capabilities and interests of students, the development of their independence and creativity, access to new sources of educational information, the use of computer modeling of the studied processes and objects, etc. Thus, we should talk about the formation of a largely new learning environment.

As Yu.Nevueva states, "... turning to information and communication technologies significantly expands the composition and capabilities of a number of components of the educational environment. So, among the sources of educational information in these conditions include databases and information and reference systems, electronic textbooks and encyclopedias, Internet resources, etc. The key component in ICOS is the computer. It becomes a means of information processing, communication, and renewal of knowledge, self-realization of students" [3, 103]. At the same time, it is also a tool for conducting educational experiments, design and construction. The inclusion of computers in the educational process changes the role of teaching aids used in teaching various disciplines, new information technologies are changing the learning environment.

3.MAIN PART

One of the contradictions concerns possible models of using ICT tools in the educational process. In fact, all of them are focused on improving the effectiveness of the teacher and students in the framework of traditional goals, results and content of education. This approach does not allow full use of the potential of ICT tools. New information and communication technologies, as rightly noted by those teachers who widely use ICT in their activities, will have a fundamental impact on the learning process if they are included in the learning model corresponding to their capabilities. It is advisable to develop an educational environment formed on the basis of ICT tools, firstly, within the framework of student-centered learning, and secondly, based on the achievement of new educational results - the priority formation of research and design skills and abilities in students. Only in this case, electronic educational resources will be able to fundamentally (on a targeted basis) change the educational activities in which they are included.

How to overcome the above contradictions? How to form and effectively use the information and educational environment? There are several stages in the design and organizational activities of the teacher. At the conceptual stage, a learning model is substantiated, determined by the adopted goals, the planned educational results (the formation of key competencies) and the nature of the proposed joint actions of the teacher and students in the educational process, where the main role belongs to students. The design stage is associated with the development of a project by the teacher of the educational process. Determining the procedural side of the upcoming activity, the teacher justifies the sequence of his actions, the content of individual links. Based on the need to focus on goals and learning outcomes, one should single out those components that will make up the forthcoming activity and combine them into separate blocks.

Using a computer, a teacher can perform non-creative, routine actions related to the creation of test tasks, their replication, presentation of tests to students through a local network, which ensures high efficiency and productivity of this type of work. Thus, it is possible not only to provide students with various diagnostic tools (tests of personality, intelligence, educational achievements, etc.), but also to systematize, process the results of their implementation and reasonably distribute the students into separate training groups for the subsequent organization of differentiated, individual training using various electronic educational resources.

Further actions of the teacher are related to the organization of the assimilation of the educational material, and here the functions of the teaching aids included in the information educational environments are very diverse. First, the formation of motivation and readiness to learn. To do this, you can use the rich capabilities of a computer: visualization of educational material, simulation of problems in the studied area and recreation of situations of a motivational nature. Secondly, it is the organization of educational activities. At the same time, within the framework of the teaching model adopted by us, its content significantly differs from the traditional one. Knowledge is not transmitted in a "finished form", but is formed through the organization of independent research of student.

An important condition for improving the quality of training is systematic control over the course of educational activity, its reflection and timely correction. ICT tools have quite broad capabilities for this. They help to carry out current, thematic and final checks, constantly accumulate information about the results of educational activities, in particular, the results of solving educational problems and creating projects. In this case, the computer allows you to represent any action in a detailed sequence of operations, to show its result, conditions of execution; fixes intermediate operational results, provides interpretation of each step in the construction and transformation of an object, the choice of a strategy for solving the problem, etc. ICT-based controls can act as a means of building student self-esteem and self-control. In the existing practice of teaching, the teacher in most cases does not carry out reflexive actions (and does not form these skills in students or does it unconsciously, spontaneously, without clearly defined goals and criteria). In the educational environment this component of activity acquires great importance. In the process of reflection, both the teacher and the students ask themselves questions: what, how and why they did, what caused certain educational achievements or gaps in knowledge, skills, and abilities. First of all, the level of progress in mastering the educational material, in the formation of the skills of purposeful search for means to solve emerging problems, as well as the nature of the interaction of students with each other and with the teacher is analyzed.

4.CONCLUSION

Thus, electronic educational resources and the new information and educational environment formed on their basis have considerable potential for improving the quality of education. However, it will be fully implemented only if training is built with an orientation towards an innovative model, the most important characteristics of which are a personality-oriented orientation, an orientation towards the development of the creative abilities of students. In the search for an answer to the questions upon educational achievements or gaps in knowledge, skills, and abilities, ICT-based controls can play a significant role in the incoming information and educational environment. In particular, the analysis of the results of the operational control of educational activity obtained with their help, the appeal to the data of its cumulative assessment.

REFERENCES

- 1 Yakimanskaya I.S. Personally oriented education in a modern school. – M., 1996.
- 2 Berenfeld B.S., Butyagia K.L. Innovative educational products of a new generation using ICT tools (lessons from the recent past and a look into the future) // Education Issues. 2005. No. 3.
- 3 Nevueva L.Yu., Sergeeva T.A. On the promising trends in the development of pedagogical software tools // Informatika i obrazovanie. 1990. No. 3.
- 4 Kasimova, N. F. (2020). The pragmatic aspects of the English interrogatives expressing politeness. ISJ Theoretical & Applied Science, 06 (86), 464-468.
- 5 Косимова Нафиса Фарходовна К исследованию асимметрии лингвистического знака // International scientific review. 2016. №14 (24).
- 6 Касымова, Н. Ф. (2011). Асимметрия при переводе интеррогативов с вопросительным словом what (на материале английского, русского и узбекского языков). Вестник Челябинского государственного университета, (11), 70-73.
7. Косимова Н.Ф. (2015). ГРАММАТИЧЕСКИЕ ТРАНСФОРМАЦИИ В ПЕРЕВОДЕ КАК ПРОЯВЛЕНИЕ МЕЖЪЯЗЫКОВОЙ АСИММЕТРИИ. World science, 3 (4 (4)), 54-57