THE CURRENT STATE OF TEACHING INFORMATION TECHNOLOGY FOR PRIMARY CLASSES IN DIGITALIZED CONDITIONS

Ergashev Jasurbek Abduraubovich
Namangan State University Applied teacher of the
department of mathematics and digital technologies
uquv_86@mail.ru

Abstract:
In the article, the content and quality issues of education, ways to increase its effectiveness, introduction of new information technologies in education. Teaching of information technologies in primary classes in a digitized environment, obtaining positive results from their use is described.

Key words: In a digitized environment, information technology, elementary school, informatization of education.

СОСТОЯНИЕ ОБУЧЕНИЯ ИНФОРМАЦИОННЫМ ТЕХНОЛОГИЯМ НАЧАЛЬНЫХ КЛАССОВ В ЦИФРОВЫХ СРЕДЕ

Эргашев Джасурбек Абдураубович
Наманганский государственный университет
Прикладная математика и цифровые технологии
преподаватель кафедры,
uquv_86@mail.ru

Аннотация:
В статье рассматриваются вопросы содержания и качества образования, пути повышения его эффективности, внедрение новых информационных технологий в образование. Описано преподавание информационных технологий в начальных классах в цифровой среде, получение положительных результатов от их использования.

Ключевые слова: В цифровой среде, информационные технологии, начальная школа, информатизация образования.

In order for the President to declare 2017 as the "Year of Communication with the People and Human Interests" in our country, it is necessary to properly organize the educational process in accordance with the hygiene standards established for the elementary grades in order for the use of information and communication technologies, including digital, in primary classes to give positive results. [1]. The place of the country in the economy, people's life and world society remains dependent on the state of information technology development. The state of

development of modern technologies depends primarily on the intellectual potential of society, including the development of the field of education in a digitized environment.

Today, the content and quality of education are considered a priority in society. In both developed and developing countries of the world, special attention is being paid to informatization of education. While looking for ways to develop education and increase its effectiveness, the introduction of new information technologies in education has become the focus of reforms in the field of education. In the conditions of digitization of educational processes, systematic work is being carried out to ensure that the teaching of information technologies in primary classes is in harmony with the culture of countries, and to implement large-scale projects on the teaching of information technologies.

Information technology in education is a set of forms, methods, methods and means of implementing a theoretically based educational process that allows to achieve educational goals. In this, it relies on appropriate scientific modeling (designing), in the process of which these goals are given in the same sense, and the possibility of objectively step-by-step measurement and assessment of the personal characteristics and qualities of elementary school students at a certain stage of their development is preserved. "Information technology" is a concept that interacts with scientific issues in any pedagogical system [2].

In the elementary grades, the student begins to show independence in education for the first time, and the success of his education at the general education level depends on his active thinking and learning to be independent. Many researchers see the solution to this problem in the widespread use of new information technologies in education, that is, in the organization of the educational process with the use of the latest technological tools, primarily computer equipment and pedagogical software tools.

The effectiveness of organizing the educational process using pedagogical software tools is mainly determined by two factors:

• quality of pedagogical software tools;

• with the special informational competence of the teacher, which allows the teacher to assess the quality of these tools and their application in a certain concrete situation within the framework of his professional activity.

For a quarter of a century, researchers have studied various aspects of the use of pedagogical software tools in primary education:

• issues of using educational, training and control programs;

• formation of computer teaching methodology, improvement of relevant methodological complexes and creation of new ones [3].

The principle of integration in the teaching of information technologies in primary classes in a digitized environment ensures the connection of knowledge, skills and abilities acquired at different stages of education and allows them to be integrated into a single, integrated system. Integration in pedagogy means the process and result of creating a closely connected whole.

Integration in teaching is carried out by combining elements of different educational disciplines, scientific concepts and methods of various disciplines in one synthesized course (subject, section); as a result, general scientific concepts and methods of knowledge are formed, the foundations of sciences are combined and aggregated into complexes when revealing interdisciplinary problems.

We distinguish the following methods of teaching information technologies in primary grades (Fig. 1). Expository styles (or "knowledge styles") are the most cost-effective way to convey information. "Knowledge methods" is a widespread practice of transfer of ready-made knowledge (lectures, conversations, demonstration programs, working with electronic textbooks). "The heuristic style of conversation, i.e. the style of conversation involving the students' existing knowledge according to a pre-planned scenario, is important, it leads to the goal set by the teacher: analysis and organization of existing knowledge, acquisition of new knowledge, experience of creative activity" [4 , p. 33].

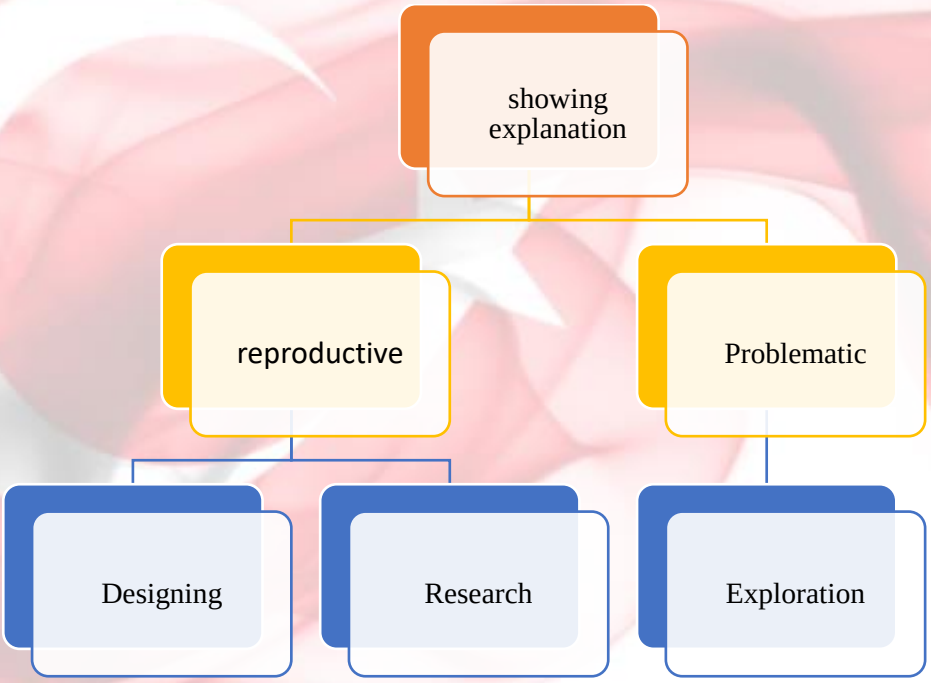

Figure 1. Methods used in teaching information technologies

The use of explanatory methods using multimedia programs gives speed and clarity to the presentation of the studied information. The projective method is one of the methods of group communication that can be used throughout the school years, starting from the elementary grades. As a result of collective cooperation using the local network, great creative works are created (classroom, school history, poems, pictures, lectures, collections of scientific works). The didactic function of the design method is to divide and summarize knowledge on several topics, courses, and to be able to apply knowledge in practice.

The organization of training with the use of new information technologies allows for continuous full control, and it is possible to control not only the results of learning, but also

the process itself. Elementary school students will see the results of the tasks performed and the number of mistakes made while working with the program and the final result when the work is completed. This construction of feedback ensures the correctness of information acquisition, allows the learner to understand each stage of the activity he performs, makes sure that the level of formation is insufficient in children of junior school age, the appropriateness and necessity of his self-control.

In particular, since the computer can collect information about the answers of elementary students, the teacher will have the opportunity to monitor all stages of mastering the material of each elementary student. The fact that the program identifies not only the error, but also its nature, allows to more clearly define the difficulties faced by the primary school student and to carry out correction work more correctly from the earliest stages. This feature of feedback allows the teacher to develop measures for an individual approach to the student, to make adjustments to the students' activities. This saves a lot of time spent on written work by the teacher.

References

1 Sh.M. Mirziyoev. In the decree of the President of the Republic of Uzbekistan for 2022 - 2026, the state program for the implementation of the development strategy of New Uzbekistan in the "Year of attention to people and quality education"

2 Matjanov N.S. Studying the methodological foundations of teaching quantum physics in physics classes of general secondary schools // QMU Khabarshysy, -Nukus, 2019, -№3. - B. 67-69.

3 Gromov S.V. Physics: Molecular. physics. Quantum physics: ucheb, dlya 11 kl. public education uchrejdenii / S.V. Gromov. - M.: Prosveshchenie, 1999. - 239 p.

4 Kurbanov M. Improving the effectiveness of didactic functions of physical experiments in continuing education (in the example of the higher education system). Diss...ped.science.doctor. - Tashkent, 2012. - 250 p.