

MEASURES FOR DEVELOPMENT OF ICT ACTIVITY SYSTEM IN THE PEOPLE'S EDUCATION SYSTEM

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Annotation: This article deals with finding ways to improve the ICT literacy of teachers in general education schools. In order to improve the ICT literacy of school teachers, the level of use of ICT tools in the teaching activities of teachers was studied. Teachers have gained practical skills in using computers. E-course tasks have been developed to improve the ICT literacy of school teachers.

In our country, a program of measures to further improve the public education system of the Republic of Uzbekistan for 2018-2021 was developed, which envisages the issues that should be implemented in the public education system. The third section of the program is dedicated to the introduction of Information and Communication Technologies in the Public Education System, which will be implemented until the end of the year 2021. Implementation of effective mechanisms of public education management is the most important precondition for raising the moral and intellectual development of the younger generation to a qualitatively new level, as well as promoting the use of innovative forms and methods of teaching and learning. The effective use of information and communication technologies (ICTs) in the organization of classroom teaching allows teachers to modify and modify the forms of teaching methods and teaching on a new approach.

As it is seen, it is the responsibility of the teachers to increase the efficiency of teaching in the public education system and to provide the perfect knowledge of the requirements of the present specialists. Working with information provided electronically, organizing lessons using ICT tools, as well as forming the ICT potential of learners is the responsibility of not only informatics teachers, but also all teachers.

ICT - teacher competence is a complex concept.

It is understood as purposeful, effective application of technical knowledge and skills in real educational activities. The ICT competence of a teacher today is the leaving professional competence of a teacher.

There are three main aspects of ICT - competence:

1. The presence of a fairly high level of computer literacy.
2. Effective, reasonable application of ICT in their educational activities to solve professional problems;

3. Understanding ICT as the basis of a new paradigm in education, aimed at developing students as subjects of the information society, capable of creating new knowledge, able to operate with arrays of information to obtain a new intellectual and / or activity result.

ICT - teacher competence should ensure the implementation of:

- new education goals;
- new forms of organization of the educational process;
- new content of educational activities.

ICT literacy and teacher ICT competence are completely different concepts. ICT - literacy - knowledge of what a personal computer is, software products, what their functions and capabilities are, the ability to “press the right buttons”, knowledge of the existence of computer networks (including the Internet).

ICT - competence - not only the use of various information tools, but also their effective use in educational activities.[5]

The method of using ICT is a set of activities carried out by the teacher to help them feel, comprehend, and memorize the delivery of educational information to students through the correct use of ICT. [4] The role of information and communication technologies in the education system, the knowledge of computer science skills of all teachers, is at the present day's level, and there are many goals and objectives for improving the ICT literacy of teachers based on the statistical data.

It is possible to use methods of information and communication technologies in teaching in the following types:

- Methods of organizing the activities of the researchers for receiving information using ICT tools.
- Methods of organizing the activities of learners to store information using ICT tools.
- Methods of organization of students' information gathering using ICT tools.
- Methods of organizing the activities of learners in the use of information and communication technologies (ICT).

Today, the role of computer technology in the educational process, its pedagogical and psychological features in the field of scientific disclosure, attention and care for the use of instruments and pedagogy to further improve the ongoing change in the education system it is necessary to re-examine the level of use of actors in teaching activities.

For this:

- Identify computer technology in education;
- Determine the changes in the student's thinking and outlook by computer, and the role of computer in the memory formation;
- Determine the boundaries between the terms "computer - toy" and "computer - learning tool";
- In the learning process, it is necessary to define the level of skills of ICT tools for teachers. To determine the aforesaid, the following will be fulfilled: - Conducting surveys on the status of ICT use in schools in the district, city, and

rural areas; - Carrying out inquiries for pupils and teachers to determine computer use goals; - Organization of test procedures for the teaching of computer literacy skills; - Carrying out of observation analyzes to determine the skills of teachers on the use of electronic learning resources in the classroom (at each science level);

The monitoring results require a range of functions to improve the ICT literacy system of teachers of general education in the context of information education.

Establishment of electronic literacy courses "Computer Literacy" for the development of ICT literacy of teachers working in the system of public education contributes to the formation of knowledge and skills of information technology.

The purpose of the e-learning course is to:

- Delivery of theoretical knowledge on information technologies, computer and its technical and software, their functions;
- To increase knowledge and skills of using ICT tools in educational process;
- To teach the ways of effective use of electronic educational resources in organization of educational process.

The electronic education system's knowledge of IT professionals, their importance in the educational process and their role in improving the quality of education, ie processing, transmitting and receiving information, creating e-learning resources, and so forth. take lessons. The e-course has its essential features, and course trainees will also be trained on the use of ICT in their specific fields, such as studying computer science.

n organizing the learning process using ICT tools, a number of practical skills is required by the subject teachers. They said:

- Ability to use computers and devices;
- Computer skills;
- The ability to create didactic materials in the creation and teaching of modern information technology;
- Working with information on the Internet;

The abovementioned skills are the minimum skills required to achieve ICT literacy. Nowadays, information technology for his teacher is not only a task to do in his professional career (writing a lesson plan, making presentations, gathering information on the Internet), but also creating didactic materials that he / she teaches, the use of ICTs in organizing the educational activities of the target audience (through the use of a computer network, the creation of Internet resources, and the placement of educational materials in them).

The theoretical part of the course aims to develop such skills in the use of teachers' tools and conducts the following topics:

- information technologies and its importance;
- computer and its devices;
- the basics of computer software;
- Microsoft Office programs;
- internet, e-mail, social networks;
- information security and the principles of safe operation on the Internet;

- use of electronic government and state interactive services.

At the same time, it gives students an understanding of the field and their knowledge of primary computer literacy. It provides the ability to detect and avoid negative information contrary to social and ethical standards on the Internet, to safely and efficiently use the Internet.

Electronic textbooks and multimedia tools have been created for a wide range of subjects of general secondary education, and now greater attention has been paid to the organization of the learning process in a computerized environment. Multimedia tools do not only help you quickly and easily learn topics that are studied by the computer, but also give you a lot of opportunities for the teacher. Taking theoretical knowledge together with practical tasks is essential to strengthening the knowledge gained and maintaining a long-term memory. During the e-course, each subject teacher will have knowledge on the use of computer science in their field of study. For example, a Mathematics Teacher will be able to describe mathematical formulas on the computer electronically, perform math calculations, and organize virtual laboratories of chemical and physical processes in chemistry and physics, and deliver multimedia presentations of native language and literature classes. , drawing three-dimensional drawings in graphic arts, and so on. Enhance ICT skills in education through electronic applications, video conferencing skills.

The use of ICTs, as well as in other areas of educational institutions, and the direct use of quality education, have been instrumental in achieving certain results. In order to improve the efficiency of school education on the basis of information and communication technologies, computerized publications, virtual labs, creative developments, virtual excursions and multimedia programs are being created to develop, improve and introduce e-learning resources, such as multimedia and Internet use of training technologies. The main goal of the course is not only to use electronic learning resources in the learning process, but also to create them in the subject matter.

CT competence of pedagogical staff ensures implementation within the framework of a two-tier model of ICT competence of a teacher;

- new education goals;
- new forms of organization of the educational process;
- new content of educational activities.

The above requirements can be implemented in the framework of a two-tier model of ICT competence of the teacher. The key position of this model is the idea that there are two significantly different levels in professional ICT competence - the level of preparedness and the level of realization.

In summary, we can say that E-learning is a well-designed curriculum using computer technology [5].

It provides theoretical and practical information on the use of ICT in this course, which is designed to improve the "computer literacy" of secondary school teachers. As a result of the "Computer Literacy" e-learning system, ICT literacy

enhancement will be achieved through the narrowly-specialized ICT literacy of each subject teacher.

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