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Relevance of the Course "Information and Communication Technologies in Education"

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ANNOTATION: The article discusses the feasibility of teaching students the discipline "Information and communication technologies in education." The comparative analysis of educational programs is given. The components of the training content are highlighted.

KEY WORDS: information technology, training, student, training content.

Currently, no one doubts that modern education should be of high quality. High quality should be the goal of all reforms carried out in the field of education. The quality of education is a set of educational properties that provide the opportunity to meet a set of needs in the field of comprehensive development of the learner's personality. It is obvious that a high quality of education cannot be achieved without increasing the effectiveness of training and retraining of teachers, without changing the system of teaching students in pedagogical universities. The quality of teaching at a pedagogical university depends directly on how well the students themselves will teach in the future, how willing they are to develop scientifically.

The specificity of a pedagogical university lies in the fact that its students are both learners and teachers at the same time. In their preparation, the most advanced methods and technologies should be involved, and then current students will subsequently be able to apply similar methods and technologies in their professional activities - teaching schoolchildren. This approach, obviously, will help to improve the efficiency and quality of education.

The most effective from the point of view of teaching are information and communication technologies based on the use of computer technology in the educational process. In this regard, disciplines should be introduced into the system of training and retraining of teachers, introducing the principles of organizing work based on the use of information and communication technologies as a means of teaching and upbringing.

Such a task can be fulfilled by the course "Information and communication technologies in education", which has been included in the system of teacher training in recent years. This is not accidental, since the teacher's possession of information and communication technologies is the basis for improving the quality of education at school. The methodological system of teaching a new discipline is still not fully formed. The content of the training also raises many questions.

The main goals of teacher training in the framework of the course "Information and communication technologies in education" should include:

- acquaintance with the fields of application of ICT;
- acquaintance with the computerization of the learning process;
- acquaintance with the didactic foundations of the creation and use of ICT tools;
- formation of an idea about the possibility of automating informational and methodological support of the educational process and organizational management of an educational institution;
- acquaintance with the main directions of development of ICT tools, including promising directions for the development and use of ICT tools in education;

- formation of the skills of using ICT tools in the process of teaching schoolchildren.

Studying the course "Information and communication technologies in education" should acquaint teachers with the areas of the most effective use of information technology in professional activities. The examples given in the process of teaching students of pedagogical universities should clearly demonstrate that ICT tools can increase the efficiency of a teacher's work not only in the classroom, but also within the framework of all his pedagogical activities.

Information and communication technologies can be used in the following cases:

- for a more effective organization of management of an educational institution;
- preparation for the lesson (drawing up abstracts, selection of educational material, development of assignments);
- increasing the efficiency and visibility of the actual learning process;
- automation and increasing the objectivity of measuring the learning outcomes of schoolchildren
- carrying out extracurricular and extracurricular activities;
- conducting scientific and methodological research.

Given the above, it can be argued that no other discipline, included in the system of training teachers at the university, will not allow to reveal all the components of ICT and achieve the listed learning goals. Existing disciplines can only partially touch upon the use of ICT tools in the teacher's professional activity [6]. Thus, the course "Information and communication technologies in education" allows you to systematize knowledge in the field of organizing the teacher's professional activity using information and communication technologies, which ultimately will have a positive effect on increasing the efficiency of the entire education system.

So, the teaching methodology affects the possibility of visual presentation of the material with the help of a projector and other computer equipment. A number of special disciplines, for example, biology, may contain descriptions of the rules for operating with special computer tools, including the electron microscope and the rules for its use in teaching schoolchildren. A special role in such training is played by computer science courses, which also acquaint students with the features of the structure and functioning of ICT tools, but do not cover the issues of the correct and justified use of such tools in teaching schoolchildren [4-6].

After analyzing the work programs of the course "Information and communication technologies in education", you can draw up a table in which the signs "+" will mark the programs that highlight a particular area of application of information and communication technologies (table).

Table 1
Comparative analysis of work programs by ICT application areas

| Fields of application of information and communication technologies | Program | | |
|--|----------------------|------------------------------------|----------------------------------|
| | Min. vol% one-time%, | work program Uzbekiston Acad. arr. | work program of air defense MGPU |
| Organization of educational management | + | - | + |
| Preparation for the lesson (drawing up notes, selection of educational material, development of assignments) | - | - | + |
| Increasing the efficiency and visibility of the actual learning process | + | + | + |
| Automation and increasing the objectivity of measuring the learning outcomes of schoolchildren | - | + | + |
| Extracurricular and extracurricular activities | - | - | + |
| Conducting scientific methodological research | - | - | + |

Obviously, the variable part should contain such goals, methods and means that would directly prepare teachers of informatics for professional activity, namely:

- examples of the use of informatization tools directly at the informatics lesson;
- differences in information and communication technologies in the lesson
- informatics and other school lessons; - educational and extracurricular activities of a teacher using information and communication technologies;
- positive and negative aspects of using information and communication technologies in the informatics lesson.

It is necessary to use such methods and teaching aids that will allow students to use information and communication technologies independently in the educational process, in preparation for the lesson, and in carrying out extracurricular activities.

In the variable part, special attention should be paid to the practical part, use a large number of examples. It is also necessary to motivate teachers for independent creative study of the discipline.

Outside the framework of all existing courses are the problems of creating and using educational electronic publications and resources, approaches to assessing their quality, the basis for increasing the motivation of schoolchildren to learn through the use of ICT tools, learning features using interactive services of modern telecommunication systems, and much other. Thus, the course "Information and communication technologies in education" allows you to systematize knowledge in the field of organizing the teacher's professional activity using information and communication technologies, which, ultimately, will have a positive effect on increasing the efficiency of the entire education system.

Certain innovations are already being observed in regulatory documents and programs for the training and retraining of teachers in universities. Almost all future teachers study such disciplines as "Technical and audiovisual means (or technologies) of teaching" and "Information and communication technologies in education". Such disciplines can be added to the courses "Educational resources of the Internet", "Methods of assessment and the use of educational software", "Modern means of assessing learning outcomes" and some other disciplines, which are found in universities.

Obviously, all of them, in one way or another, illuminate the features of the implementation of pedagogical activity in the context of the use of information and telecommunication technologies. To this list, of course, it is necessary to add numerous methods of teaching various disciplines, which cannot ignore the specifics of informatization of teaching individual subjects of the school and university curriculum.

It can be concluded that the course "Information and Communication Technologies in Education" should be introduced into the system of training and retraining of teachers. However, the content of the course, methods and means of teaching the variable part should be considered in more detail.

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