



Formation of Effective Use of Information Technologies in Future Pedagogues

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Abstract: In higher educational institutions that prepare future pedagogues, students have the most convenient technological opportunities to use modern computers and communication tools to quickly make decisions in complex situations, to search for information, to obtain it, to improve their communicative skills and other similar skills. conditions must be created. Freed from formal education, pedagogues must focus on strengthening the relationship with the students they teach, which is the essence of their work. It is about approaching students to develop their individual capabilities, requirements and problems in one or another subject, by jointly discussing, designing and critically analyzing the obtained results, finding non-standard solutions. In educational institutions that prepare future pedagogues, the situation of conducting work in the form of a very important traditional audience will be enriched with new content, because the time saved as a result of the use of information and communication technologies is very necessary to further improve the professional skills of students who are teaching pedagogues remains for personal communications.

Keywords: information technologies, pedagogics, education.

In the situation that has arisen in the work of the educational system in the last two decades, the issue of improving and modernizing modern information and communication technologies remains urgent.

However, due to the cheapness of the educational process, the introduction of personal computers that are connected to the local network and therefore have access to the global (global) Internet network has accelerated this work. In order to successfully implement the modernization program of secondary education, which is often based on computerization and Internetization, not only the educational facilities are equipped with modern technical means, but also the organizers and pedagogues of the educational system are sufficient in this field. they must have knowledge. As a matter of fact, there is nothing new in this, it is only necessary to expand the scope of the acquired knowledge: the training of teachers specializing in this specialty has been started in the higher educational institutions of pedagogy, informatization classes are being held in schools equipped with computers, not only managers, but also administrators of educational institutions consider it natural and necessary to have personal computers on their desks and to use them. However, not all of these things are so simple, if we look carefully at these things, we will see a contradiction, that is, a conflict between general education and its quality. Every pedagogue, be it a teacher of a school or a higher educational institution, their main goal is to improve the quality of education, and the use of information and communication technologies will help them in this work. In addition to the quality, it is also necessary for the leader to ensure that as many people as possible can use the current technical equipment and other educational resources. Therefore, more attention is often paid to one of them in general and quality education. In order to solve the problems that have arisen, special

attention should be paid to this issue during the training of pedagogic staff. We will consider the situation in the higher education system below.

The implementation of information and communication technologies in the higher education system is carried out in two main traditional directions. The first is the possibility of using these technologies to ensure the universality of education, which is implemented by including people who would not otherwise be able to receive education in any other way. It should be mentioned that this form of distance education faces many objections. The objections of those who oppose them are quite correct, namely that future students are deprived of everything necessary for a real quality education: laboratory work, access to academic libraries, teachers and from seminars, other learning processes and informal interactions with other students. The second direction is to use information technologies to change what to teach and what to teach, that is, to use the content and method of teaching within the framework of traditional face-to-face teaching. However, as a result of the application of advanced technologies, a very difficult problem arises, which is often related to the creation of additional opportunities for educated, active and capable students compared to the level of training of the general public. Such a situation may also be related to the fact that the technology used is not adapted for the educational system, and work in it requires special training. In other words, the application of information technologies in the educational system helps to increase the universality of education or the quality of selected students' knowledge. At the same time, the demand of the society is natural, that is, to get comprehensive and quality education. In fact, it is clear that there is a contradiction between the universality and quality of education. Basic educational resources always have a strictly limited amount and a certain monetary equivalent: auditorium seats, books in the scientific library, laboratory equipment, qualified teachers.

Let's imagine that a trainer is teaching a small group of students through oral explanation and discussion. Now that pedagogue is imparting knowledge to the educated person (student or pupil) through writing and reading. Undoubtedly, the second method increases the universality of learning. The teacher's words and thoughts reached not only the students in the small group present at that time, but also other students. Hundreds of readers, even hundreds of millions of readers, read and studied Plato's works thousands of years after his death. Reading, writing and, of course, the printing press, which was invented later, became the basis for the increase in the number of students, even if the distance between the pedagogue and students increased to a certain extent. It would not be wrong to say that distance education has appeared since the day when the teacher gave the student a manuscript and said, "Go, read it." Based on this distance, every student who knows how to read can master more subjects. Within each subject, students had the opportunity to learn a large amount of ideas, discussions, quotations and basics. The interesting thing is that, contrary to logic, this kind of communication motivated the improvement of the communication between the teacher and the student. Now, only the teacher is not directly responsible for the student's knowledge. Because no pupil or student can communicate with his teacher on an equal basis, a student reading a book or a manuscript may not be in a hurry to interpret the question of the teacher or the author of the book, but to the question asked. Students can search for the right answer at his own pace without rushing. Preparing for seminars for students and teachers through pre-recorded notes and readings will also help to develop their oral communication skills. But such advantages have influenced the increase in the price of education. Although some students and pupils were able to exchange ideas with scientists, there was a large number of pupils who were not guaranteed to understand everything through reading alone and receive proper education accordingly. Because it is impossible to know whether everyone understood the author's opinion correctly without communication between the teacher and the student. Illiterates were also deprived of the opportunity to acquire knowledge, because they could not become readers by reading books and manuscripts. On the basis of the rise of culture, the achievements related to the increase in the level of universality and quality of education, overcame the above negative aspects.

When talking about the learning environment, where teachers and students have access to a set of resources such as learning materials, equipment, and technology, it should be noted that each considered revolution is the current environment of this environment. changed its status and radically

expanded it. At each stage, relevant technologies greatly helped pedagogues and students, created and developed a new form and method of education, changed scientific directions, specialization, the structure of education and social society. As a result of the application of these technologies, the types of educational resources have been increased and brought into one form. The technologies defining the essence of each of the three revolutions, which are fundamentally different from each other, had the same effect. Paper, pen and printing press - in the first; classrooms, lecture halls, laboratories and libraries - in the second; microprocessor and telecommunication - in the third. But technologies by themselves, be it paper, auditorium, or computer, do not bring any change. The results of their use are determined by how and for what purpose we use them. In order to improve the quality and universality of education in modern conditions, in search of the most optimal way of applying information and communication technologies in education, we need to focus on the huge experience of using the important technologies of the previous two revolutions for hundreds of years.

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