ICT USAGE STEPS IN MODERN LESSONS

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ABSTRACT

Ways of applying ICT in lesson and their stages are given in the article. Much research has focused on the psychological and pedagogical aspects of human-computer interactions, as well as the search for ways to use high-performance information and communication technologies. Here are some suggestions on how to use ICT.

Keywords: ICT, lessons, education, teachers, apply, use, step.

INTRODUCTION

The entry of humanity into the new information society of the 21st century has made a significant contribution to the educational process. The transition from a traditional, learned form of learning to an interactive, technology-based form of education has given rise to a number of considerations. The proliferation of information and communication technologies (ICTs) and the emergence of the World Wide Web (the Internet) are key tools in shaping the educational process and opening up new forms and methods of teaching.

METHODOLOGY

Much research has focused on the psychological and pedagogical aspects of human-computer interactions, as well as the search for ways to use high-performance information and communication technologies. Here are some suggestions on how to use a computer.

As a computer training tool. In computer science classes, students learn about computers and information technology. The role of the teacher is to teach students the purposeful use of computer technology and information technology in the learning process, practical training and other areas of education.

Computer as a means of information retrieval. In areas where there is a shortage of textbooks and teaching aids, the computer is primarily a means of obtaining the necessary information. In this case, the teacher can make extensive use of the Internet and intranet technology.

As a computer communication tool. The advent of the Internet and the Internet in education has opened the door for our students to participate in Internet projects. Today, a student in a particular area can interact with peers anywhere in the world and with students from any educational institution in any part of the world, interacting visually (online) using modern multimedia tools.

So, one of the most pressing issues today is the use of information and communication technologies and their implementation in the educational process. In this case, ICT can be seen in the following ways:

- as a means of obtaining research results;
- as a source of additional information on the subject;
- as a means of providing employment and independent learning;
- as a tool that allows the teacher to provide person-centered teaching;
- as a means of increasing the level of activity of the student.

RESULTS AND DISCUSSION

As we make greater use of new forms of teaching today, we need to master information and communication technologies and use them extensively and purposefully in the learning process. To do this, all universities have a system of information and communication technologies. All teachers should take part in the courses on the introduction of information and communication technologies in the educational process and their use in the educational process. To this end, the goal will be achieved if the training of teachers on computer skills and the application of information and communication technologies in the educational process is carried out on the basis of a three-stage program.

The first step is to clearly define the level of computer literacy of teachers in the educational institution. At this stage, a survey of all educational institutions will determine the level of use of computer technology:

✓ Those who do not know how to communicate with computer technology;

✓ Those who partially know how to communicate with computer technology. Such employees know how to turn the computer on and off, perform simple operations on it, access and exit certain programs;

✓ Those who are well versed in computer technology. Such teachers can work with computer programs, use the computer as a user;

✓ Excellent computer skills. In addition to working with programs, such teachers can apply information and communication technologies in the educational process. So, the first step is to determine the level of knowledge of teachers.

The second step is to achieve the intended use of computer technology in education. First of all, it is necessary to raise the level of computer literacy of all teachers working in the educational institution to the level of those who are well versed in computer technology.

To do this, the task of first teaching teachers who are not familiar with modern technology to communicate with computer technology, their knowledge and skills in this area will be brought to the level of the second group - those who partially know how to communicate with computer technology. At this stage, teachers are fully trained to work with MS Office programs. In the next stage, these two groups of teachers are trained to communicate well with computer technology on the basis of a complex program. Bringing all non-specialist science teachers to the level of computer literacy, passing some of the subjects using modern information and communication technologies, connecting to the world information system internet on the basis of modern information and communication technologies, obtaining materials from it and in the classroom The use of these materials allows you to design and program lessons on the topic.

The teacher can use the existing programs in advance during the lesson, make some changes to the programs as needed, and change the programs during the lesson. A teacher of this level will have the opportunity to receive assistance from other centers in preparation for, during, and after class. The implementation of this stage will allow to bring the current educational process in the educational institution to the level of the education system of developed countries.

The third step is the effective use of computer technology in the educational process, based on which to conduct practical classes and seminars. At this stage, the part of those who know mainly on a professional level is used. Every science teacher needs to be able to determine the coefficient of use of ICT in the classroom based on their subject, that is, they need to know and imagine exactly where ICT can and should be used in their subject. However, students will be required to provide clear and complete Internet addresses when completing assignments.

The third step is a very complex and continuous process, in which each science teacher is taught to prepare simple Level 1 electronic manuals in their subject in .doc and .html, ppt, exe, flash video file formats. Then they need to be taught how to work with the following programs (such as Macromedia Flash, Macromedia Dreamweaver, Constructor books, Ebook, iSpring, etc.). The goal is for teachers to be able to use service and applications in the use of information and communication technologies. At the same time, each professor should be provided with training programs (in English,

Russian and Uzbek) in electronic form as handouts to strengthen and develop computer literacy.

CONCLUSION

Today, all universities have all the conditions for the introduction of information and communication technologies in the educational process. Only we, the teachers, will achieve our goals by using more of these information and communication technologies in the teaching and learning of our subject.

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