

## THE USAGE OF ICT IN TEACHING AND STUDYING

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**Abstract:** *The paper reveals effective using information communication means in educational procedure. Modern education, the time in which we live, work, and our children receive education, requires a huge stock of knowledge in the field of modern technologies. They not only accompany us, but also more penetrate into our life, everyday life, communication. Along with teaching reading, writing and numeracy skills, starting from the first grade, it is important to teach children how to use digital technology as a working tool in their studies and everyday life. Today schools are provided with modern computers, electronic resources, and Internet access. This undoubtedly requires the teacher to introduce new pedagogical technologies into the practice of their work.*

**Keywords:** *multimedia products, interactive technologies, educational effects, information and communication technologies, modern technologies, the teacher and pupils.*

Modern man is surrounded by so much information that he is not able to process and use for the development of society without the help of new information technologies. Every year more and more information technologies, computer breaks into our life [1]. Proceeding from the fact that “information and communication technologies are a set of methods, devices and production processes used by society to collect, store, process and disseminate information”, the main thing in the teacher's practice is to understand the role of ICT application in educational activities. The success of the reform of Uzbek education largely depends on the human factor: the teacher and his professionalism. It is the level of qualifications of the teaching staff, their readiness to use modern technologies in professional activities that will be the main ones in the complex process of bringing education to the level of the needs of modern society [2, 3]. Information technologies provide a unique opportunity for development not only for the pupils, but also for the teacher. The development and expansion of the information space of children and adolescents, encourages the teacher to study together with pupils, mastering new previously unexplored spaces. Let me emphasize that the simple use of computer technology in the classroom does not automatically entail an increase in the level of the teacher's professional skill and an increase in the quality of education. The firstly, the determining role is played by the personality of the teacher and his motivation [5]. Therefore, in schools it is necessary to create such working conditions in which the teacher would like to apply

the knowledge, he has in the field of ICT use and replenish it. At the same time, the introduction of modern technologies in pedagogical activity should not be just a necessity, but be a conscious process in the continuous education and self-education of a teacher in this area. The directions of modernization of education should be determined not so much by the presence of computer equipment and software in the school, as by the readiness of primary school teachers to change in accordance with the needs and problems of society. According to the website of statistics, 18% of teachers in grades 1-4 have a negative attitude to the usage of computer technologies in the classroom, do not show interest in computers, avoid training in computer literacy courses, preferring to resort to the help of their “advanced colleagues” [4].

The teaching experience of this group of teachers is over 20 years. More than half of primary school teachers (54%) have a positive attitude towards computers, show interest in new ICTs, usage them in their practice, including both young teachers (work experience up to 5 years) and experienced teachers. About a third of primary school teachers (28%) have a positive attitude towards IT, are interested in it, but do not use it in their lessons. This group also included teachers with different experience. And among primary school teachers who own computer technologies, 18% do not use them in class, 27% use them, but rarely, 36% use them 2-3 times a week, and 19% constantly, practically in every lesson [3]. Table 1 shows data about why importance and using of ICT is decreasing.

Table 1. The usage of ICT by primary school teachers:

1	Electronic processing of documents
2	Use of off-the-shelf multimedia products
3	Using Internet resources to prepare for lessons or for self-education
4	Using e-mail for correspondence, communication with colleagues
5	The use of computer technology outside school hours
6	The use of computer technology in work with parents
7	Using your own multimedia products
8	Professional forums, work in network professional associations
9	Using the Internet to participate in distance competitions, Olympiads, conferences of various levels
10	Distance education

From this table, it can be seen that teachers are more focused on the consumption of the finished product, the usage of a computer for reasons of convenience. They practically do not see its importance for self-education, professional communication, distance exchange of experience and distance learning [7]. Now everyone understands that a computer cannot replace a living teacher. But it will help to facilitate his work, to interest children, to provide a more visual, completely new perception of the material. Therefore, topic of article was chosen for self-education “Using ICT in the classroom in primary school as a means of improving the quality of learning”. It was trained in courses, studied literature on this topic and began to use ICT in the lessons [6,8]. The usage of ICT in the educational process allows:

- to enhance educational effects;
- to improve the quality of assimilation of the material;
- to build individual educational trajectories of students;
- to imply a differentiated approach to students with different levels of readiness to learn;
- to organize at the same time children with different abilities and capabilities.

One of the most successful forms of preparation and presentation of educational material for lessons

Informationization of education is a complex multilevel process that cannot be reduced to supplying schools with computers, electronic textbooks and connecting to the Internet. The task of information: to involve everyone in the information process: students, parents, teachers, administration, librarian, psychologist and other school workers. The use of ICT in education is considered one of the most important directions in the development of the information society [2]. The integration of ICT into the educational process allows, on the one hand, to get students the skills necessary for life and work in modern society, and, on the other hand, creates the preconditions for a radical change in the technology of obtaining new knowledge through a more effective organization of cognitive activity.

Information and communication technologies of education are a set of organizational forms, pedagogical technologies and technologies for managing the educational process, which are based on the use of modern computer and telecommunication systems and ensure the achievement of the accepted educational standard by all students.

The introduction of information technology in the teaching of all subjects entails the need to improve the information culture of the teacher, the introduction of new teaching methods using computer technology in the following areas:

- knowledge control;
- laboratory workshop;
- clarity in the lesson;
- self-education (networking) [4].

The use of ICT in the educational process is an urgent problem of modern school education. Today it is necessary that every teacher in any school discipline can prepare and deliver a lesson using ICT. This is necessary because due to the interactive nature, students are motivated to study the subject; teaching opportunities are expanding, as ICT is one of the components of a communication-oriented methodology. By introducing audio-video technologies into the learning process, the teacher expands and deepens the possibilities of presenting, consolidating and practicing various aspects of the taught discipline [11].

ICT make it possible to use the abilities and aspirations of students for independent work using the Internet, when you can always refresh, deepen and expand information on a particular issue. Moreover, the presentation allows the

teacher to independently compose the educational material based on the characteristics of a particular class, topic, subject, which allows you to build a lesson in such a way as to achieve the maximum educational effect. The usage of interactive technologies is becoming commonplace in education. Interactive equipment such as interactive whiteboards create sustainable motivation for learners to acquire knowledge and help creatively solve learning problems, thereby developing the imaginative thinking of learners. With the help of an interactive whiteboard, you can demonstrate presentations, create models, actively involve students in the process of mastering the material, improve the pace and flow of the lesson [2]. The electronic board helps children to overcome fear and embarrassment at the blackboard, easily involve them in the educational process. The class does not remain indifferent. Due to the great clarity, the use of an interactive whiteboard allows you to draw the attention of children to the learning process, increases motivation. Everything that is on the computer is demonstrated on the interactive whiteboard. It allows you to move objects and labels, add comments to texts, pictures and diagrams, highlight key areas and add colors. The teacher had the opportunity to model his lesson together with the students in the brainstorming mode, demonstrate the educational material, make written comments over the image on the screen, write down the students' ideas and thus create a general summary with the educational material together with the students. At the same time, what is written on the interactive whiteboard can be transmitted to pupils, saved on magnetic media, printed, and sent by e-mail [4].

In addition, in the classroom, it is possible to access the Internet, where pupils can independently obtain new information. While working on interactive whiteboards, the concentration of pupils' attention is improved, the learning material is absorbed faster, and as a result, the academic performance of each of the pupils is increased, which qualitatively increases the level of modern education. Using an interactive whiteboard, the teacher cannot only show and comment on paintings and graphics, but also create their own drawing.

Despite all the difficulties that the teacher is able to solve, new technologies open up more opportunities for the teacher to be creative. The little experience already available has shown that working with ID improves the perception of the material by pupils, especially in primary grades. Pupils find that working with ID is much more fun than working with a whiteboard or printed handout. They recognize that an interactive approach helps them take an active part in the lesson.

Nowadays students are ready for lessons in a wide variety of disciplines using ICTs. For them, neither work with various editors and processors (Paint, Word, Power Point, Excel), nor the use of Internet resources, nor computer testing is new and unknown. Students get acquainted with all this in computer science lessons. Here they get both an idea of the capabilities of certain ICTs and specific practical skills. Multimedia computer technologies are replacing almost all traditional teaching aids [4]. In many cases, such a replacement turns out to be more effective, enables the

teacher quickly combine a variety of means that contribute to a deeper and more conscious assimilation of the material being studied, saves lesson time, and saturates it with information.

Such software products as Paint, Word, Power Point allow the teacher to independently prepare a multimedia manual for a lesson in any subject with minimal time investment. At the same time, the teacher is not required to have a deep computer training, tk. The basic features of the applications are easy to master in just a few hours of independent work at the computer.

In the classroom, the following options for using ICT are possible:

- creation of slides with a text image intended for lessons in explaining, consolidating and generalizing the material (this option of work is convenient because it can be organized both in a computer classroom and in a classroom with one computer, which is on the teacher's desk);
- the use of computer tests designed to control the level of knowledge of schoolchildren at the stage of consolidation and repetition of what has been passed;
- organization of multimedia presentations on topics and sections of the studied subject;
- organization of project activities of students;
- the use of ICT in extracurricular activities;
- organization of multimedia support for messages, reports, individual and creative assignments.

The main problem a teacher faces when preparing lessons is finding materials. Commercially available multimedia discs can be used as sources for demonstrations. Among the multimedia discs, firstly it should be noted is the “Cyril and Methodius Children's Encyclopedia” disc. It is an exciting journey into the world of knowledge. Lively interesting presentation, bright colorful design, ease of use - all this make an indispensable assistant in understanding the world with little “why”. The encyclopedia contains a lot of useful information about the world around, about existing and disappeared civilizations, great eras and distant worlds, outstanding figures of the past and present, about unusual natural phenomena, animals and plants [8]. A variety of illustrated information in a playful way will help to awaken a thirst for discovery in a child, explain and acquaint one with serious encyclopedic knowledge, and help to master school subjects. “Children's Encyclopedia of Cyril and Methodius” is more than 10,000 amazing facts and phenomena, the richest treasury of knowledge about everything.

The main role in the decision to increase the efficiency of the educational process is assigned to not only forms, methods, but also teaching aids. The effectiveness of the lesson largely depends on the rational organization of the use of various teaching aids. The active use of technical teaching aids becomes an integral part of the educational process wherever there are teachers who are passionate about their work, where teaching has become creativity. Where technology is used wisely and systematically, it

can improve the effectiveness and quality of learning. The introduction of ICT into the practice of an educational institution opens up great opportunities for improving and improving educational pedagogical methods, exchange of experience and a creative approach to teaching. The basis for this is the accumulation of teaching materials in the internal information space of the school and the use of Internet technologies for both operational and delayed communication with colleagues and students: e-mail, forums, and video conferencing. The Internet is a new information phenomenon, before which we - teachers - found ourselves like a fabulous hero at a crossroads: there are many roads, a wide choice, and we have not had time to understand what it is and why we need it [3]. The global computer network for the educational process is a powerful tool that should organically fit into the subjects of educational areas.

In conclusion, working with the Internet develops confidence, allows teachers to feel part of the big real world, spurs curiosity, increases communication skills, and creates an element of competition, allows you to diversify the activities in the lesson. Often pictures from the Internet become the only source for children to see a portrait of the writer, photographs, Uzbek and other national folk costumes, masterpieces of Uzbek and other nations' art. It becomes a vivid visual aid and a source of inspiration in the lessons of fine art, the world around, literary reading and artwork.

#### PERFORMANCE OF EXPERIENCE.

The effectiveness of this experience includes:

- ❖ Growth of positive motivation in the classroom using ICT;
- ❖ Increasing the level of use of clarity in the lesson;
- ❖ Increasing the productivity of the educational process;
- ❖ Qualitative change in the relationship between the participants in the educational process;
- ❖ Increasing in the quality of knowledge.

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