

The Importance of Information Technologies in the Formation of Students 'and Students' Knowledge in Higher Education

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Abstract – Information technology (it) in education is currently a necessary condition for the transition of society to information civilization. Modern technologies and telecommunications make it possible to change the nature of the organization of the educational process, fully immerse the student in the information and educational environment, improve the quality of education, and motivate the processes of information perception and knowledge acquisition. New information technologies create an environment for computer and telecommunications support for organizations and management in various fields of activity, including education. Integration of information technologies into educational programs is carried out at all levels: school, University and postgraduate education.

Keywords – Information Society, Multimedia Tools, Economic Knowledge, Educational Material.

I. INTRODUCTION

Continuous improvement of the educational process along with the development and restructuring of society, with the creation of a unified system of continuing education, is a characteristic feature of education in Russia. The reformation of schools in the country is aimed at bringing the content of education in line with the current level of scientific knowledge, increasing the effectiveness of all educational work and preparing students for the transition to the information society. Therefore, information technologies become an integral component of the learning content, a means of optimizing and improving the effectiveness of the educational process, and also contribute to the implementation of many principles of developmental learning.

Integrated lessons using multimedia tools are the most widely used at the moment. Training presentations are becoming an integral part of training, but this is just the simplest example of using it.

II. MAIN PART

Recently, teachers create and implement author's pedagogical software that reflects a certain subject area, implements the technology of its study to some extent, and provides conditions for various types of educational activities. The typology of pedagogical software used in education is very diverse: training; simulators; diagnostic; monitoring; modeling; gaming.

Training in applied information technologies focused on the specialty, intended for the organization and management of specific professional activities, which is studied in the disciplines of specializations.

For example, the discipline "Information technologies in Economics "and synonymous with it" Information technologies in management " is included in the educational program for students of economic specialties. A modern economist should be able to make informed decisions based on information flows. In addition to traditional economic knowledge, the student should be familiar with the data

processing process and have the skills to build information systems.

Methodological materials on these disciplines are widely presented in print, in electronic versions, and are accompanied by various applications and application programs. It is quite difficult to understand such an abundance of the proposed material on your own. If you take, for example, only the fact of how many sources is offered on the Internet: a list of recommended literature, interactive manuals and online textbooks, essays, etc. To the users query "Discipline" Information technologies in Economics "search engine Google.ru it gives about 400 thousand links.

Only a qualified specialist-teacher can help to understand the current situation and help in mastering the educational material: he not only organizes independent work of students (essays, tests, tests and term papers), but in the conditions of the time limit for studying the discipline, he can choose the most important aspects for studying. Currently, teachers, pursuing such goals, create author's pedagogical software, implemented in multimedia and hypermedia form on CD and DVD-disks, on websites on the Internet.

Postgraduate education is also focused on the implementation of it: the curricula of graduate students and applicants in many scientific fields include disciplines related to the study and implementation of information technologies in scientific and professional activities. At the Orel state Institute of arts and culture, postgraduates and applicants of all specialties study the discipline "Information technologies in science and education" already in the first year of graduate school. The purpose of this course is to master the main methods and means of using modern information technologies in research and educational activities, to increase the level of knowledge of a novice scientist in the field of computer technology application during a scientific experiment, to help a graduate student in his research, in the design of articles, theses, reports and dissertation work.

Increasing the level of computer training of students, increasing the number and expanding the varieties of author's pedagogical software, using new information technologies in science and education in General, are one of the main directions for improving secondary special, higher and postgraduate education in our country.

Based on the current pace of computerization of the continuing education industry, as well as taking into account the uneven technological computer and network support for the population at home, we can expect that in the very near future these tasks will not be fully and comprehensively solved [1].

At the same time, there is a growing awareness that the traditional scheme of getting education in the first half of life is outdated and needs to be replaced by continuous education and lifelong learning. New forms of education are characterized by interactivity and collaboration in the learning process. New learning theories should be developed, such as constructivism, student-centered education, and learning without time and space boundaries. To improve the quality of education, it is also planned to intensively use new educational technologies [2].

Various approaches to the definition of educational technology can be summarized as a set of ways to implement curricula and curricula, which is a system of forms, methods and means of teaching that ensures the achievement of educational goals. Specialists usually deduce the difference in educational technologies from the difference in the training tools used. Information educational technologies arise when using information and computer technology. The educational environment in which educational information technologies are implemented is determined by the components that work with it:

- Technical (the type of computer equipment and communication tools used);
- Software and technical (software support for the implemented learning technology);
- Organizational and methodological (instructions to students and teachers, organization of the educational process).

Educational technologies in higher education are understood as a system of scientific and engineering knowledge, as well as methods and tools that are used to create, collect, transmit store and process information in the subject area of higher education. There is a direct relationship between the effectiveness of training programs and the degree of integration of relevant information and communication technologies.

The super-task of understanding and implementing the problem of Informatization of higher education is that as a result, a global rationalization of intellectual activity in society should be achieved through the use of new it in order to increase the efficiency and quality of training specialists to the level of information culture achieved in developed countries. Training of personnel with a new type of thinking that meets the requirements of post-industrial society should be provided [3].

Information technologies bring the possibility and need to change the model of the educational process itself: the transition from reproductive learning — the "overflow" of

knowledge from one head to another, from teacher to students - to a creative model (when a life situation or process is modeled in the classroom with the help of new technological and technical support, students under the guidance of the teacher must apply their knowledge, show creative abilities to analyze the simulated situation and develop solutions to the tasks set). Experts believe that the development of traditional and new technologies should follow the principle of complementarity and mutual correlation, which, in turn, allows us to talk about a fundamentally new dimension of the educational environment-a global dimension that exists in real time and associates the entire set of educational technologies.

Evaluation of the functioning of a PRE-school system or a separate educational institution can be carried out on the basis of developed criteria or on a regulatory basis.

Criteria-based assessment requires that judgments of a qualitative and quantitative nature follow from a comparison of the actual state of Affairs with a certain "ideal" (educational standard), which must be defined and used as a kind of standard against which the assessment is made.

Assessment on the basis of the regulatory framework represents an alternative approach. The standards adopted for evaluating open universities often resemble those for evaluating the functioning of traditional universities.

Experts emphasize the extreme difficulty in determining the ideal indicators (norms) of University performance and believe that the normative approach, which compares the activities of traditional and open universities, taking into account differences in social, cultural and economic conditions, is the most acceptable.

An important and effective condition for the progress of any society was and is the creation and expansion of a single interactive information space. It is the unified information spaces that have historically significantly contributed to the acceleration of the development of all mankind as a whole, and have been a decisive factor in improving civilization in all spheres (spiritual, professional, physical, cultural, and others). Sharing knowledge, combining efforts to further understand nature, to develop science, technology, and culture-all this contributes to an effective increase in the material level. Therefore, the creation of a single interactive information space can be considered a strategic goal of introducing modern and promising information technologies in all spheres of human activity.

The main goals of building a unified information space in education are related to providing fundamentally new opportunities for human cognitive and creative activity. This can be achieved thanks to modern information and technical equipment of the main activities in education: educational, pedagogical, research, organizational and managerial, expert, etc.

Uneven investment and interest in participating in e-learning will have a significant impact on the state of Affairs in higher education. In addition to elite universities, whose political influence is quite strong (due to rich graduates and solid funds), other institutions of higher education will be in a very vulnerable position. Only those universities that systematically invest in e-learning, constantly create programs and enter into partnerships will successfully survive this decade.

III. CONCLUSION

A forward-looking education system should take into account the main challenges of the twenty-first century and the major human problems associated with them in the modern and emerging information society. The most important directions of the transition to a new educational concept, which will be the basis needed for a XXI century perspective of the education system, include, in particular, fundamentalization of education at all levels; implementation of the concept of anticipatory education; extensive use of innovative methods and developing education through the application of advanced information technologies; improving the availability of quality education by developing a distance learning system and means of information support for the educational process with modern information and telecommunications technologies.

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