

Methodology of use of Information Technologies in the Lesson Process for Primary School Teachers

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ABSTRACT

The article describes some of the basic tasks of primary school teachers in the use of Information technology in the lessons and the importance to develop school learners' interest in learning, creativity and knowing the news of the world. Currently, in today's dangerous COVID-19 pandemic, the importance of extensive and effective use of E-learning resources based on computer technology while maintaining the health of teachers and students in the learning process has been demonstrated. Therefore, it is significant to monitor students' knowledge regularly, skills and abilities, timely filling of gaps in their knowledge, creating conditions for the continuous development of intellectual potential in active students. Also, interest in working with adults, protecting and strengthening their health enrichment of pedagogical approaches and practices, regular use of innovative pedagogical technologies and advanced achievements of pedagogical science in the educational process are of great importance. Furthermore, the article analyzes the introduction of elements of information and communication technologies in the educational process, their effective use, the use of innovative methods in the continuous improvement of primary school teachers' skills. In the article, there are given useful information for using a computer during the lessons that can be helpful for primary school teachers.

KEYWORDS: *Information and communication competence, information technology, competence, innovation technology, methodology, the Internet*

INTRODUCTION

Currently, one of the main tasks of the education system is to create a system of training based on the experience of the development of education in developed countries of the world. For this reason, it is important for us to study and implement foreign experience, as well as to study the system of higher education management. The purpose of teaching quality management in the context of modernization of education is in the following: to study of foreign experience in modernization of the education system, to analyze of the results of scientific and applied research in this area in our country, to make use of analysis, data and development of forward plans, selection of optimal training principles and development of criteria aimed at building the capacity of the quality management system. The President of the Republic of Uzbekistan Sh. M. Mirziyoyev in his work emphasized the necessity for further development of not only science academic fields, but also science in higher educational institutions, significantly strengthen the material and technical base of scientific institutions at the level of advanced foreign centers and in accordance with the requirements of scientists [1].

Nowadays, further improvement of the system of continuing education in the country, increasing the capacity of quality educational services, the policy of training highly qualified professionals in accordance with the modern requirements of the labor market is being consistently pursued and implemented. Particularly, in order to improve the education

system to a new level on the basis of advanced foreign experience, large-scaled work is being carried out to develop and implement innovative mechanisms for training teachers. Furthermore, the development of an innovative system of teacher training is important in order to improve the mechanisms for conducting research in the field of pedagogy with promising goals at the same time.

The Strategy of actions for the further development of the Republic of Uzbekistan identifies such important tasks as "Improving the quality and efficiency of higher education institutions through the introduction of international standards for assessing the quality of education" [2].

In this case, it states that the importance of increasing the quality and effectiveness of higher education, developing the learning skills of students, improving the pedagogical mechanisms for the development of intellectual potential. The use of information technology in the teaching process of primary school teachers according to the content of the curriculum of higher education identifies significant changes in the development of tentative basic curricula of primary general education in the direction of "Primary Education". Implementation of Information Communication Technologies (ICT) opportunities in the professional activities of teachers can be in the following way: pedagogical, design, research and cultural-educational.

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Thus, training primary school teachers requires not only the acquisition of a set of knowledge, skills and competencies in the field of ICT, but also the skills to implement didactic potential of ICT to search and select increasingly educational and methodological information, its processing, modification and application in real required learning. One of the main distinctive features of professional activities of a primary school teacher can be seen in the use of ICT tools in the process of teaching children various subjects, as well as in the process of creating teaching materials in electronic form, interacting with pupils' parents and with their colleagues.

LITERATURE REVIEW

Such peculiarities could be determined in the expansion of the scope of training in the professional activities of primary school teachers in the field of ICT, which is reflected to some extent in the of Russian researchers' scientific works and methodological manuals. The knowledge and skills of a school teacher, a teacher of secondary and higher education institutions to realize the ICT capabilities necessary for successful professional activity, the Information Society maintains a leading role in educating the younger generation in the context of global communication. Acquired knowledge and skills in the implementation of ICT capabilities required for successful professional activity by school teachers continues to play a leading role in educating younger generation by secondary and higher education teachers in the context of global communication and the Information Society.

Therefore, training of primary school teacher in the field of ICT use in professional activities can be distinguished in the following main directions:

- The use of ICT by primary school teachers will be considered within the scope of their powers related to the use of ICT in their professional activities. As this tendency is quiet limited in the use of ICT tools in the classroom after school, and in training, and the use of ICT tools in the classroom is associated with the development of methodological and organizational materials and the development of presentations and the use of ready-made programs for primary school. However, various definitions to this term are proposed, for example, "Information-communication competence", "Information-communication Technology competence", "Information and technological competence", that do not differ from each other according to the meaning. It should be taken into consideration that not all approaches to ICT competence take into account the use of didactic potential of ICT in the application of ICT. Knowledge and skills in selecting the right programs for primary classes (elementary levels) are not taken into account. Moreover, educational and methodological support for its formation is not clearly described.

- Development of primary school teachers "ICT-competence", and approaches to the design of methodological systems and the formation of methodological systems associated with the development of methodological systems of ICT training. At the same time, these approaches are mainly focused on the use of ICT by teachers in the process of teaching school pupils' mathematics and computer science, as well as using of ICT in the educational process at the level of general approaches.

METHODOLOGY

Currently, in our country, primary school teachers mainly use presentations developed by teachers themselves, and

software developed by companies, however, they do not take advantage of the audiovisual information resources and instrumental information systems of the Internet to enrich authorial teaching methods in primary schools. Moreover, in the professional field of school teachers, when we take into account the experience of primary school teachers in the field of ICT, it should be noted that pupils are more interested in this science, and therefore, it is important to attract their attention, increase motivation in learning, and expand the learners' world view to learn to search for new knowledge on their own.

At present, school teachers are developing new teaching methods for primary school students, both to organize creative cognitive activities (mainly using presentations on the computer) and to present to pupils in effective and easy-to-understand ways that contribute to better memorization of educational content, and encourages understanding. One of the most common and frequently used features in primary school teacher's practice is computer games (such as verbal arithmetic), visualization of teaching materials, and a variety of on-screen game plots to solve learning problems, and organizing game based activities such as offering puzzles and so on. [3].

The creative approach of school teachers to methodological updating of their activities is reflected in various lessons in the use of their inventions, including computer presentations, ready-made programs, projector, and interactive whiteboard. For instance, in "Alphabet" classes for primary class learners, pupils are offered "computer movies" about letters and sounds, while in writing classes, a multimedia projector is used to project a copy page image into copybooks. In math classes, it's called "Mathematical Designer" that is used to test the formation of computational skills, or to check verbal counting, and to demonstrate sample materials, and tasks for peer checking.

RESULTS AND DISCUSSION

However, not all basic components of the methodological system are fully taken into account, goals, content structure, organizational forms, methods and teaching aids, that do not create opportunities for us to develop a complete methodological system for professional training of primary school teachers in the field of ICT. Using ICT in professional activities of primary school teachers is part of the subject Computer Science, but the content of the subject of Computer Science does not require the responsibility from teachers for the use of ICT in their professional activities.

The use of e-learning resources is considered to be teaching, as a source of information (graphics, text, numbers, sound, music, video, photos, and others) containing a variety of methodological, resource expressed in digital (electronic) form, that is aimed at achieving educational goals.

Also, it should be pointed out that there is a more complete and multidimensional definition of E-Learning Resources, which shows its necessity in the teaching process. Typing suggested by some authors (for example, "digital image recording" by type of data: text, visual, combined, audio and video information, interactive models with complex structure) can be accepted with great assumptions and then, unlike the content, only external can be accepted by characters; Informatization of education has already come into the science and practice. Some primary school teachers emphasize the necessity to introduce what is called a "Digital

Environment” in order to improve teaching and learning methods.

However, the concept of “Environment” has not been considered as a pedagogical term as a condition of the interaction between student and learner, and it is an imagination necessitates successful learning and organizing students’ cognitive activities. It was stated that modern students should be ready for modern society, for this reason, a solution of this problem is to ensure the widespread introduction of ICT in the educational process, individualization and differentiation of the educational process, and the development of visual-artistic thinking as an abstract-logical priority. At the same time, neither theoretical nor methodological approaches to the realization of the potential of ICT-based information relations are proposed.

According to a number of primary school teachers, main responsibilities of primary school teachers are: to develop pupils’ interest in learning, creativity, and knowing the world. One of the most possible ways to address this, it can be seen in using a variety of ICT tools by the teachers, particularly e-learning materials in the primary school learning process that allows for the diversification of forms, methods and teaching aids, increasing the creative activity of students. Also, some examples of how to use MS Word to create quizzes, puzzles, visual cards, surveys, questionnaires, didactic materials (in a text editor, presentations, to search via the Internet) are given.

CONCLUSION

All in all, the teacher enumerates positive impacts of the “competent use of modern information technology at the primary school” in the learning process in the following way:

- Activation of cognitive activity;
- Improving student performance;
- Developing independent learning and self-management skills in primary school students;
- Increasing the level of ease of learning;
- Creating variety of activities and initiative in the classroom;
- Development of students’ thinking, the formation of information and communication competence, as well as the acquisition of computer skills in compliance with safety rules.

According to the experts that have made some experiments in the field, state that “using a computer, using visual and auditory images, ideal opportunities for individual learning have been achieved”; communication with the topic of a particular training course is provided. Thus, it should be assumed that in this case, we would be talking only about the components of the information environment. In most cases, primary school teachers pay special attention to the authors of presentations based on multimedia technologies, which in fact become a favorite teaching tool, combining the dynamics of images, sound, graphics, texts that allows teachers to add pictures, therefore, they simultaneously affect the auditory and visual organs, as well as attract and retain the pupils’ attention to the monitor. Thus, it can help to create comfortable emotional environment in the classroom, contributing to the development of the students.

However, a presentation might not realize the interactive capabilities of Information technology that does not allow us to talk about the full realization of the didactic potential of ICT. Presentations are used by teachers at all stages of the lesson (updating knowledge, explaining new material, constructing and correcting conversations) and to solve more complex problems, mainly in parts or stages of the lesson, rather than during the lesson [4].

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