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In Digital Conditions, The Importance of Information Communication Technologies in Primary Classes

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Abstract
The article discusses the search for ways to develop education, increase its efficiency, and introduce new information technologies into education. It has been stated that the use of information and communication technologies in primary schools in a digital environment gives positive results, and it is necessary to properly organize the educational process in accordance with the hygienic standards established for primary classes.

Keywords: In the digital environment, informative communicative, primary class, informatization of education.

Introduction

It is known that in the decree of the President of the Republic of Uzbekistan for 2022-2026, in order to improve the quality of education in the state program on the implementation of the development strategy of New Uzbekistan in the "year of attention to people and quality education", to reform the sector based on advanced foreign experience:

"Starting from the 2023/2024 academic year, educational programs aimed at educating students in the spirit of universal and national values, patriotism, as well as communication skills, critical and creative thinking, team work, and research should be put into practice," said he.

2017 is declared by the President as "the year of communication with the people and human interests" in our country, it is necessary to properly organize the educational process in accordance with the hygiene standards established for the elementary classes in order for the use of information and communication technologies, including in the digitalized environment, in primary classes to give positive results. [1].

The place of the country in the economy, people's life and world society remains dependent on the state of information technology development. The state of development of modern technologies depends primarily on the intellectual potential of society, including the development of the field of education in a digitized environment.

Today, the content and quality of education is considered a priority in society. In the developed and developing countries of the world, special attention is paid to the informatization of education. While looking for ways to develop education and increase its effectiveness, the introduction of new information technologies in education has become the focus of reforms in the field of education.

Information technology in education is a set of forms, methods, methods and means of implementing a theoretically based educational process that allows to achieve educational goals. In this, it relies on appropriate scientific modeling (designing), in which these goals are given in the same sense, and the possibility of objectively step-by-step measurement and assessment of the personal characteristics and qualities of elementary school students at a certain stage of their development is preserved. "Information technology" is a concept that interacts with scientific issues in any pedagogical system.

If the scientific problem represents the goals of education and training, then information technology represents the ways of education and training, means of achieving them. In this process, in the structure of the scientific problem, the defined qualities that should be formed and developed in the primary classes participate as educational goals in certain conditions, which in general determines the specific nature of the educational content.

Information and communication technologies should complement and display the information discussed in the lesson. The effectiveness of education organized in primary classes is determined by the thorough mastering of the basic principles of academic subjects by primary school students. At this stage of the continuing education system, the provision of information and communication technology science and its basics to primary school students based on a specific system, the basis of educational activities on student activity and independence forms their interest in learning science. Enrichment with methods such as observation of a certain object, event and process in the conditions of the educational process, organization of small practical experiments, increases the level of interest formed in students and creates the basis for its acquisition of a stable character [5].

A.S. Markov, one of our pedagogic scientists, identified several professional competencies that are necessary for a person, regardless of the level of information competence. In his opinion: "Information competence is the basis of certain occupations that determine the professional importance and types of the characteristic, and it does not lose its value due to changes in production and social practice" [2].

The author found that each type of information competence is widespread in professional activities. For example, to acquire special competence "planning production processes, working with a computer, working with office equipment, reading technical documents, training"; for personal competence - "the ability to plan work, control and regulate it, make independent decisions; the ability to find non-standard solutions, flexible theoretical and practical thinking, the ability to see problems, the ability to independently acquire new knowledge and skills"; to have personal competence - "to achieve success, the ability to succeed, striving for the quality of one's work, the ability to promote oneself, self-confidence" defined the characteristics of competence [3].

O. B. Episheva information competence and pedagogical potential means the level of general preparation of a person based on knowledge and experience for information competence and

pedagogical activity. At the same time, the author emphasizes that information competence and pedagogical skill can serve as an indispensable characteristic of a teacher, as it is expressed in the ability to act independently and responsibly in a changing professional environment [4; p. 42].
The teacher should strive to have five information competence characteristics. We can see that some teachers have a sufficiently high level of these competence characteristics in their work (professional training is high and they achieve good results in teaching elementary school students, the teacher's personality fully manifests itself, pedagogical activity, pedagogical communication shows that he is a competent teacher).

In order to organize and implement information technologies in education, a generalized drawing of the algorithm of operation can be used (Fig. 1). It includes several stages of training and education:

- goal setting (formation of ideas about educational goals);
- implementation (implementation of teaching-education methods, methods and tools in the intended sequence);
- monitoring and correction.

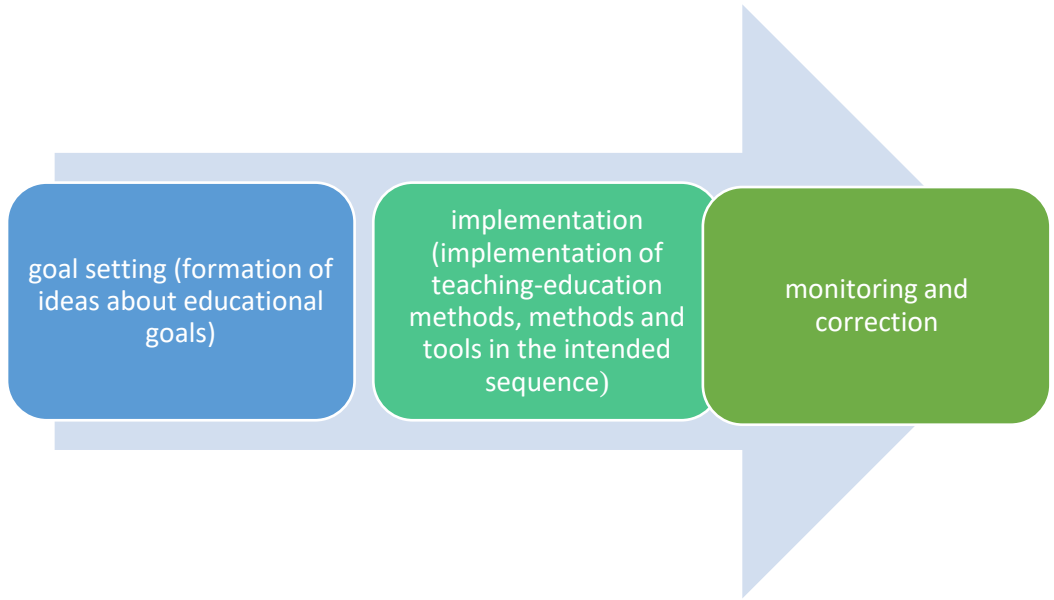

Figure 1. Algorithmic trajectory of organization and implementation of information technologies.

Each information technology also uses a control algorithm, which consists of a system of rules for monitoring, controlling and correcting its operation in order to achieve the set goal. In order to achieve each of the specified teaching-educational goals, a strictly defined educational-educational activity management algorithm of pedagogues is used. This allows not only to evaluate the success of the educational process, but also to design the processes with the specified efficiency in advance.

The described general approach to understanding the essence of information technology in education allows us to draw a conclusion about its sufficient complexity. It has such unexpected results in pedagogical practice that it gives an opportunity to speak about giving new qualities to the entire educational process (Fig. 2).

1. Teaching and training in education will have a holistic character in the conditions of implementation of a certain technology. It is difficult to divide it into separate educational or educational departments, to implement it in the form of a set of separate methods or the sequential formation of personal characteristics and qualities that are not related to each other. Education within a certain technology has complex features.

2. Taking into account the first, the introduction of only special technological approaches to educational activities should be decided carefully.

3. There are common stages for all users of a particular information technology that must be passed on the way to the formation of a well-rounded and well-developed personality.

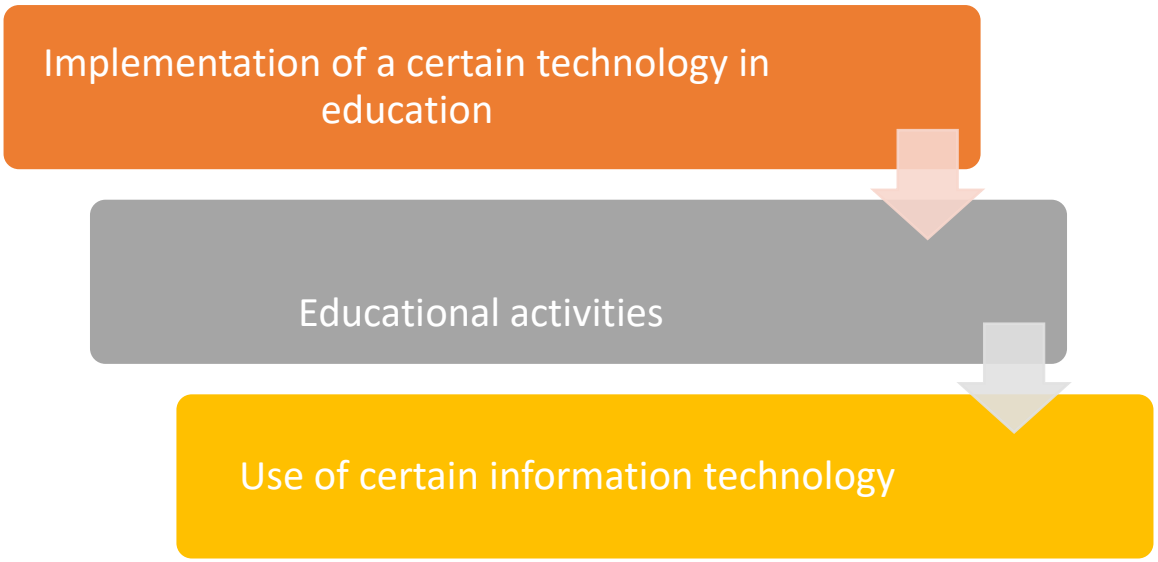

Figure 2. A general approach to information technology

In particular, the concept of educational process is included in methodological knowledge along with the concepts of teaching and educational technologies, or in its scientific analysis and practical organization, knowledge of educational systems, legality, systematic and technological approaches in pedagogy is combined.

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