INFORMATION AND COMMUNICATION TECHNOLOGIES AS A RELEVANT RESOURCE FOR EDUCATIONAL ACTIVITIES

Ruzieva Lola Tolibovna
Professor of the Department of General Linguistics and Comparative Typology, Faculty of Russian Philology, Tajik National University
Bahriddinova Gulnara Muhiddinovna
Doctor of philosophy in pedagogical science, Department of Language and Literature, Faculty of Philology, Shakhrisabz State Pedagogical Institute

Annotation

This article discusses the problem of implementing information and communication technologies to solve practical professional problems in order to increase the efficiency of the educational process. In modern society there is more and more talk about prospects for using information and communication technologies to solve educational problems facing the education system. This, in turn, causes an increase in the importance of information and communication competence of teaching staff and requires subjects of the educational process to be prepared to use information and communication technologies in solving professional problems.

Key words

management technology, efficiency, communication, technology, communication technology, information and communication competence.

Аннотация

В данной статье рассмотрена проблема реализации информационно-коммуникативных технологий для решения практических профессиональных задач с целью повышения эффективности воспитательного процесса. В современном обществе все больше говорят о перспективах использования информационно-коммуникативных технологий для решения воспитательных задач, стоящих перед системой образования. Это, в свою очередь, обуславливает возрастание значимости информационно-коммуникационной компетенции педагогического состава и требует от субъектов образовательного процесса готовности к использованию информационных и коммуникационных технологий при решении профессиональных задач.

Ключевые слова

управленческая технология, эффективность, коммуникация, технология, коммуникативная технология, информационно-коммуникационная компетенция.

Introduction. A leader's information and communication competence presupposes the ability to apply information and communication technologies to solve practical professional problems with the goal of improving the effectiveness of the educational process. Undeniably, the potential of IT for reorganizing the educational process is impressive and offers a vast field of activity for teachers. **1.** But most importantly, solving these complex problems largely depends on the teacher's preparedness to work in an environment of exploding information flows. The preparedness of future and practicing teachers to work in the new information space, as well as their progressive views on the information space, is a prerequisite for the development and implementation of new forms and technologies of teaching based on the active use of IT. It is undeniable that subject teachers, as key figures in the informatization of education, designed to

address many of the challenges facing the development of the education system, must not only understand the potential of IT but also cultivate a need for continuous professional development and a commitment to lifelong learning. In accordance with the requirements of the federal state educational standard for third-generation higher professional education in the field of "Pedagogical Education," the curriculum includes a course that involves information technology training for future specialists. This course is "Information Technology," or "Information Technology in Education," and "Information Technology in Professional Activity." The purpose of these courses is to promote the development of teachers' professional competence by developing a holistic understanding of the role of information technology in the modern educational environment and teaching. One of the main objectives of this manual is to introduce students studying in the field of "Pedagogical Education" and practicing subject teachers to advanced information technology and to orient them toward the creative and productive use of these technologies in their studies and future professional activities.

A s well as in the process of self-education and advanced training. At the same time, despite the undoubted theoretical and practical significance of all studies on the problem of using IT in education, it should be noted that a number of problems remain insufficiently addressed. Including: - the theoretical foundations for the use of computer technologies to support pedagogical activity have not been sufficiently developed; - there is a lack of theoretical substantiation of technologies for developing software and methodological support for training in modern information environments; - there are insufficient theoretically substantiated methods for the comprehensive application of network computer technologies for training and organizational and methodological support for independent cognitive activity, etc.

Research methodology. Information and communication technology is a pedagogical technology that uses special software and hardware to access various information sources (electronic, printed, instrumental, human) and tools for collaborative activities aimed at achieving a specific result. The computerization of the world, which began in the mid-20th century, has encompassed all spheres of society, becoming the most important component of the environment. Computer technologies are used in various industries and services, including education. The implementation of the e-education idea has contributed to a change in educational technologies, the dominant component of which is information and communication technologies. The problem of the research is the need to reveal modern information and communication technologies as a relevant resource for educational activities. The effectiveness of using information and communication technologies in the educational process. Research methods: analysis, synthesis, generalization, description . **2** A pedagogical experiment was used as the basic research method. Research results: the concept of "information and communication technologies" is considered, their means are described; the advantages of using information and communication technologies in educational activities in the direction are revealed.

Conclusion. Information and communication technologies include the integration of methodological techniques, technological processes, software and hardware that interact with each other in the process of using information for a specific purpose determined by the interests of its consumers; the advantages of information and communication technologies in educational activities are the expansion of the possibilities of the educational process, the development of positive learning motivation and interest of students, and the improvement of the quality of knowledge.

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