



INFORMATION AND COMMUNICATION TECHNOLOGIES AND DIGITAL TECHNOLOGIES IN EDUCATION

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Annotation. The article explores the potential of digital technologies in education, for organizing classroom activities and virtual learning in the educational environment. The distinctive features of educational platforms for the retraining of specialists, in-depth study of any disciplines, or vice versa for obtaining initial information and knowledge on the directions of interest in education are determined. The purpose of the study is to analyze the potential of digital and information and communication technologies in the educational process and obtain continuous education. Digital and information and communication technologies allow you to organize active learning and remotely share data from different locations. It is established that educational platforms most effectively support the concept of continuous education, and allow overcoming the space-time boundaries complicating the acquisition of competitive education in leading educational organizations. Using digital and information and communication technologies, students can collect, integrate and present information, creating multimedia projects using programs such as PowerPoint, HyperStudio, Adobe Photoshop, iMovie, Vimperor and iPhoto. With the help of informationcommunication and digital technologies, students are given the freedom to choose an individual trajectory, acquire the ability to

CC License CC-BY-NC-SA 4.0	work at personal pace, mode, provide individualization of instruction, in which each student works at the level of his abilities. The urgency of the use of digital technologies for the improvement of the distance learning system in the educational organization of higher education based on the means of educational platforms is substantiated. Keywords: digital technologies, information and communication technologies, education, educational process, educational organization of higher education.
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ИНФОРМАЦИОННО-КОММУНИКАЦИОННЫЕ И ЦИФРОВЫЕ ТЕХНОЛОГИИ В ОБРАЗОВАНИИ

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Аннотация. В статье исследованы потенциальные возможности цифровых и информационно-коммуникационных технологий в образовании, для организации аудиторных занятий и виртуального обучения в образовательной среде. Определены отличительные признаки образовательных платформ для переподготовки специалистов, углубленного изучения каких-либо дисциплин, или наоборот для получения начальных сведений и знаний по интересующим направлениям в образовании. Цель исследования состоит в проведении анализа потенциальных возможностей цифровых и информационно-коммуникационных технологий в образовательном процессе и получении непрерывного образования. Цифровые и информационно-коммуникационные технологии позволяют организовать активное обучение и удаленно обмениваться данными из разных мест. Установлено, что образовательные платформы наиболее эффективно поддерживают концепцию непрерывного образования, и позволяют преодолеть пространственно-временные границы, усложняющие получение конкурентоспособного образования в ведущих образовательных организациях. Используя цифровые и информационно-коммуникационные технологии, обучающиеся могут собирать, интегрировать и представлять

информацию, создавая мультимедийные проекты с использованием таких программ, как PowerPoint, HyperStudio, Adobe Photoshop, iMovie, Vimperor и iPhoto. С помощью информационно-коммуникационных и цифровых технологий обучающиеся получают свободу выбора индивидуальной траектории, приобретают способность работать в личном темпе, режиме, такие технологии обеспечивают индивидуализацию обучения, при которой каждый обучающийся работает на уровне своих способностей. Обоснована актуальность применения цифровых технологий для усовершенствования системы дистанционного обучения образовательной организации высшего образования, по средствам образовательных платформ.

Ключевые слова: цифровые технологии, информационно-коммуникационные технологии, образование, образовательный процесс, образовательная организация высшего образования.

TA'LIMDAGI AXBOROT-KOMMUNIKATSIYA VA RAQAMLI TEXNOLOGIYALAR

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Annotatsiya. Maqolada ta'lim sohasida raqamli va axborot-kommunikatsiya texnologiyalarining potentsial imkoniyatlari, sinf mashg'ulotlarini tashkil etish va ta'lim muhitida virtual o'qitish o'rganildi. Mutaxassislarni qayta tayyorlash, har qanday fanlarni chuqur o'rganish yoki aksincha, ta'lim sohasidagi qiziqish yo'nalishlari bo'yicha dastlabki ma'lumotlar va bilimlarni olish uchun o'quv platformalarining o'ziga xos xususiyatlari aniqlandi. Tadqiqotning maqsadi ta'lim jarayonida raqamli va axborot-kommunikatsiya texnologiyalarining potentsial imkoniyatlarini tahlil qilish va uzluksiz ta'lim olishdir. Raqamli va axborot-kommunikatsiya texnologiyalari faol ta'limni tashkil etish va turli joylardan ma'lumotlarni masofadan almashish imkonini beradi. Ta'lim platformalari uzluksiz ta'lim kontseptsiyasini eng samarali qo'llab-quvvatlashi va etakchi ta'lim tashkilotlarida raqobatbardosh ta'lim olishni qiyinlashtiradigan makon-vaqt chegaralarini engib o'tishga imkon berishi aniqlandi. Raqamli va axborot-kommunikatsiya texnologiyalaridan foydalangan holda talabalar PowerPoint, HyperStudio, Adobe Photoshop, iMovie, Vimperor va iPhoto kabi dasturlardan foydalangan holda multimedia loyihalarini yaratish orqali ma'lumotlarni

to'plashlari, birlashtirishlari va taqdim etishlari mumkin. Axborot-kommunikatsiya va raqamli texnologiyalar yordamida talabalar individual traektoriyani tanlash erkinligiga ega bo'ladilar, shaxsiy sur'atda, rejimda ishlash qobiliyatiga ega bo'ladilar, bunday texnologiyalar har bir talaba o'z qobiliyatlari darajasida ishlaydigan ta'limni individuallashtirishni ta'minlaydi. Ta'lim platformalari orqali oliy ta'limni masofaviy o'qitish tizimini takomillashtirish uchun raqamli texnologiyalardan foydalanishning dolzarbligi asoslangan.

Tayanch so'zlar. *raqamli texnologiyalar, axborot-kommunikatsiya texnologiyalari, ta'lim, ta'lim jarayoni, oliy ta'limdagi ta'lim tashkiloti*

Introduction. In recent years, digital and information communication technologies have been widely used, which make it possible to organize active training and remotely exchange data while in different places, according to the following scheme: teacher → teacher, teacher → student, student → student. The main guidelines of modern education are minimal time costs and improving the quality of education, due to intensification. Intensification in education is the process of increasing the effectiveness of learning, assimilation of more information in a shorter or earlier period of time [2]. Modern digital and information and communication technologies are one of the ways to improve the effectiveness of the quality of education in educational institutions of higher education without increasing the time for classroom classes.

Digital technologies can improve and significantly expand training sessions. For example, in a class, two groups of different educational institutions of higher education can connect via the Internet to study any differences in relation to a specific global problem. Groups can work together to better understand the problem and its impact on the global community. In a situation where bandwidth is limited, this can be done at the audience level via video (Skype), by e-mail (@mail.ru , @gmail.com , @yandex.ru) or using messengers (WhatsApp, Telegram, Viber). Dashboards and mental maps are very convenient to create using digital and information and communication technologies. Dashboards came to us with the Apple operating system, but as a rule nowadays a dashboard is a document with laconically presented statistical data, reports, and infographic elements. A properly created dashboard is a beautiful and convenient, and at the same time a powerful tool for the user who analyzes a large amount of information and briefly shows the essence in the form of a beautifully designed "slide" of information with a lot of data.

It should be emphasized that mental maps prepared in this way help students to visualize their thoughts. The use of mental maps in the educational

process is very diverse: the use for fixing thoughts, understanding and memorizing the content of educational literature or lecture notes, generating and recording ideas, analyzing new topics, preparing for decision-making. For example, using digital and information and communication technologies, students can collect, integrate and present information by creating multimedia projects using programs such as PowerPoint, HyperStudio, Adobe Photoshop, iMovie, Vimperor and iPhoto. Since students collect information from Internet sources, they must develop critical thinking skills in order to evaluate the content of the information received and analyze it for validity. In addition, students should determine the need for additional information and weed out the not important. As soon as students synthesize information, they can create multimedia presentations, developing their creative skills. Another useful tool that can be used as curriculum content is a web quest. Webquest in pedagogical practice is a problematic task with elements of a role-playing game, for which information resources of the Internet are used [5].

Web quests develop critical thinking, as well as the ability to compare, analyze, classify, and think abstractly.

Students' motivation increases, they perceive the task as something "real" and "useful", which leads to an increase in the effectiveness of training [1]. Using a web quest, students receive information related to the curriculum, analyze it for reliability, synthesize information and, based on these capabilities, produce a creative product [8].

With the help of information and communication and digital technologies, students gain the freedom to choose an individual trajectory, acquire the ability to work at a personal pace, mode, such technologies provide individualization of learning, in which each student works at the level of their abilities [3, 6, 7].

The term "educational platform" does not have a single interpretation, having studied most of the definitions, we will single out the most specific – a personality-oriented Internet resource limited in volume, containing educational materials in any areas of education [4]. The cost of educational courses, as a rule, depends on one or another direction in education. The educational platform after training provides a document confirming the results of training in the form of: diploma, certificate, certificate. Educational programs located on platforms have different levels of training: in duration and quality [9].

The improvement of education is discussed at many scientific and pedagogical platforms. Digital transformation, which also extends to the sphere of higher military education, takes into account the relevance of military education in the new conditions. The article considered the main directions of the use of

information technologies in higher education, which consist not only in the constant subjectivity of education, but also in neural network and cloud technologies, teleconference technologies, and also cover the marketing of pedagogy and educational organizations.

The relevance of the research is to consider the most effective methods of using modern information technologies in the educational process of universities.

The use of information technology is becoming the main factor in the management of education. In the strategy for the development of the information society in the Russian Federation for 2017-2030, the human potential, the security of citizens, increasing the role of Russia on the world stage, the development of sustainable interaction of citizens, improving the efficiency of public administration and the formation of the digital economy have become important aspects [1].

The purpose of the study: to summarize the research carried out, developed within the framework of university research work.

Materials and methods of research. Empirical: content analysis. Theoretical: analysis, classification, generalization.

Research objectives:

1. Practically consider the technical and social developments of higher educational institutions of the Ministry of Defense of the Russian Federation in the field of creating an information and educational environment.

2. To analyze the scientific literature and, based on it, identify the components of the definitions: "technologization of the educational process" and "information technologies in education".

3. Based on the compiled data obtained during the research work, to determine the main directions of the use of information technologies in the educational process of military universities.

4. In order to review data on technical developments in universities, prepare material for publication.

The conceptual apparatus in the informatization of education has long been established. Considering the definition of the concept of "technology", we note that it consists of the fusion of two roots: techne – "art, skill, skill" and logos – "teaching, science".

The most general meta-subject interpretation of the concept consists in a practically justified system of activities for the transformation of the environment, the production of material or spiritual values.

Science-based technology is an intermediate link between science and the

relevant industry, respectively, such a link is present in the process of technologization and informatization of the educational process. Therefore, at the moment it is important to determine the priorities in the field of new technologies, taking into account the set goals of training military specialists of various directions and levels.

Modern technologization of the educational process is a trend in the effectiveness of the educational process, which guarantees the achievement of certain learning outcomes by cadets, and, as a result, the training of qualified specialists with all the required military competencies.

Using a number of concepts related to information technologies [2-5], it is possible to define information technologies in military education – it is an educational process with the use of computer technologies and means of information transformation, which on a systematic basis helps to improve military pedagogy.

Information technologies allow you to do your job faster and more efficiently and transform the production process [6]. Thus, information technologies, invading modern processes, affect the improvement of the quality of management, the development of human potential, the improvement of the education system.

The agenda of the "new" education is being discussed at many scientific pedagogical platforms. The digital transformation of the economy when entering the era of Industry 4.0. has spread to the sphere of higher education [6]. Consequently, the training of officers who are ready to work in the new digital environment is one of the main pedagogical goals of higher education.

Exploring the content and pedagogical goals of the use of information technologies in education, considered by various authors [7, 8, 9], we note the main directions.

The constant subjectivity of education is a feature of the technology of electronic identification and user authentication.

Neural network technologies are a feature of the convergence of the university network.

Cloud technologies – as a distributed data processing service.

Marketing of pedagogy and educational organization – technologies of open information space.

Teleconferences are a feature of complexes with integration of information technologies.

Considering the first direction – technologies of electronic identification

and authentication of users of the university computer network, we note that this implies the inclusion of a "non-stop" mode in university education. The "non-stop" mode presupposes "permanent subjectivity of education", when study hours are shifted to hours for independent work. At the same time, cadets and trainees, using their access rights to the local network, are engaged independently, using all available material.

This "permanent subjectivity of education" directly depends on the local university network with electronic identification and authentication technology. Information technologies in military education tend to individualize the abilities of each cadet, but the specificity of the work of the Ministry of Defense also affects its educational platforms. It is very problematic to find adequate hosting, and various operating systems do not always fully fit the features of a military university.

Modern user identification is the process of a user's presence on the network with their password and login. To perform the identification procedure, the student is previously assigned a password and login, the local university network successfully authenticates him on the basis of these data. At the same time, the reliability of identification is completely determined by the level of reliability of the performed authentication procedure.

The advantages of "permanent subjectivity of education" are obvious. Among the undoubted "advantages" is the ability to interact with educational materials at a time when it is convenient. Therefore, the identification of an individual user in the university network will allow you to better understand his academic success, abilities and potential when studying the submitted material.

The electronic knowledge base of an educational institution teaches you to independently use the information accumulated by the university. "Computerization negates the value of access to knowledge, which previously, being the main access point to them, was provided by the education system" [8], and authentication together with identification make it possible to use the available content to improve their knowledge.

Considering the second direction, we note that the convergence of the university network provides for the reconfiguration of the university network for neural network technologies, which are no less important in the educational process for analyzing the knowledge of cadets and trainees than in business analytics.

The study of IT development helped to form a new conceptual model of building networks, neural network technologies.

The modern neural network develops taking into account the mistakes made earlier. Analyzing and processing information, the self-organizing system is able to develop new, reproducing and structuring the input data and forming a result qualitatively higher than before. Neural network technologies track academic performance well and recommend educational material for study.

Interactive textbooks embedded in interactive complexes are a fundamentally new element of the educational environment of the university. Interactive complexes allow you to build classes in a new way, the material can be submitted in the form of diagrams, graphs, three-dimensional models and variously organized texts. And the cadets and the teacher with the help of touchscreens connected to the network have the opportunity to constantly interact with each other. A digital copy of the lesson will be available to those who missed it or want to contact him later [10].

Multimedia gadgets instill in cadets high standards of high-quality military education. The university neural network can be equipped with authorized smartphones or laptops with virtual glasses and special software with VR content, which will allow cadets to develop military skills in a virtual safe interactive environment. The neural network generates a user profile of a cadet, selects literature or provides links to find the necessary educational content.

Thus, the third direction in the use of information technology in education is the use of cloud services for the functioning and implementation of various educational needs.

Cloud technologies with their distributed data processing are integrated into a user Internet service and based on it, depending on the needs of the university, they can implement various scenarios for storing and processing textbooks, textbooks, articles, and specialized journals. And for the analysis of educational achievements of cadets and trainees, laboratory and practical works, abstracts, reports can be stored.

Developing information technologies in the field of education and the rapid process of computerization of society cause the emergence of opportunities to improve the quality of educational services and improve the efficiency and efficiency of the university. Today, informatization of education is an irreversible process of changing the content, methods and organizational forms of training of students in the information society [1].

The educational environment is a combination of all the possibilities of learning, upbringing and personal development. The information environment is the world of information around a person, the world of his information activity.

The basis of the creation of the information and educational environment of an educational institution is the organization of the use of information and communication technologies (ICT). It is the effective use of information and communication technologies that opens up new opportunities and prospects for the development of the education system as a whole.

The use of information and communication technologies in the education system changes didactic means, methods and forms of teaching, influences pedagogical technologies, transforming the traditional educational environment into a qualitatively new one – the information and educational environment [2].

There are different approaches to defining the information and educational environment of an educational institution and the problems of its organization. In the context of state educational standards (GOS), the information educational environment (IOS) of an educational institution is understood as a complex of information educational resources,

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The modern period of society's development is characterized by the strong influence of computer technologies on it, which penetrate into all spheres of human activity, ensure the dissemination of information flows in society, forming a global information space. Computerization of education is an integral and important part of these processes.

The widespread use of computer technologies in the field of education in the last decade has aroused increased interest in pedagogical science. Russian and foreign scientists made a great contribution to solving the problem of computer learning technology: G.R. Gromov, V.I. Gritsenko, V.F. Sholokhov, O.I. Agapova, O.A. Krivosheev, S. Papert, G. Kleiman, B. Sendov, B. Hunter, etc. [2]

Information and communication technologies (ICT) are a set of methods, production processes and software and hardware integrated for the purpose of collecting, processing, storing, distributing, displaying and using information in the interests of its users. [I,II]

With the advent of such a component as informatization in the process of education, it became expedient to revise its tasks. The main ones are:

- improving the quality of training of specialists based on the use of modern information technologies in the educational process;

- the use of active teaching methods and, as a result, the increase of creative and intellectual components of educational activity;

- integration of various types of educational activities (educational, research, etc.);

- adaptation of information technology training to the individual characteristics of the student;

- ensuring continuity and continuity in education and upbringing;

- development of information technologies for distance learning;

- improving the software and methodological support of the educational process [3]

Educational means of ICT can be classified according to a number of parameters:

1. For solved pedagogical tasks:

- tools that provide basic training (electronic textbooks, training systems, knowledge control systems);

- practical training tools (problem books, workshops, virtual constructors, simulation programs, simulators);

- auxiliary tools (encyclopedias, dictionaries, anthologies, educational computer games, multimedia training sessions);

complex means (remote).

2. By functions in the organization of the educational process:

information and educational (electronic libraries, electronic books, electronic periodicals, dictionaries, reference books, training computer programs, information systems);

interactive (e-mail, electronic teleconferences);

search (catalogs, search engines).

3. By type of information:

electronic and information resources with text information (textbooks, textbooks, problem books, tests, dictionaries, reference books, encyclopedias, periodicals, numerical data, software and teaching materials);

electronic and information resources with visual information (collections: photographs, portraits, illustrations, video clips of processes and phenomena, demonstrations of experiments, video excursions; statistical and dynamic models, interactive models; symbolic objects: diagrams, diagrams);

electronic and information resources with audio information (sound recordings of poems, didactic speech material, musical works, sounds of living and inanimate nature, synchronized audio objects);

electronic and information resources with audio and video information (audio and video objects of living and inanimate nature, subject excursions);

electronic and information resources with combined information (textbooks, manuals, primary sources, anthologies, problem books, encyclopedias, dictionaries, periodicals). [I]

4. According to the forms of application of ICT in the educational process:

extracurricular activities

5. According to the form of interaction with the learner:

asynchronous communication mode technology – "offline";

synchronous communication mode technology – "online".

There are several aspects of the use of various educational means of ICT in the educational process:

1. Motivational aspect. The use of ICT contributes to the increase of interest and the formation of positive motivation of students, as conditions are created:

maximum consideration of individual educational opportunities and needs of students;

a wide choice of content, forms, rates and levels of training sessions;

disclosure of the creative potential of students;

students' mastering of modern information technologies.

2. The content aspect. The possibilities of ICT can be used:

when building interactive tables, posters and other digital educational resources on individual topics and sections of the discipline,

to create individual test mini-lessons;

to create interactive homework and simulators for independent work of students.

3. Educational and methodological aspect. Electronic and information resources can be used as educational and methodological support of the educational process. The teacher can use various educational means of ICT in preparation for the lesson; directly when explaining new material, to consolidate acquired knowledge, in the process of knowledge quality control; to organize students' independent study of additional material, etc. Computer tests and test tasks can be used to carry out various types of control and assessment of knowledge.

In addition, the teacher can use a variety of electronic and information resources when designing educational and extracurricular activities.

4. Organizational aspect. ICT can be used in various ways of organizing training:

when teaching each student according to an individual program based on an individual plan;

with frontal or subgroup forms of work.

5. Control and evaluation aspect. The main means of monitoring and evaluating educational results of students in ICT are tests and test tasks that allow for various types of control: entrance, intermediate and final.

Tests can be conducted in on-line mode (conducted on a computer in interactive mode, the result is evaluated automatically by the system) and in off-line mode (the evaluation of the results is carried out by the teacher with comments, work on errors). Thus, the use of ICT in teaching Russian language and literature significantly increases not only the effectiveness of teaching, but also helps to improve various forms and methods of teaching, increases the interest of students in deep study of program material.

It should be noted that ICT is not only a computer, it is also the ability to work with information. And then it is necessary to highlight the communication technology.

The communicative technology is based on the interrelated comprehensive training of all types of speech activity:

- listening;
- speaking;
- reading;
- letter.

The main thing in the communicative learning technology is the content of speech behavior, which consists of:

- speech actions;
- speech situation.

Communicative technology provides for the functionality of learning (student activity):

- the student asks;
- confirms the idea;
- encourages action;
- expresses doubts and in the course of this actualizes grammatical norms.

At the same time, the novelty of the situation should be ensured:

- new speech task;
- a new interlocutor;
- a new subject of discussion.

The main way of mastering communicative competence are different types of activities, because in the activity there is:

- awareness of the need for communication;
- the need to use speech;
- speech behavior is formed.

The activity in which the communication technology is implemented can be:

- educational;
- gaming;
- labor.

The unit of organization and the core of the learning process using communication technology is the situation. With the help of a situation:

- a system of relationships of those who communicate is established;
- communication is motivated;
- speech material is presented (presented);
- speech skills are acquired;

the activity of children and the independence of communication are developing.

In the communicative technology, the selection of educational material meets the needs of the child:

the speech constructions necessary for the child to communicate are selected;

it is possible to use a simplified model of speech communication (even a non-verbal form of communication).

Learning should affect not only the thinking of children, but also their feelings and emotions:

to bring joy to children;

be accompanied by positive emotional experiences.

Conclusions. Digital and information and communication technologies are interesting for students and provide great potential in the educational process, but at the same time it is important to know that some students may be less confident in learning using digital and information and communication technologies and, therefore, it is necessary to take measures to ensure equal access to digital and information and communication technologies and the Internet. Also, such technologies provide quick feedback for both students and teachers. Information technologies of augmented and virtual reality in a military university are used to simulate real practical situations and their development. The study of tactics and strategy through the use of these technologies immerses students in the practical elaboration of user skills. Such gamification of higher education seems to be quite promising, maintains a high level of motivation of cadets to get an education in their specialty, stimulates deep assimilation of knowledge.

Every day our society is developing more and more and this is happening in all spheres. More and more information appears in our lives and it is impossible to store it only in the head or on paper, constantly writing it down on a piece of paper. Information is knowledge that people share with each other, pass from generation to generation, periodically adding their knowledge and experience that they have acquired over their time, over their lives. Now people are constantly improving, learning something new, updating their knowledge. In the XXI century, almost all information can be obtained in the most accessible and popular source of information — the Internet. The Internet covers a global space, which means that it makes it possible for almost anyone to get any information that is on the web. We all know that by studying, getting an education, we acquire knowledge that allows a person to be confident in himself and his future. The development of ICT tools has made it possible to take a big step towards the future. After the advent of modern technology, obtaining information and knowledge became available to everyone. Perhaps now there is no person without knowledge in the field of

computer science. Every day we use modern gadgets to get any information, it has become available to anyone and makes it possible to constantly educate ourselves and keep up with the times. Today we see the development of the trend of education with the help of information and communication technologies, so at the moment it is an integral part of education and the educational process as a whole. Information and communication technologies (ICT) in education are methods of receiving, collecting, transmitting and storing information, communication between a teacher and a student, including remote communication. Every teacher/teacher should possess skills in the field of ICT and be able to apply them in practice, constantly improve their knowledge and skills in the use of information and communication technologies in their professional activities. An important device in the application of ICT is a computer on which all the necessary software and related equipment must be installed: a projector, a multimedia board, speakers, etc.

Such equipment allows you to visually provide the necessary material, and it is more accessible to convey your idea with the help of: presentations, slide shows, tables, video and audio recordings, which, with visual perception, will be assimilated much faster and in greater volume. The learning process will be even better structured and will complement the teacher, and not replace him, as many fear. Using a multimedia whiteboard or projector will make the lesson more interesting, and, as we know, the child's brain perceives information better if it is in a colorful form, therefore, the lesson material will be perceived with ease and remembered better. Now it's no secret that every year informatization is developing more and more and it becomes easier to get knowledge. There are various online courses, webinars, training videos, articles, online conferences, consultations with specialists. Many Olympiads and tests for schoolchildren are now offered electronically on the Internet. This allows you not only to get information, but also to test your knowledge. Recently, we have seen a forced trend in the development of distance education, and computer technology is also absolutely helping us in this. Moreover, it would be impossible to set up distance education without a computer, it greatly facilitates communication at a distance and allows you to conduct online lessons on various educational platforms and via video communication. Also, most information publications are issued in electronic form, which allows you to study them even without purchasing them in paper form, in this form it is more convenient to store them, search for the publication, rather than paper versions of the same publications. Tasks that a teacher can solve with the help of ICT: – Improving the lesson, – Increasing interest in the subject, –

Increasing individualization in teaching, – Increasing productivity in education, – Increasing motivation to learn, – From the very beginning of training, the ability to use ICT is laid, – And providing remote communication during training. Summing up, it should be said that information and communication technologies have not only advantages, but also disadvantages, I want to name two main ones. The first is copying someone else's intellectual property (abstracts, text, articles, etc.), which is unacceptable for a modern educated society. The second disadvantage is that anyone can publish information and because of this it may be unreliable. Therefore, you should be careful to use any information that is available on the Internet.

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