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Information Society and Teaching Computer Science At The Present Stage Organizing Process Significance

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Abstract

The improvement of information technologies in the education system involves refining the content, organizational forms, methods, and means of teaching to enhance the practical skills of future specialists and workers in the rapidly changing information environment. The article discusses the relevance of organizing computer science education at the present stage of forming an information society and presents effective tools and methods for their implementation.

Keywords: Education, information, experience, information society, technology, form, method, means, quality, knowledge.

Introduction

"Modern society is actively expanding the scope of information technologies. The emergence of a global information revolution by contemporary scholars influences all areas of life: economy, politics, healthcare, education, and others. Every individual is constantly surrounded by information in today's world. Recognizing this phenomenon with a special emphasis on its socio-cultural significance, it becomes necessary [4].

Research on the introduction of pedagogical and information technologies in our education system has been carried out by A.Kh. Abdullaev [1], M.H. Lutfillaev [3], and R.H. Hamdamov [8].

Information is used to create specific systems, and the means of production, processing, retrieval, storage, and dissemination are specified. The fundamental characteristic of information is determined by its dissemination, non-exclusivity, copyright, and the wide range of possibilities for its application, analysis, and use in society [2].

Looking at information from this perspective, it becomes clear that society cannot exist without information, and it cannot function actively without it.

The role of information in shaping the socio-cultural nature of human existence is evident. Information contributes to improving understanding among individuals in social communication, helping to align their actions with the goals of improving interpersonal relations and achieving socially significant objectives. The accumulation of social experience expands the volume of information, and the growth of social labor distribution and the formation of social strata contribute to the development of the information space. Today, in all aspects of life, the role of information in society has increased significantly, transforming contemporary society from an information-consuming society to an information society that produces new knowledge.

Furthermore, the main characteristic of the information is determined by its dissemination, non-exclusivity, copyright, the wide range of possibilities for its application, its recognition, and other features [2].

In conclusion, the information society is an essential factor in the development of society in economic, political, social, and cultural aspects. However, the study of society's history from the perspective of information acquisition, analysis, and utilization remains one of the fundamental factors in its development. According to A.I. Rakitov, "Understanding historical events is closely related to the recognition of the information structure and creator of history, which has a fundamentally important role in organizing the system" [7]."

Therefore, information affects all aspects of human life and, from this point of view, is evaluated as the most important social phenomenon in society, defining it as a natural information society.

In most countries around the world, the effective means of internal and external integration of the education system with computer and information technologies are observed. New information technologies are called pedagogical technologies that are rapidly developing [7]. If computer science is considered as a social phenomenon on one side, on the other hand, it is an event that is rapidly evolving. Today, it is recognized as the most important scientific discipline. Computers and audiovisual aids are named under the term "new technologies." In recent times, the process of planning, production, and application of information technologies is called "informatization."

Ensuring the introduction of information technologies into society emphasizes the need to separately emphasize the education system. The development of new information technologies in the education system aims to increase the level of content, organizational forms, methods, and means, as well as to expand the scope of practical skills and knowledge of future professionals. The introduction of new information technologies in the education system not only has a technical basis but also serves as an effective means of its modernization.

The strategy of integrating new information technologies into the education system involves the creation of an information infrastructure for the production and educational facilities, the creation of their software and methodical provision, the provision of technical services and support for new information technologies, the development of an advanced communication and communication system between various information technology facilities, and systems for training and learning, and information dissemination.

In the field of education, computer technologies are used to train highly qualified specialists (programmers, operators, repairmen, etc.) and to develop or upgrade knowledge, skills, and abilities either independently or in a specific time.

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However, to achieve these results in the field of education informatization, it is necessary, first of all, to create a relevant informatization infrastructure, which should include:

- a system for equipping production and educational facilities with new information technology tools;
- a system for creating their software and methodological support;
- a system for providing technical services for information technology support and empowerment;
- a developed communication and communication system between various information technology facilities;
- systems providing information about the use of new information technologies in education, as well as systems providing information about the benefits and experiences of using them (scientific-technical, psychological-pedagogical, and other publications).

The study of teaching computer science allows for additional perspectives on the design or improvement of organizational forms and methods, as their role and function change. The nature of these changes is that intensive teaching technologies broaden the general scientific and methodological base of pedagogy, especially the synthesis of integration, modernization, informatization, socialization, professionalism, humanization, and other general scientific categories. The transition to intensive teaching technologies expands the overall scientific and methodological base of pedagogy, especially in terms of synthesis. Intensive teaching technologies contribute to the creation of a competitive environment in the labor market, as they increase the level of knowledge, skills, and abilities of highly qualified workers prepared to work independently in various information technology fields

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