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Scientific Pedagogical Issues Of Applying Informational Technologies In The Education System

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Annotation: This article discusses the scientific pedagogical issues of applying informational technologies, the practice of using computer telecommunication in the education system, and the use of information technologies in the educational process. It emphasizes not only watching and acquiring information from the screen but also involving students creatively in this process.

Key words: educational process, pedagogical technologies, informational technologies, education system, personal development, informational culture, computer literacy, reliability of education, multimedia tools.

The future of our country, its progress, and position in the global community are undoubtedly linked to the fate of the growing, well-rounded young generation. Since the early years of independence, the issue of reforming the education system has been prioritized at the state policy level, setting the main goal of enabling the younger generation to acquire education under conditions that meet international standards, shaping them into mature individuals, and unlocking their potential and capabilities.

Currently, the Decree No. 1533 of the President of the Republic of Uzbekistan dated May 20, 2011, “On measures to strengthen the material and technical base of higher education institutions and radically improve the quality of training highly qualified specialists” [5], aimed to accelerate the process of integrating pedagogical and informational technologies into the educational process.

As part of the implementation of the tasks outlined in the decree, higher education institutions are tasked with improving the quality of education through the application of modern pedagogical and information-communication technologies. To increase the efficiency of lessons in

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educational institutions, innovative and multimedia technologies are being introduced. This ensures an increase in the level of knowledge acquisition among students, focusing significant attention from schools to higher educational institutions.

Observing the development of the educational process, we can conclude that today, many significant pedagogical issues are being resolved with the help of computer telecommunications. Experience in the use of computer telecommunications in various fields of education shows that information technologies provide several positive opportunities, including:

- Organizing collaborative scientific research (real creative research, independent practical activities, self-education, practical creative activities, and other types of collaboration) among professors, researchers, and students.
- Providing rapid expert consultations to a broad audience studying in scientific-methodological centers.
- Establishing distance education and networks for the advanced training of teaching staff.
- Ensuring rapid information exchange.
- Developing mutual exchange of ideas, communication culture, and the ability to clearly and concisely express opinions among education stakeholders, whether they are students, teachers, or researchers.
- Enhancing the cultural and social capabilities of young people through the exchange of comprehensive positive information on cultural, ethnic, and humanitarian matters, and more.

In applying information technologies in the educational process, it is necessary to teach students not only to view and accept information on the screen but also to participate creatively in this process. Linking the hidden potential of didactic properties in education with computer telecommunications represents modern and promising objectives in the education sector. Didactic functions refer to the external properties of teaching tools used for specific purposes in the educational and training process, including their role and importance in the learning process.

In recent years, the idea of integration (creating a creative environment of interconnected scientific-pedagogical collaboration) has become the foundation for rapidly developing theoretical and practical research. Integration teaches the learner to "understand the world" and know the scientific foundations of

disciplines on one hand, and on the other hand, teaches them to use their free time productively by distributing their study time effectively. Therefore, many issues in the educational process and their solutions should be aimed at enhancing the student's thinking activity. To achieve these effectively, it is necessary to skillfully utilize subjective factors, such as the learner's variability, interest, demand, and intellectual development.

A pedagogical technology that aids in this achievement is the project method. Applying the project method to collaborative activities yields excellent results. This method can be effectively used in scientific circles, scientific-methodological seminars, organizing independent education, and creating a collaborative creative environment. To conduct these activities more meaningfully and broadly, and to lay the groundwork for future scientific activities of learners, the importance of computer telecommunications and information technologies cannot be overstated.

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