



THE ROLE OF ICT IN THE HIGHER EDUCATION SYSTEM

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ANNOTATION

In our time, the country has a strong system of education and upbringing, which harmoniously combines modern technologies. In the corners of the republic, the national program for training personnel, the state national program for the development education are consistently implemented, which give significant results of raising the training of qualified specialists to a qualitatively new level, cardinal reform of the education system, and training of the younger generation.

KEY WORDS: *ICT, education, quality of education, innovation, interactive methods, pedagogic technology, higher education.*

DISCUSSION

Teach the student to work, make him not only love work, but become so close to it that it becomes his second nature, teach him that it is unthinkable for him otherwise than by his own efforts to learn something; that he independently thinks, searches, manifests himself, develops his dormant forces, develops a persistent person. Pedagogical practice in computer science is a fundamental element in the preparation of a methodically competent computer science teacher. It helps to enrich and consolidate the knowledge gained at the university in pedagogy, psychology, private methods, social and special sciences, allows future teachers to get acquainted with the peculiarities of teaching computer science in this class (school), with the educational and methodological manuals used there, software, computer class. The main task of pedagogical practice: mastering the skills and practical skills of a computer science teacher in a modern school. The terms of the teaching practice are determined by the curriculum. The practice is based on the principle of constantly increasing independence of students in the preparation and conduct of lessons, extracurricular

and extracurricular activities. Preparing for practice, students should:

- get acquainted with the mandatory minimum content of education for the course of computer science and computer science programs;

- study the actual material of school textbooks on computer science for the relevant classes;

- get acquainted with the latest methodological literature on computer science, visual aids, software tools;

- get acquainted with the notes, visual aids and other materials of students-interns of previous years of study. The main content of pedagogical practice in computer science: The first week of pedagogical practice is observational. At this time, students should:

- get acquainted with the school, study the class in which the practice is conducted;

- study the programs, textbooks, educational and visual aids in computer science used by the teacher;

- get acquainted with the computer science classroom, computer class, software;

- visit and analyze the lessons of a computer science teacher both in the classroom where the



practice will take place, and in other classes where the teacher works;

- prepare calendar and thematic planning of educational work;

- start preparing lesson notes and extracurricular activities. The following weeks are an active student practice, during which students must:

- develop lesson notes and extracurricular activities, including the selection or creation of methodological and software;

- conduct computer science lessons of different types using a variety of methods and technical means of teaching, as well as analyze computer science lessons;

- conduct extracurricular activities on the subject (at least 2);

- attend and analyze computer science lessons conducted by other students and teachers;

- assist subject teachers who want to use computers in teaching, participate in the development of educational software necessary for the school;

- take part in the work of the methodological association of computer science teachers, other events;

- to draw up documentation on pedagogic practices;

- to participate in the preparation of reports on one of the methodological topics for the final conference on pedagogic practices at the faculty;

- to take part in the final conference at the faculty. Every computer science lesson is on the one hand a complete development system, and on the other an integral element of the set of lessons on the educational topic and the educational subject. That is why the work of a subject teacher is based on a clear preliminary and direct planning of all his educational activities. The preliminary stage is associated with the construction of a system of lessons on the topic under study (thematic planning), and the immediate stage is associated with the development of the next lesson. During the pedagogical practice, students should get acquainted with the annual, thematic plans of the computer science teacher, with the plans of the notes of his lessons.

Then, with educational and methodological manuals, additional literature, and software used by the teacher. Next, together with the teacher and the methodologist, you should make your own thematic planning with the names of the topics indicated; the general didactic purpose of the system of lessons on each topic; the names of the lessons; their types; general teaching methods; equipment, software; the main sources of information for the teacher and student. Drawing up such thematic plans reveals to the trainees the prospects of their activities, creates an idea of the placement of semantic accents and the distribution of material in the lessons, helps to ensure the rhythm of the educational process, prevents unjustified time spent on studying some issues to the

detriment of others, contributes to the normalization of the load of students. As for the direct preparation of the student-trainee for the lesson, this activity is associated with the definition of:

- The goals of the lesson and focusing on the most significant results;

- The didactic apparatus - the content, methods and means of teaching necessary to achieve the set goals;

- The structure of the lesson. Preparation for a computer science lesson takes from 2 to 3 hours (if you have to learn new software, then the preparation can take much longer). The results of this work are made out in the form of a lesson summary, which is an important document when conducting it, since the ability to fix the structure of the lesson and detail each of its constituent elements ultimately affects the organization of the lesson. An important role in mastering pedagogical skills is played by attending the lessons of the teacher and other students.

At the same time, students observe both the activities of the teacher and the activities of the students. Such work contributes to the methodological literacy of the future teacher, develops the ability to analyze their own and other people's activities in the construction of the lesson. The analysis of a computer science lesson is a comparison of the proposed educational, educational, developmental and practical goals and the results achieved. Its purpose is to identify methods and techniques of organizing the activities of teachers and students in the classroom that lead or do not lead to positive results. With the help of the general scheme given below, it is possible to conduct both an analysis of the lesson during mutual visits, and self-analysis. Monitoring of students' activities in the classroom can be carried out both directly and indirectly. For this purpose, a plan can be drawn up and a program of observations can be developed. At the same time:

- the perception of the general background of students' employment is combined with simultaneous control over their group and individual actions;

- observations are made on the degree of student activity;

- the share of individual participation against the background of the general activity of the group is traced;

- the attitude of students to joint work, the attitude of students to tasks, to activities related to working on the computer is observed.

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