INFORMATION TECHNOLOGY IN EDUCATION

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Abstract: With society's expanding knowledge and technological advancement, our nation has to acquire skills to stay up with the advancement of science and technology. In the global village, educational systems within a community and education as a whole are inextricably linked to other social institutions, as well as national and international relations. In the twenty-first century, education is the source from which all advancements and improvements originate. A culture is required for information technology in education. Learning about this culture is just as important as learning how to exploit hardware resources. Information technology must be ingrained in the system; otherwise, investments in and acquisitions of technology would be a waste of money. These technologies should be employed as a method of information communication within the current societal structures, despite the fact that they are in no way unbiased. But as human social structures are always undergoing change and transformation, the educational system is likewise subject to occasional adjustments. The underlying issue, however, is what approaches should be used to ensure that educational systems in developing nations evolve and advance in accordance with their own requirements rather than merely imitating those of rich nations.

Key words: Information Technology, Education, Hardware Resources, Information Society

INTRODUCTION

These days, the primary keys to achieving productivity, competitiveness, prosperity, and comfort are knowledge and information. Thus, nations have focused on strategies to increase the acquisition of higher-quality education. The development of human capital requires an examination of our educational system to determine whether or not it is keeping up with the ever changing and evolving environment. The issue is that, in contrast to the previous century, the modern world has seen astounding advancements in the sciences, commerce, communications, medicine, and a host of other industries. But visiting the schools, we, surprisingly, see no difference between the contemporary classrooms and the last-century ones; students sitting in rows, holding pencil and paper, noting down hurriedly what the teacher is saying and writing so that they know them by heart and give them back at the time of test quickly. This is while many matters have been changed through the sciences and technical development, but education and the students learning methods and the teachers. Teaching methods have remained unchanged[1]. The international society for technology in educational (ISTE)* emphasizes that the teachers of today should prepare to provide technology-based learning opportunities for the students.

In fact, preparation for applying the technology and awareness of technology to enhance the quality of the students learning should be one of the teacher's basic skills. In most parts of the world, the most effective forward leap has been for applying IT (information Technology) in the higher education since 1990.[2]

The Association for Educational Communications and Technology (AECT) has defined educational technology as "the study and ethical practice of facilitating learning and improving performance by creating, using and managing appropriate technological processes and resources". It denotes instructional technology as "the theory and practice of design, development, utilization, management, and evaluation of processes and resources for learning".[8][9][10] As such, educational technology refers to all valid and reliable applied education sciences, such as equipment, as well as processes and

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[1] M. Ataran .Critical analysis approach on ICT development in education, Conference curriculum in the age of information and communication technology. Tehran University. 2003

[2] B.stensaker,P. Maassen.M.Borgan,M.oftebro &B.Karseth. Use, Updating integration of ICT in higher education: lonking purpose, people and pedagogy. Higher education 2007,Vol,54. 417-433.2007.

procedures that are derived from scientific research, and in a given context may refer to theoretical, algorithmic or heuristic processes: it does not necessarily imply physical technology. Educational technology is the process of integrating technology into education in a positive manner that promotes a more diverse learning environment and a way for students to learn how to use technology as well as their common assignments.

Accordingly, there are several discrete aspects to describing the intellectual and technical development of educational technology:

- Educational technology as the theory and practice of educational approaches to learning.

- Educational technology as technological tools and media, for instance massive online courses, that assist in the communication of knowledge, and its development and exchange. This is usually what people are referring to when they use the term "edtech".

- Educational technology for learning management systems (LMS), such as tools for student and curriculum management, and education management information systems (EMIS).

- Educational technology as back-office management, such as training management systems for logistics and budget management, and Learning Record Store (LRS) for learning data storage and analysis.

- Educational technology itself as an educational subject; such courses may be called "computer studies" or "information and communications technology (ICT)".[3]

Currently, it is customary to distinguish the following main directions of computer technology implementation in education:

- use of computer technology as a teaching tool that improves the teaching process, improves its quality and effectiveness;

- use of computer technologies as tools for learning, self-knowledge and reality;

- consideration of the computer and other modern means of information technologies as objects of study;

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[3] Report by Tech.Ed.Gov (2017). NETP17

- use of new information technologies as a means of creative development of the student;

- use of computer technology as a means of automating the processes of control, correction, testing and psychodiagnostics;

- organization of communications based on the use of information technology tools for the purpose of transferring and acquiring pedagogical experience, methodological and educational literature;

- use of modern information technologies to organize intellectual leisure;

- intensification and improvement of management of educational institutions and educational process based on the use of modern information technology system[4].

The capabilities of modern computer technology are largely adequate to the organizational, pedagogical and methodological needs of education:

- computing - fast and accurate conversion of any type of information (numeric, text, graphic, audio, etc.);

- transducers - the ability of a computer to receive and output information in a variety of forms (if appropriate devices are available);

- combinatorial - the ability to remember, save, structure, sort large amounts of information, quickly find the necessary information;

- graphic-presentation of the results of your work in a clear visual form (text, sound, drawings, etc.);

- modeling - building information models (including dynamic ones) of real objects and phenomena[5].

Information educational technologies arise when using information and computer technology. The educational environment in which educational information technologies are implemented is determined by the components that work with it:

- technical (type of computer equipment and communication equipment used);

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[4] Numonjonov S. D. Innovative methods of professional training //ISJ Theoretical & Applied Science, 01 (81). – 2020. – C. 747-750.

[5] Korneev I.K., Xandopulo G.N., Mashurtsev V.A. Information technologies. - Moscow: TC velbi, Prospect, 2009. –P.224.

- software and technical (software tools to support the implemented learning technology);

- organizational and methodological (instructions to students and teachers, organization of the educational process).

In the lessons of generalization and systematization of knowledge and methods of activity, students can perform project and creative work using Internet resources. This type of work develops students' creative and research abilities, increases their activity, creates conditions for students' self-expression, allows them to intensify the educational process, activate cognitive activity and increase the effectiveness of classes.

CONCLUSION

In today's world education needs modern, moderate and simple technologies in order to meet its needs for its arrival and correct use. Education should perform policies, most important ones are:

1. Expanding human sources of IT through educational programs and promoting skills for increasing work force efficiency in education.

2. Using IT for increasing educational institution efficiency for better education accompanying creativity.

3. Supporting IT, for example supporting costs related to research and expansion in education.

4. Establishing proper atmosphere and participation morale in education by the use of IT.

5. Establishing cooperation and coordination between various parts in the field of using the aforementioned tools.

6. Expanding the culture of using IT through providing and encouraging its consumption in education. In evaluating kinds of information technologies education should consider matters such as need, properties of scientific efficiency, economy and facilities and skill potentials existing in this case.

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