

TARIX FANINI O'QITISHDA AXBOROT TEXNOLOGIYALARNING O'RNI

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Samarqand viloyati Jomboy tumani 2-son kasb-hunar maktabida tarix fani katta o'qituvchisi

Annotatsiya: Maqolada tarix fanini o'qitishda axborot texnologiyalarning o'rni va vazifalari bayon qilingan bo'lib, tarixiy statistikalarni, yilnomalarni elektron raqamlashtirish, tahlil qilish, prognozlashtirish, tarixiy davrlarni ilmiy va amaliy jihatdan asoslash kabi masalari bayoni berilgan.

Kalit so'zlar: Tarix, ta'limida axborotli texnologiya, pedagogik texnologiya, Kompyuterlar industriyasi.

Annotation: The role and functions of information technologies in the teaching of history are described in the article, and issues such as electronic digitization of historical statistics, annals, analysis, forecasting, scientific and practical justification of historical periods are given.

Key words: History, information technology in education, pedagogical technology, Computer industry.

Today, globally, education is recognized as the main factor that ensures sustainable development, and in the new education concept set by most countries until 2030, "creating the opportunity to receive quality education throughout life" has been defined as an urgent task. In this educational system, the professional skills and teaching-methodical activities of the teachers of history will be improved due to the use of modern educational and innovative technologies, the use of advanced foreign experiences, and the wide application of information and communication technologies to the educational process. made it possible to regularly improve organizational competencies.

It is known that information technology in history education has been used in the educational process as a component of pedagogical technology, a perfected modern type of technical tools. In the future, economic crises will be left behind and educational institutions will be adequately provided with software "machine". Only then, on the basis of information technology, it will be possible to organize and manage the cognitive activities of students, and it will become a close assistant of the teacher or can fully perform his functions. Acknowledging that the technologicalization of history education is an objective process, and its modernity is determined by the direction of scientific and technical development, we will try to determine the specific aspects of pedagogical technology and the tasks related to it in the near future.

In our republic, special attention is being paid to the improvement of the teaching methodology, the gradual implementation of the principles of individualization in the educational process, the introduction of modern information and communication technologies and innovative projects in the field of education.

In particular, in the concept of development of the public education system of the Republic of Uzbekistan until 2030, "...introduction of modern information and communication technologies and innovative projects in the field of public education" was defined as one of the main goals and directions of development of the public education system.

At the moment, as a result of rapid changes in the education system in the world, it is necessary to improve the mechanisms of the use of electronic information educational resources by history teachers, to develop a methodology for organizing and conducting data presentation in an integrated natural and virtual form during the educational process. , to improve the requirements for the content and quality of the organization of educational processes of history teachers based on modern approaches, to develop technologies for increasing the periodical and continuous methodical training of history teachers during their professional activities, and to develop the

national program on the history of Uzbekistan and creation of conditions for studying global achievements is urgent. It is of urgent importance in achieving the high-quality performance of the task of forming the general and basic competences related to the science of history as well as the standard levels A1, A1+, A2, A2+, V1, V1+ and general and basic competences related to the science of history defined in the state educational standards of history teaching in this school. The development of the computer industry brought about revolutionary changes in pedagogical processes. It is based on the transition to technologies that provide the individual activity of the student. The transition to such technologies in fully computerized subject courses related to the creation of software tools preserves some parts of the usual software basics, and they return school textbooks to varying degrees. Therefore, these courses should be oriented as follows;

- 1) a compact device (computer) should be available, it should ensure the students' independence at a high level;
- 2) studying subjects with a high level of integration of knowledge in different fields; partial or complete replacement of students with computers in schools;
- 3) creation of experimental educational technologies that are not based on the class-lesson system;
- 4) development of new approaches to the use of computers in the educational process;
- 5) development of person-oriented software frameworks.

Effective use of computers in educational institutions is related to solving a number of organizational and pedagogical tasks.

The qualification of a teacher of an educational institution should have two sides, illuminated by special and pedagogical sciences, and he should always ask: "Why should we teach?", "How should we teach?" should find answers to the questions, as well as be based on knowledge that takes into account the characteristics of education. Practice has shown that today the level of use of information technology in history classes organized in general secondary schools of our republic is not in a proud state. One of the main reasons for this is the lack of technical literacy of science teachers, including the skills of using information technology. Therefore, every science teacher should work more on himself, become aware of the ways of effective use of information technologies, and apply them to the teaching process.

As a result of the effective use of information technologies in history classes, the following positive results are realized in the teacher's work:

- it is possible to fully cover the topics and provide scientific and theoretical information about historical events and processes, laws of nature, positive and negative relations between man and nature;
- demonstrability is ensured in the lesson;
- students will be able to think independently, freely express their acquired information, and enrich their imagination about "History";
- the ground is created for the cooperation of the teacher and the student in the lesson;
- student's knowledge, skills and qualifications are quickly monitored;
- the student's activity in the lesson is increased and an opportunity is created to achieve high efficiency.

The use of information technologies in the educational process leads to the following results:

- the possibility of deep and perfect assimilation of the given material and its long-term retention in the learner's memory and, if necessary, the level of practical application increases;
- providing information in different forms (text, video, sound, graphics, animation,...) attracts the attention of learners and arouses their interest in science;
- the computer performs the function of "controller" and displays the results of the learner's answers to didactic tasks, test questions, problem situations, that is, the level of mastery, on the monitor;

- during the lesson, it serves as a tool for managing the students' activities, and the number of tasks to be completed increases sharply, which leads to an increase in the amount of knowledge to be acquired;

So, in the new concepts of the formation and development of the information society in the late 1970s and early 1980s, the theoretical foundations of the development of the information society in the world were emphasized. Z. Brzezinski, D. Bell, E. Toffler studied the development of society as a "change of stages", the development of the informational post-industrial society, the priority of the informational sector of the "Fourth" economy, which comes after agriculture, industry and other economic service sectors. connect with They believe that capital is the basis of industrial society, and labor depends on information and knowledge in an information society. In this regard, the priority tasks of the informed society, even in the study of history, are a cross-priority task in our development today.

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