

THE IMPORTANCE OF ELECTRONIC DIDACTIC TOOLS IN IMPROVING LESSON QUALITY

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Annotation. The article highlights the importance of electronic didactic tools in improving the education system based on innovative technologies and their focus on broadening students' imagination, developing basic knowledge, and providing additional information.

Keywords: education, system, process, electronics, knowledge, didactics, innovation, tool, resource.

Introduction: In the Resolution of the President of the Republic of Uzbekistan "On measures to further develop the system of higher education": "Each higher education institution should establish close cooperation with leading scientific and educational institutions of the world. Extensive introduction of advanced pedagogical technologies, curricula and teaching materials based on international educational standards in the educational process, foreign cooperation in teaching and pedagogical activities, master classes, training courses Active involvement of highly qualified teachers and scientists from educational institutions ... "[1].

Main part: The main driving force of these fundamental tasks, which determine the success of the national and spiritual-educational development of the Republic of Uzbekistan, is the implementation of innovative pedagogical technologies. At the same time, we need to

abandon authoritarian pedagogy and adopt innovative technologies. At present, the main purpose and content of education in Uzbekistan has been radically updated

Today, research is being conducted in the education system of the country to improve the education system based on innovative technologies, strengthen its national base, bring the training of socially active and qualified competitive personnel to world standards. Quality changes and high efficiency in education are in line with global education requirements and it depends on the extent to which the competencies that educators acquire in their future careers are put into practice. Quality changes and high efficiency in education, as a result of positive innovations in this area, ensure the quality and efficiency of education and create a pedagogical innovative process.

Pedagogical innovation is a process that prepares future professionals to work in new conditions, which is a qualitative change in education based on previous knowledge and a new approach to achieving high efficiency. The purpose of such a system is to improve the quality of the education system, which reflects the essence, characteristics, capabilities, tasks, mechanisms of development of stages and principles of development and methodological recommendations for their use, as well as the process of formation of qualities in teachers. , is understood to achieve high efficiency in this area.

The problem of reform in the education system today is related to the potential of teachers. Research and analysis show that the professional competence of the modern educator lags behind the requirements of the rapidly evolving educational process. This highlights the urgency of the challenges associated with the development of pedagogical education and the improvement of teacher training in continuing education.

The seriousness of these problems is unquestionable - the presence of teachers who are not sufficiently prepared to respond to and overcome the changes that occur as a result of the rapid renewal of the education system in the ongoing monitoring processes, education, the individual and the activities of teachers modern social requirements and the state of the system of training, retraining and advanced training of teachers who do not adequately meet these requirements [2].

Recognition and scientific analysis of problems, contradictions create the necessary conditions for their elimination, the basis for determining the content and direction of research and specific measures for the development of the organizational and didactic system of training, retraining and advanced training of teachers on the basis of scientific principles will be.

The implementation of the assigned tasks requires the development of a system of conceptual approaches to continuing pedagogical education, the identification of psychological and pedagogical conditions for the professional and personal development of teachers. The content of the pedagogical concept, which summarizes the results of interdisciplinary research, includes the essence of continuing pedagogical education - the

purpose, content, methods and forms of teaching and specific educational technologies, criteria for the effectiveness of the teacher's continuing education, management mechanisms appears when opening through. The implementation of these categories in turn requires the use of information and communication technologies in the educational process. The rapid penetration and improvement of information and communication technologies in the education system makes it necessary to create and implement electronic didactic tools in the educational process. Electronic didactic tools are a resource based on modern information technology that can collect, describe, store, present and control knowledge in an interactive way. E-learning tools will be used to broaden students' horizons, develop basic knowledge, and provide additional information.

Therefore, reforms in the education system to some extent determine the need to improve the information provision of training processes. Approaches to storing, processing and delivering information, and teaching and educating using information and communication technologies are central to many research and government programs [3].

The introduction of information technology in the system of continuous pedagogical education is carried out on a large scale from year to year. In the process of informatization, the pedagogical community develops a large number of information resources, but this work is not enough. Modern information technologies, telecommunications and computer networks have created completely new opportunities for access and collection of information resources. Along with different forms of teaching, new opportunities have emerged to improve education. One such opportunity is the informational approach. The theoretical implications of the information approach include:

- the concept of an informative approach to the educational process;
- Regulations on the elementary processes of receiving, transmitting, assimilating educational information on the structure and functions of information in the educational process;
- fundamental rules (principles, laws, trends);
- Pedagogical methods of research.

The main content of the information approach in pedagogical research is to identify and study the informative side of the educational process. The nature of the information approach, as mentioned above, reflects the integration of scientific knowledge from different fields. The learner's need for information depends on its level of development, the learner's readiness to use the information obtained in the course of their activities, the completeness and value of the information provided to them.

Innovative electronic didactic forms of education - the design of educational content in accordance with the purpose of education, taking into account the abilities and interests of the student, as well as the implementation of pedagogical, information and communication methods, forms and teaching methods. It is a system of interaction between the teacher and

the learner, which is carried out on the basis of psychological, general pedagogical, didactic and individual methodological procedures.

Conclusion: The creation of an information-educational environment is an objective result of the development of the information process in education. The purpose of informatization of education is the global acceleration of intellectual activity through the involvement and application of information and communication technologies. To address these issues, research is needed to develop a pedagogical, methodological, and technological framework for integrating technology and information into a single system. International experience shows that a communicative information-educational environment based on simple correspondence leads to positive pedagogical results. The main form of organization of joint educational activities of students from different cities, regions and countries in the network are electronic, information and didactic tools. Any problem solution requires integrated knowledge. The information-educational environment requires in-depth integration of knowledge, not only the field of scientific knowledge on the problem under study, but also the national and cultural characteristics of the partner, his knowledge and understanding of the world, his views.

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