

## USE OF INFORMATION TECHNOLOGIES IN TEACHING YOUNGER SCHOOL CHILDREN

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### **Abstract:**

The article highlights the use of innovative technologies in modern education. It tells about the introduction of digital technologies in the educational process, which helps to increase the effectiveness of training, the main thing is that schools and teachers actively explore new opportunities. The material analyzes the experience with an educational platform conducted in one of the secondary schools in Tashkent, as a result, consolidation of knowledge, skills; control of the assimilation of material by children was perceived by students as an exciting game.

**Keywords:** innovative technologies, gadgets, mobility, disclosure of creative potential, bilingual children, distance work.

### **Epigraph:**

“Children must live in a world of beauty, play,  
fairy tales, music, drawing, imagination, creativity. ”

V. A. Sukhomlinsky

### **Introduction**

One of the main priorities and values in our country has always been considered to receive quality education. Currently, there is a wide potential of human capabilities and desires. So, education does not stand still, but modernizes its achievements, focusing on a personal approach in the process of educational activity. Innovative technologies in education are becoming an everyday part of the educational process.

We all know that in this age of digital innovation, the younger generation is developing rapidly. In order to prevent the formation of an emotional and cognitive vacuum in children, the school is constantly improving, trying to keep up with the times.

A popular myth is that, because of the proliferation of gadgets, modern schoolchildren study worse and grow illiterate. Scientific evidence and practical experience show that this is not so. On the contrary, the integration of digital technologies in the educational process helps to increase the effectiveness of education, the main thing is that schools and teachers do not hide behind walls of prohibitions and actively master new opportunities.

Of course, there is an optimal amount of time that children, depending on age, can spend behind the screen of a smartphone. Time spent on a smartphone can be useful for the development of the child. The main thing is to know the measure and have the right motivation. In this, the student should be helped by teachers.

### **Main part**

Everyone knows with what burning eyes first-graders come to school in September, how much delight in their eyes, how much hope in little souls, how afraid they are to miss at least one school day, with what love they look at their first teacher. What often happens in just a few months? Why do children appear who become bored and uninterested in school? And why do some teachers manage to keep the children interested in studying for the whole school life and why doesn't it work for others?

Many, probably, will agree that sometimes it's convenient for the teacher when there is "dead silence" in the classroom, when the children obediently and patiently carry out any task offered to them, without even trying to ask what it was offered for. But, how much more useful will be the lesson, which will cause students not only the interest of the audience, but also the creative, associated with their own search, creative and even motor activity.

The fewer "faceless" and boring lessons there will be, the more children will "live" in the classroom, taking both intellectual and life baggage out of school, the more creative sparks of interest will remain in the eyes of our children. Isn't that what every teacher dreams of? The use of such forms and methods that are of interest in the educational process will help to make this dream a reality, and they will include the most passive children in the active work.

I would like to share my experience with the interactive-virtual education project EDU MARKET. We, teachers, were introduced to him last year. At first, we were wary of the project. They bombarded the working group with many questions. After reviewing the tasks, we noted a differentiated approach and diversity. Of course, there were moments that required the direct attention of teachers, since the material was just being developed. Therefore, we were pleased that our questions and comments were taken into account, and the base of tasks was significantly expanded.

In October, among the students of elementary school No. 94 of the Mirabad district, a trial version of the project was tested. A schedule was drawn up according to which 33 classes of the school took part in testing. Teachers noted the good organization and openness to dialogue at the working group.

Well, the children ... The children were delighted. Consolidation of knowledge, skills; control of the assimilation of material by them was perceived as an exciting game. Children who were reluctant to hear the phrase "Go to the board ..." were upset that the lesson was over. Both children and parents became interested in the possibility of learning in this form, noted the indisputable advantages of this form of work:

- mobility;
- accessibility of communication with the development of computer networks;
- regular updating of information material;
- knowledge control;
- a variety of tasks and topics;
- the possibility of revealing creative potential and hidden opportunities;
- adequacy to the level of development of modern scientific knowledge.

Separately, I would like to mention the work with bilingual children. This question is especially acute in the first grades, when a child begins to learn immediately a large layer of a second language. This program smoothly smoothed all corners. Pupils who had a certain language barrier enthusiastically worked along with the rest of the children and often showed high results. This means that they have an extra reason to be proud of themselves, there is additional motivation for learning, and interest in new knowledge has grown.

I was pleased that after the lesson on the project, the children bombarded the teachers with questions. The tasks, answers to which aroused doubts among the children, were not left without attention. They were discussed by children among themselves and with teachers. That is, there is an interest in knowing something new, unknown. The students deliberately searched for information that they were interested in and shared it.

The school is well placed to work with gifted children and students with low academic performance. The EDU MARKET platform can also provide significant assistance in this matter. Poor pupils are not always willing to stay for additional classes, and with this game children will be happy to increase their knowledge. All students passed testing without exception. A program that correctly selects the level of difficulty of tasks will help identify weaknesses, preferences and hidden talents of students, which is not always possible in the lesson.

In a modern school, teachers are increasingly using new teaching methods and methods. Active forms and teaching methods for primary schoolchildren are, first of all, games in all their diversity. It is in the game that a child is given a unique opportunity to be himself, to show his abilities, to realize fantasies, to be free and natural. Activity is also impossible without interaction with peers, without disputes, discussions, solving problematic issues and tasks.

If the EDU MARKET application is on students' personal gadgets, mobility and the ability to work remotely with students will appear. A student who misses a lesson will not drop out of the learning process. He will always be able to assimilate and consolidate the missing material.

## **Conclusion**

So, the development of information technology provides great opportunities for creating new methods and techniques in educational activities and thereby improve its quality. It increases the cognitive activity of children, makes the learning process brighter and more interesting.

“Children are always willing to do something.  
This is very useful, and therefore not only  
this should not be disturbed, but it should be taken  
measures to ensure that they always have what to do ”  
Jan Amos Komenski

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