

# **DIDACTICAL ASPECTS OF THE USE OF INFORMATION TECHNOLOGIES FOR THE ORGANIZATION OF THE INDEPENDENT WORK OF FUTURE TEACHERS OF HISTORY**

Zamilova Rimma Ramilievna

Doctor of Philosophy (PhD) in Philosophical Sciences,  
Associate Professor, Namangan State University

## **ABSTRACT:**

**The article attempts to analyze the didactic aspect using information technologies, reveals their importance for the development and organization of independent work among future history teachers, analyzes the relevance in practice. The didactic properties of ICT, reflecting the information aspect, are briefly described, the main distinctive features of the didactic functions of ICT, the use of ICT in the framework of the personality-oriented and activity-based approaches are listed.**

**Keywords: electronic portfolio, didactic properties, Moodle (modular system), pedagogical technologies, competence-based approach, communication aspect.**

## **INTRODUCTION:**

In education, the use of information and communication technologies (ICT) has grown steadily over the past twenty years. Although many works of domestic and foreign scientists are devoted to the analysis of the application of information technologies (IT) in the field of education, the diversity of IT, their continuous development and updating constantly pose new questions for researchers about the conditions for their implementation. In modern scientific research and publications, the following are considered: the goals and objectives of using ICT tools in the field of higher education; didactic capabilities of ICT tools for various purposes of education - the development of motivation, increasing

educational activity and cognitive interest of students [1].

Another important, albeit less well-known, third-generation IT element is the e-portfolio. E-portfolio creation assumes that the user provides "evidence" of their skills and abilities for their assessment - comparison with the existing requirements in a particular industry. Thus, the electronic portfolio allows you to implement the basics of the competence-based approach in education, which is used in a number of commercial and free programs. Third-generation technologies within the OS basically imitated the existing pedagogical models of classical education. The developing technologies of the fourth generation are aimed at the implementation of a competence-based approach in education, adaptive, individual learning and self-study. Thus, if the very first IT in education was based on the individual use of a computer, modern IT today is mainly located on the network (or cloud) and is socially oriented. This transition has ensured wider access to learning resources and effective use of end-user networking. It can also be noted that new ITs are increasingly focused not on classroom work, but on the independent work of students. This raises the question of the future of IT in education, and how IT can change the entire educational process. The concept of maximum involvement of ICT in the learning process and exclusion of classroom activities with a teacher led to the emergence of e-education. E-learning is mainly referred to as teaching, the content and methods of which are presented on CD-ROM,

on the Internet or intranet, through audio and video recordings, satellite broadcasting and interactive television [2]. 1. Didactic properties of ICT, reflecting the information aspect (presentation and access to information), namely, the ability to: self-edit, process and store large amounts of information in different formats; independent search and download of historical literary texts in different formats; the possibility of individual systematization of a large amount of information; using an automated training and assessment process; creation or use of ready-made software for solving specific problems; individualization of training due to the possibility of choosing your own educational trajectory.

2. Didactic properties of ICT, reflecting the communication aspect (interaction between users, collective learning): the possibility of "broadcasting" - transmission of information in different formats to different parts of the globe: transmission of a large number of messages to several users at the same time; the possibility of dialogue (interactivity): extracurricular communication with the teacher; extracurricular communication with students; asynchronous communication; the ability to communicate at different levels of the organization. The listed didactic properties determine the didactic functions of ICT, which make it possible to diversify the process of organizing the CDS and make it more effective. The didactic functions of ICT will be understood as the external manifestation of the properties of ICT tools used in the educational process for specific purposes [6]. The use of ICT tools in the organization of students' IWS allows: to develop research skills: the skills of obtaining information from a variety of historical literary texts, its processing and design with the help of modern software; provide access to all resources of the course of the discipline for repeated or independent study; develop skills in analyzing, organizing

and evaluating information through various means - tables, diagrams, infographics, etc. ; automate the process of completing and assessing homework using electronic tests, training programs, special software; to develop the skills of working with special programs and applications, which the student can further use in his professional activities; develop skills in the use of technologies that are important for future professional activities; send or demonstrate the results of independent work to a wide range of people; organize online consultations and control events with teachers in a synchronous and asynchronous mode; organize synchronous and asynchronous online group discussions, consultations, peer review events; organize independent work of students, taking into account interdisciplinary connections (joint creation of courses by teachers of different disciplines); save the results of the CDS in an electronic visual form and take them into account when planning further CDS.

Arguing about the effective implementation of the didactic functions of ICT, many researchers express ideas about the need to integrate the use of ICT in the framework of the personality-oriented and activity-based approaches. As mentioned earlier, one of the effective methods of organizing the CDS, which implements the activity foundations of the competence-based approach, is the project method. What can be the implementation of the above didactic functions of ICT when students carry out a project with their use? Here is a general typology of projects using ICT tools based on the nature of the dominant type of activity and the corresponding didactic functions of ICT. Research projects are similar in structure to the structure of scientific research. Research within various disciplines involves setting a problem, arguing its relevance, setting goals and objectives, choosing research methods, analyzing the

literature and collecting information on a given problem, choosing a solution to the problem and justifying it. These projects are recommended to be carried out with the use of ICT tools, if the collection of information requires: analysis of a large amount of various kinds of information, including sources of information that are not available in the library of the educational institution; the use of special software for data analysis (statistical analysis of texts, etc.); the need for a request in the absence of information in the public domain; the need to formalize project results using ICT tools. Telecommunication projects involve the establishment of contacts through telecommunication technologies in order to cooperate to solve common problems (J.Belz, J.S. Payne) [3]. A.V. Mogilev identifies the following types of telecommunications that determine the type of project: free correspondence; global class (joint study of one topic); electronic meetings (synchronous and asynchronous communication on the Internet); e-learning (change of lecturers); role-playing games; joint problem solving projects (based on competition or collaboration) [4]. According to this definition, telecommunication projects cannot be implemented without the use of ICT tools. Practice-oriented projects are aimed at the result of activities and the development of a project product. In this case, the need to create a project product should proceed from the analysis of the social and professional interests of students. These projects are recommended to be carried out with the use of ICT tools, if: the creation of a project product requires the use of ICT tools; the creation of a project product requires skills and abilities related to the use of ICT, which are important for the future professional activities of students. It should also be noted that the project can not only be implemented using ICT tools, it can also be coordinated using ICT tools. The teacher can control the implementation of the project

through various types of electronic communications, using Web 2.0 technologies, his own website, e-mail, training systems, etc. The undoubted advantages of using OS in this type of activity are the availability of standard tools for organizing the learning process and integration within the educational institution.

A popular learning environment for the implementation of educational projects is the Moodle environment. This learning environment provides key capabilities for project management: posting text, video and audio materials, messaging, discussion in forums, etc. Thus, thanks to the development of technology, we can talk about the emergence of a new type of projects - electronic projects. This term is found in foreign literature (e-project) [5], in modern works, telecommunication projects are often mentioned. Let's clarify this concept. In the definition of ES Polat, the project method is a set of educational and cognitive techniques that allow students to solve a particular problem as a result of independent actions with the obligatory presentation of these results [6]. Taking into account the peculiarities of the organization and implementation, the method of electronic projects can be defined as a set of educational and cognitive techniques, organized in an electronic environment, aimed at solving a particular problem and obtaining the final product using ICT tools. Thus, there are three conditions for the organization and implementation of electronic projects: 1. Coordination and phased planning of the project should be implemented in an electronic environment. 2. The project product must be electronic or exist in electronic form. 3. Most of the work on the project should be carried out in an electronic environment, while within the framework of the classroom work, it is possible to conduct separate consultations and the final control event (project defense). Taking into account the activity foundations of the CDS,

(problem-oriented nature; commonality of the components of educational and professional-pedagogical activities; updating competencies throughout the entire period of study), the use of the method of electronic projects for organizing independent work of students within the framework of the competence-based approach will be more effective if implemented requirements for interdisciplinarity, professional orientation and consistency. Thus, this study proposes the concept of a method of interdisciplinary electronic projects, which is defined as "a set of educational and cognitive techniques and procedures organized in an electronic environment, contributing to the development of professional competencies of the future history teacher through: the implementation of interdisciplinary communications during the implementation of the project by means of ICT; creative, synthetic application of knowledge, abilities, skills and their transfer to professional activities." Due to the insufficient amount of data and research on the application of electronic projects and their effectiveness, this problem requires further study. In our study, the method of interdisciplinary electronic projects is applied taking into account the requirements for the effectiveness of projects aimed at shaping the historical thinking of future history teachers. The implementation of the consistency requirement presupposes the development of a system of electronic projects that ensure the gradual formation of the ICT competence of the future history teacher. The set of project products is organized in the form of an electronic portfolio, which can be presented by a graduate to confirm the level of development of his ICT competence. In this article, of all the methodological approaches, a competence-based approach was singled out on the basis of which competencies were defined, which are aimed at the formation of historical thinking in a future history teacher. These included:

motivational and cognitive competencies; information competencies; communication competencies; ICT competencies; competencies related to citizenship; moral competence; acmeological competence; axiological competence; aesthetic competence.

Artistic historical works are the most important and basic means of understanding various aspects of historical reality, both material and spiritual components. Due to the fact that the use of fictional historical works in history classes is the most important component in the formation of historical thinking in future history teachers, it should be noted that the partial introduction of scientific research methods into the teaching process can greatly increase the effectiveness of future history teachers' assimilation of educational material. An analysis of various classifications of teaching methods showed that of the greatest interest for our topic are practical teaching methods that open up wide opportunities for the use of sources in history classes. Also important are the methods of stimulating and motivating learning, which include play, discussion and research lessons. For the most productive and effective use of the source in the system of higher education in history, the greatest opportunities open up when introducing methods into teaching practice that stimulate the search activity of students, namely: problem learning, the research method of teaching, as well as the partial search method. At the same time, the acquaintance of future history teachers with modern scientific research, unsolved problems can intensify the process of assimilating new knowledge, help consolidate already received information, and also significantly increase the efficiency of work with sources. The research method in relation to teaching history at the university implies, among other things, working with historical works of art. The introduction of the methods of science into the

practice of teaching is considered by many didactics as the highest level of educational activity. Modern researchers consider pedagogical technologies to be one of the most effective ways of forming historical thinking in history lessons. We have identified three technological models: games, discussions and research. It was found that the use of these models in history teaching can have a positive effect on the effective, on the formation of historical thinking in future teachers. At the same time, in the conditions of informatization of society, the future teacher should not only possess the skills of using information and communication technologies in the educational process, but also be able to instill in students the skills of computer literacy, teach them to use IT to solve problems that are relevant for modern society, be able to create electronic portfolio, electronic projects for the study of historical literary texts.

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