
THE IMPORTANCE OF MODERN EDUCATIONAL TECHNOLOGIES

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ABSTRACT

The article reveals the importance of studying foreign experience in the field of education, as well as teaching methods and evaluation criteria used in developed countries. Below I generalize my thoughts about it.

Keywords: International experience, computer science and information technology.

In our country, it is the issue of introducing positive, developing aspects of international experience into the educational process. Diplomatic meetings and international conferences are organized to study the experience of developed countries. In the twenty-first century, fundamental changes are taking place in our state. As an example, we can witness the improvement of the teacher's activities and the teaching process itself, the systematic formation of freedom of love among students, a thirst for knowledge, love for the homeland and humanity.

In this regard, attention is drawn to foreign experience for the development of the education system and for the introduction of information and communication technologies in the educational process, which is common knowledge [1].

Let us look at developed countries such as Germany, Japan, Korea, India and Switzerland to study international experience in improving education and training. Let's start with learning from international experience in the system of continuous learning from preschool education. Preschool education in Germany has a long tradition. A beautiful kindergarten, or German kindergarten, was developed almost two hundred years ago by German educator Friedrich Froebel. The first kindergartens were opened in Germany and the name of the kindergarten was introduced in other languages, such as English-language kindergarten. The first school for young children opened in 1840 on the initiative of the German teacher F. Froebel (1782-1852). The concept of pedagogical basics of playing with children in such places was initially considered by F. Froebel as a model for mothers and did not involve the creation of a special kindergarten. However, the ideas of the mind and body, freedom and amateur alignment soon turned out to be very attractive, as in the 19th century, kindergartens appeared in Germany and abroad [2]. Since 1996, under the Child and Youth Assistance Act, pre-school institutions in the Federal Republic of Germany have been working to develop, serve, educate and educate children on their independence and responsibility for society. He has set himself a goal. Pre-school should address the disadvantages of family education and provide children with the best conditions for their development. Thanks to games and other activities with children, they enter the world of group activities to prepare for school. German teachers guide their ideological, spiritual, religious, and pedagogical orientation in terms of professional freedom and organize work with children and their parents. At the request of the parents, preparatory classes (Vorklassen) will be opened at the request of parents to prepare five-year-olds for school. Classes are held in games voluntarily and do not duplicate the curriculum of the first year of primary school. Five-year classes for preparing children for the first time associated with elementary school [3]. The main goal of preparing a kindergarten for six-year-old children is to create the necessary conditions for the healthy and normal development of mental abilities, will and emotions of students. This goal is achieved through individual work on the development of abilities, physical education, adaptation and the development of voluntary attention of these children.

In addition to general kindergartens, Germany has special forest kindergartens. In Germany there are about seven hundred “forest kindergartens”, and their number is growing. The Germans believe that children should spend as much time as possible in the fresh air. They find it helpful for children to be closer to nature. Preschoolers not only walk in the fresh air all day, but also learn to control their body, discover opportunities for themselves, and no one sets an artificial schedule for them.

Comparing German students from “forest kindergartens” with urban kindergartens, professionals are more cautious and hardworking than their predecessors, communicate more easily with friends, are usually more calm and less emotional. they discovered this feeling. One reason for this behavior is that they spend less time in limited areas. As a result, their creative abilities develop.

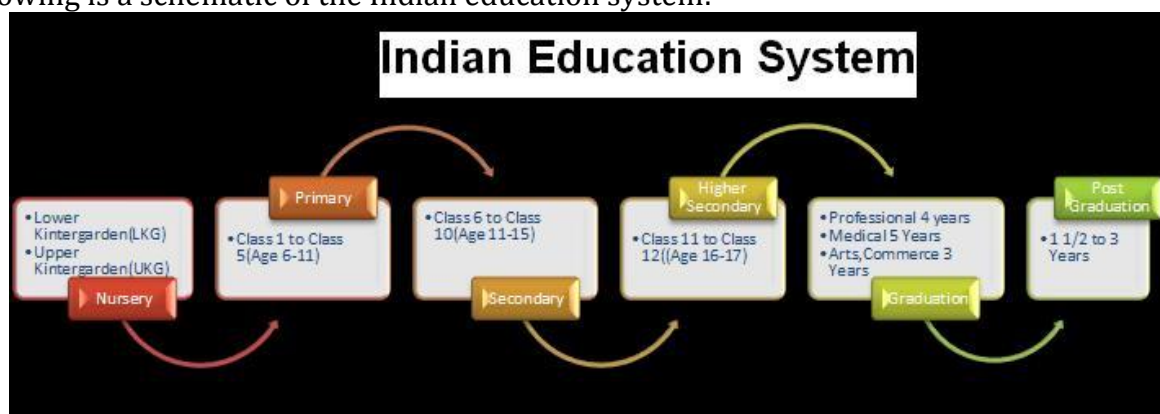
In Korea, special attention is paid to preschool education and the wishes of parents, says Oh Kyung-mi. - For example, the classroom consists of different angles (designers, books, soft toys, etc.), where the child spends time in the right direction. In addition, after lunch, the children go to bed at the request of their parents. If the parent does not want this, the child engages in passive activity [4]. The Japanese government also uses various games to improve the creative abilities of preschoolers. For example, children can play sand and clay or make a game. But in fact, the child measures how much water and clay can be used to make clay and sand harder in making the body out of clay and sand. This process may not be understood by adults, but such games can encourage children to think independently and develop their creative abilities.

We know that the current 21st century is the century of information communications. The role of information technology in the development of any country is significant. Today, information is the most valuable and dangerous concept. Developed countries spend billions on billions of dollars to create the latest technology to ensure their information security. The creation of these technologies requires a strong staff. Each strong state has a strong education system and strong cadres. That is why many countries are now focused on strengthening the education system. Currently, a number of countries occupy leading positions in the teaching of information technology in education.

In our general secondary education, information technology is taught in the name of computer science. In foreign countries, computer science is mainly called computer science and information technology. If we look at the education system of foreign countries, computer science begins in elementary school (elementary school, or at least in primary school) after pre-school education. The study showed that, although the educational systems of foreign countries differ slightly, the framework of the educational process is similar. n today's globalized information age, everyone should be able to freely communicate with computers. This is one of the basic requirements for building an informed society. The user must have computer skills and information technology, no matter what industry he represents. Therefore, in the education system of foreign countries much attention is paid to this area.

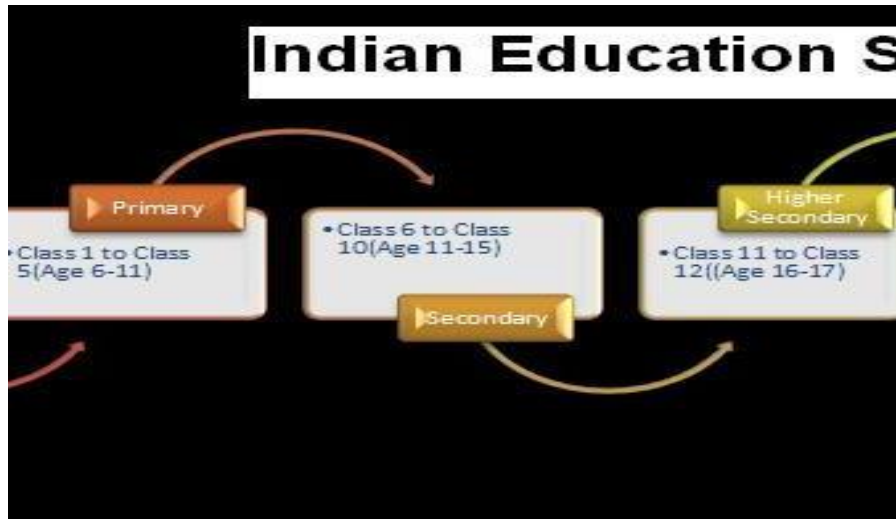
India is a unique country in the world. India is growing year after year. Of course, many factors play an important role. One of them, of course, is the country's education system. Today you can see that many of the leading and leading companies in the world are experts in Indian education systems. Every year, the number of foreign students coming to study at Indian universities is increasing. All this shows that the country's education system is in a strong position and quality.

The following is a schematic of the Indian education system:

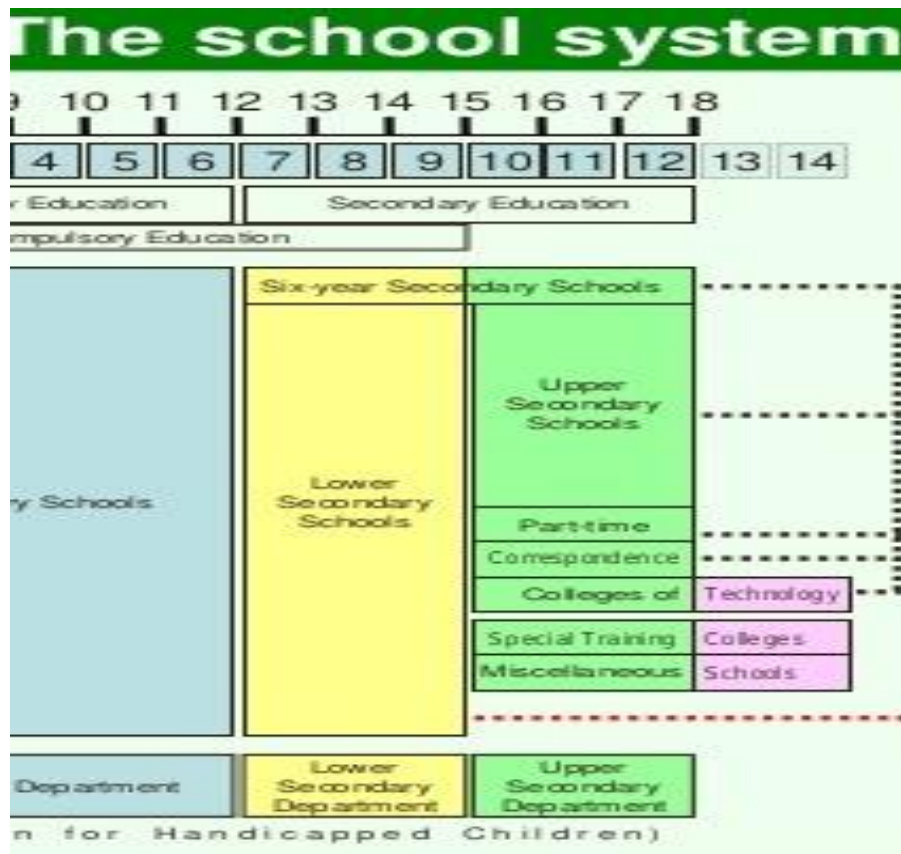


1-picture. Indian Education System

In Indian education, computer science begins to develop from the following stages (Picture 2). In the elementary education of the Indian education system, the computer science program is fundamentally different from ours. If the subject of computer science starts from the 5th grade, then it starts with the 4th grade.



2-picture. Information science education course in Indian education system



3-picture. From 4th grade in schools

German education is unique and complex. At the same time, new studies are underway to reform the German education system. Education Structure:

- Preschool education
- elementary education
- secondary education

There is no doubt that we will achieve significant results by applying the teaching methods used in our education system at the international level. For example, over the past 20 years, the population in our country has increased, state-owned preschool institutions have decreased by more than 45 percent. The coverage of children in these camps is only 30 per cent so far. How important is the pre-school education system, it is possible to know from the opinions of our president about the difference in the level of thinking of a child who has not gone to kindergarten with a child who has received a kindergarten education [10].

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