

## DIDACTIC PRINCIPLES OF USING INFORMATION AND COMMUNICATION TECHNOLOGIES IN AN ELECTRONIC INFORMATION EDUCATION ENVIRONMENT

Asallayev O'ktam Khayriddinovich  
Termiz State University Researcher

### Abstract

This article is devoted to the didactic principles of using information and communication technologies in the e-learning environment and the issues of organizing educational activities based on these principles. feedback on their widespread implementation and effective use is provided.

**Keywords:** Educational system, electronic information educational environment, teaching process, electronic educational resources, modern technologies, didactic principles, educational material, pedagogical activity.

### Introduction

The development of the educational system in our republic, its further improvement, the development of new electronic educational literature databases and the use of them in the educational process will undoubtedly be the foundation for attracting students to the lesson process and improving the quality of education. In the work of the President of the Republic of Uzbekistan Sh.M. Mirziyoyev, "We will build our great future together with our brave and noble people", it is necessary to give modern education to young people, to educate young people with a strong position, to take them to a new level without slowing down the work in the field of spiritual education. It was emphasized that it is necessary to Currently, there are high hopes for our young people who have strong knowledge and potential in the field of modern thinking in the implementation of the development work. In our country, attention to the organization of educational processes on the basis of advanced foreign experiences is increasing day by day. In particular, the introduction of a modern electronic learning environment in higher education institutions and the development of students' information and communication competence are urgent tasks. Ensuring the performance of these tasks is based on certain didactic principles. The didactic principles of using information technologies in the electronic learning environment are interrelated and complement each other. Based on these principles, the educational process is organized and the teaching process is carried out. We will touch on these principles below.

### **Scientific principle**

This principle indicates that the teaching material of any educational subject should be based on the modern achievements of the subject. This principle is implemented in the process of creating educational programs, training manuals, and textbooks.

The scientific principle mainly requires scientific improvement of working curricula and educational materials, textbooks. In addition, it is necessary that any materials covered in information technologies should be scientifically based and serve to develop the scientific potential of students.

### **The principle of design**

This principle consists in developing and designing a systematic sequence of information technologies to organize the educational process. The educational process organized on the basis of planning will be more interesting, and it will be easier to achieve the goal and achieve results.

### **The principle of systematicity**

According to this principle, all elements of the educational process are designed as a single system based on the condition of their interdependence. In this case, the structure, organization, and activity of all elements of the educational process motivate students to learn.

### **Principle of goal orientation**

The process of teaching each subject should be directed to a certain goal. For this, it is enough to give the most common definition of teaching. Teaching is a goal-oriented process of interaction between a teacher and students, during which a person becomes educated. From this expression, it can be concluded that the quality of teaching depends on the quality of goal formation. The information technologies used in the course of the lesson should cover a specific purpose and fully cover this purpose.

### **Principle of activity approach**

The current stage of scientific and technical development is characterized by the use of complex high technologies and the production of scientific products. In this case, science creates conditions not only for rapid development of production, but also for rapid development of science. In such conditions, the effectiveness of the educational process based on the activity approach increases, that is, it should be organized based on the principle that "it is better to do an activity once than to see it a hundred times".

In the current conditions, the "principle of interdependence between theory and practice" existing in the science of pedagogy is reflected in the form of the "principle of activity approach" which has a qualitative aspect, that is, meaning. In this case, the essence of the concept of "activity" includes the goal, means and process. The educational process is described as the educational activity of a future specialist.

### **The principle of control**

If the educational process is managed, the planned result of education can be achieved. Management is the implementation of the process in the planned conditions, serves to implement the program to achieve the educational goals. The use of didactic and technological tests in the teaching process provides feedback. Analysis of the results of feedback provides an opportunity to manage the training process by changing the tools and methods to achieve the desired result. The control principle suggests that adjustments can be made to the teaching process on a regular basis.

### **The principle of repetition**

In modern production conditions, the production of the necessary amount of products is carried out on the basis of pre-prepared documents. This means that the technological process is repeated as many times as the product needs to be produced.

The principle of repetition in the organization of the educational process is of similar importance. The principle of retraining makes it possible to repeatedly apply the pedagogical technological map developed for a certain subject in different groups, in similar educational institutions with other subjects. The use of information technologies in the course of the lesson broadly interprets the principle of repetition.

### **The principle of efficiency**

This principle indicates the possibility of guaranteed achievement of the intended results of information technology training with acceptable documentation. The effectiveness of the educational process is achieved by implementing the above-mentioned principles of pedagogical technologies - scientificity, design, systematicity, goal orientation, activity approach, controllability, reproducibility.

### **The principle of humanization and humanization**

Although these concepts have the same root (Greek "humanus" - humanity, "humanitas" - humanity), each of them expresses its own meanings. Humanization refers to the inclusion of social sciences (history, cultural studies, sociology, psychology, etc.) among the subjects studied in educational institutions, and the concept of humanization means a positive approach to a person and his activities. In other words, humanization is the organization of activities based on respecting the human factor, his value, dignity, honor, rights and duties in the process of relations between a person and society, while humanization is all the conditions used in the educational process. the process of activity organized on the basis of the idea that technology is for man and his perfection.

World practice shows that information and communication technologies should be included in all levels and stages of the modern education process. The main goal of the application and use of information and communication technologies in education is to create new opportunities for all participants of the educational process, that is, those who receive and provide education.

Large-scale implementation of information and communication technologies in the educational process provides the following:

- reduction of the time spent on searching for educational and scientific information by students and teachers;
- acceleration of changing the content of electronic educational literature, textbooks based on the demand of the time;
- allocation of additional time for independent education of learners.

World experience shows that the most promising application of information and communication technologies in the educational process is the organization of non-traditional classes based on multimedia technologies. Compared to traditional lessons, in non-traditional lessons, students can actively participate in the teaching process, where they can ask questions from different parts of the educational material and get specific answers.

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