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**THE DEVELOPMENT AND APPLICATION OF INFORMATION TECHNOLOGIES IN MODERN EDUCATION**

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**Abstract:** One of the urgent tasks of developing a new paradigm of higher education is to find an effective combination of classical teaching methods with modern information technologies based on the use of Internet resources.

**Key words:** development, methods, motivation, learning languages, international communication, teaching.

These processes, associated with the formation and development of the information society, currently determine the directions of development of modern education and present new requirements for the development of pedagogical theory and practice.

Experts note that the introduction of modern information and communication technologies affects both the educational process at the university as a whole, and directly on the change in the usual ways of the teacher's activity, causing a shift in emphasis from the traditionally teaching, knowledge-transmitting activity of the teacher to his subject-subject interaction, which stimulates and guiding the educational and cognitive activities of students.

 In the XXI century, information and information technology not only became the main resources of scientific and technological progress and socio-economic development, but also had a significant impact on the education system.

In this regard, it is necessary to provide a scientific and pedagogical substantiation for the development and application of methods and technologies in education that meet the modern requirements of the information society, the informatization of education, the use of computer and telecommunications equipment and, in general, information technologies at all stages of education in various types of educational institutions, educational institutions.

The Internet has accumulated a huge amount of information that needs to be searched for, systematized and analyzed, and then used in the teaching process. The global network provides tremendous opportunities for the use of various information (not only textual, but also audiovisual).

As for teaching a foreign language at a university, the use of Internet resources significantly increases the motivation of students to learn a foreign language. Good knowledge of the English language significantly expands the cognitive capabilities of students - they get the opportunity to read relevant materials from electronic versions of well-known foreign language publications. Participate in e-mails and forums of specialists in similar fields of knowledge.

Info communication technologies appeared as a result of interpenetration and integration of telecommunication and information structures. This contributed to the acceleration of the provision of a wide range of services to the population, led to an open information exchange with remote regions and other countries.

Thus, the term info communication technologies (ICT) is a term of the 21st century, the period of the formation of the information society. Each period of human development has its own terms, its own words-symbols, which express the essence of this period.

So, one can recall such words that are significant for the 20th century as industrialization, scientific and technological revolution, scientific and technological progress.

The effectiveness of the use of info communication depends on how methodologically competent and pedagogically justified is their inclusion in the structure of the learning process.

With the correct and justified application of new info communication technologies, they open up enormous opportunities:

* improve the methodology and strategy for selecting the content of education, quickly make changes in teaching both basic and special disciplines in accordance with the requirements of the time;
* to increase the effectiveness of training, its individualization and differentiation, to organize new forms of interaction in the learning process and to change the content and nature of the activities of teachers and students;
* to optimize the management of the educational process.

Considering all of the above, the use of info communication technologies can qualitatively transform the educational process in higher education due to the following factors:

* educational and cognitive activity becomes more personal, poly motivated, individualized, free from the influence of a number of didactic and psychological barriers;
* the influence of motives of professional and personal self-development and self-realization of students is increasing;
* negative factors that inhibit the cognitive process (protective motivation, the influence of social, age, sex, individual-personal, role and other characteristics of students on learning outcomes) decrease.

Among the positive didactic possibilities of using info communication technologies as a condition for optimizing the educational process in higher education, one can note:

* + multidimensional presentation of cognitive information, which makes it possible to implement various types of visualization and use all the senses to receive and process information;
	+ the dynamism of access to information and transitions from one educational information to another;
	+ multichannel reception and transmission of educational information;
	+ the possibility of obtaining and storing diagnostic information about the results of educational activities, accounting for educational achievements and errors (including in their dynamics);
	+ a combination of skills development and creative, cognitive-search activity in teaching;
	+ training in an authentic educational and professional environment.

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