

## USE OF COMPUTER PROGRAMS IN THE EDUCATION SYSTEM

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### Abstract

The use of information and computer technologies opens up new opportunities for the teacher in teaching his discipline. Studying any discipline using ICT gives students the opportunity for reflection and participation in the creation of lesson elements, which contributes to the development of students' interest in the discipline. The following article looks into the application of informatisation technologies in education system.

### Key words:

ICT, pedagogy, application, computer software.

Computers have changed the way we work in every profession. Therefore, it is quite natural that the role of computers in education has been given great importance, especially in recent years. Computers play an important role in every area. They help industrial processes, find applications in medicine; are the reason why software industries are developing and flourishing, and they play an important role in education. Taking into account the use of computer technology in almost all spheres of life, it is important for every person to have at least basic knowledge of the use of computers. Let's take a look at the role computer technology plays in education. Computers in Education Computer technology is having a profound impact on the education sector. Thanks to computers, education has become easier and much more interesting than before. They provide fast data processing with very low probability of processing errors. Networked computers help fast communication and web access. Storing documents on computers in electronic form helps to save paper. Of all the advantages of computers in education, primarily include: Information storage Fast data processing Audiovisual means in teaching Better presentation information Internet access Fast communication between students, teachers and parents Computer and interactive learning play a key role in education. Computer technologies are integrated into the modern education system.

The use of computer training programs in the teaching of pedagogical disciplines

Currently, software technologies based on personal computers are being actively introduced into the learning process, which are used to transfer educational material to a student and control the degree of its assimilation. Among the means of new information technologies, one of the key places is occupied by computer training programs.

Within the framework of a computer training program, a number of learning problems are solved, which can be presented in three groups. The first group includes the tasks of checking the level of knowledge, skills and abilities of students, their individual abilities, inclinations and motivations, for which the appropriate programs of psychological tests and examination questions are usually used. This group also includes the tasks of checking students' performance indicators, which is carried out by registering such psychophysiological indicators as reaction speed, attention level, etc.

The second group of tasks is associated with the registration and static analysis of the indicators of the assimilation of educational material: the establishment of individual sections for each student, the determination of the time for solving problems, the determination of the

total number of errors, etc. It is logical to refer to the same group the solution of educational activity management tasks, for example, the tasks of changing the rate of presentation of educational material or the procedure for presenting new blocks of educational information to the student, depending on the time of solution, the type and number of errors. In general, this group of tasks is aimed at supporting and implementing the basic elements of programmed learning.

The third group of tasks of computer training programs is associated with solving the problems of preparing and presenting educational material, adapting the material according to the levels of complexity, preparing dynamic illustrations, control tasks, laboratory work, independent work of students.

The effectiveness of computer training programs largely depends on their content side, and specifically: on logical harmony, consistency, unambiguity, accessibility, accuracy, simplicity of presentation, validity of the initial information; from the availability of illustrative and graphic (portraits of famous philosophers, graphs, diagrams, histograms, tables, diagrams, etc.) and reference material (computer encyclopedias, thesauri, information and bibliographic reviews).

When using a computer training program in the educational process, the following possibilities are realized:

- search and display on the screen of any topic (section) of the course, which are included in the computer training program as an independent block of educational material;
- viewing, studying (if necessary - taking notes) and mastering the educational material on each question of the selected topic;
- self-examination of the degree of assimilation of the educational material by presenting the student with several questions with alternative answers on the topic, of which only one answer is correct;
- control of the degree of assimilation of the educational material of the topics (sections) included in the computer training program with automatic scoring according to the amount of correct answers and entering the data into the memory of personal computers;
- repeated use of a computer training program with the accumulation of a data bank in the memory of personal computers: who was trained, on what topics (sections) and what marks he received during training or control [1].

The main difficulties on the way of widespread introduction of computer training programs into the educational process are associated with significant labor intensity and time spent on development, as well as incomplete use of the capabilities of modern computers. This can be explained by the following reasons:

Lack of targeted funding for development from the state;

Lack of specialists capable of developing a high-level computer training program and systems for their training;

Lack of interest in the implementation of computer training programs in the educational process.

The most effective is the following organization of the student's work with a computer training program:

- a) at the beginning, the study and development of educational and methodological material is carried out (texts lectures, explanations to questions, etc.), as well as manuals for the operation of the computer training program. This is done by the trainee independently under the guidance of the teacher, however, the organization of lectures on topics (included in the computer training program) for the entire group of trainees, lecturing on some of the most significant, complex topics with the study of the rest of the material by each student independently;

b) then the direct work of the student with the computer training is performed program under the supervision of a teacher who chooses topics for study and their order.

Let us consider in more detail the basic methodological principles of constructing computer training programs, in which the principles of programmed learning are mainly implemented:

- clear structuring of educational material;
- splitting it into small portions, which become the content of information and question frames on the screen; Q- alternation of information personnel and control questions to enhance the learning process;
- the ability to return to previously covered material;
- the possibility of choosing the sequence of studying the material either by the trainee himself or by the system, depending on the correctness of the answers to the control questions;
- the possibility of forming a quantitative (point) assessment of the level of assimilation of the material;
- the ability to obtain statistics of the learning process (the number of correct and incorrect answers, time characteristics of learning, etc.).

Computers improve the presentation of information. Computers facilitate the effective presentation of information. Presentation software such as PowerPoint and animation software such as Flash can be of great help to the teacher while giving lectures. Computers facilitate the audiovisual presentation of information, making the learning process interactive and fun. Computer learning adds a fun element to education. Today, teachers hardly ever use chalk and blackboard. They bring presentations on a flash drive, plug it into a computer in the classroom, and learning begins. There is Color, there is sound, there is movement - the same old information comes out differently and learning becomes more fun. Otherwise, less interesting lessons become interesting thanks to the audiovisual effects. With visual aids, difficult subjects can be explained in more effective ways. Everything becomes easier thanks to the use of computers in education.

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