DEVELOPMENT OF INFORMATION AND COMMUNICATION SKILLS OF FUTURE EDUCATORS USING MODERN COMMUNICATION TECHNOLOGIES

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Annotation. The article discusses the pedagogical aspects of the introduction of multimedia technologies in the preschool education system. Their influence on the formation of professional competencies of future educators is analyzed, and methods for improving the effectiveness of the educational process using modern digital tools are proposed.

Keywords: computer technologies, multimedia, education, pedagogy, didactics, digital tools, information technologies, preschool education.

INTRODUCTION

Harmonious development of the younger generation, its physical, moral and spiritual upbringing are priority areas of state policy. Legislation, including the Law on Education, is regularly updated in the Republic of Uzbekistan in order to improve the educational process. [1] The implemented reforms are aimed at meeting the national mentality and modern standards, ensuring the synthesis of traditional pedagogical approaches and innovative technologies. One of the most urgent areas of modernization of the preschool education system is the use of digital technologies, including multimedia, to improve the quality of the educational process. An important aspect is improving the professional training of teachers, their ability to create and apply didactic materials that develop children's reading, writing and logical thinking skills.

In addition, the introduction of digital technologies in the educational process contributes to the development of children's skills in working with modern gadgets and software, which is important in a rapidly changing technological world. It also allows children to access a variety of educational resources, such as interactive games, instructional videos, and online courses that make the learning process more fun and efficient.

An important aspect of modernization is also the creation of an inclusive educational environment in which every child, regardless of their physical or mental characteristics, has equal opportunities for development. [1] The introduction of digital technologies makes it possible to adapt educational programs to the individual needs of children, providing them with comfortable learning conditions. Thus, an integrated approach to

modernizing the preschool education system in Uzbekistan, including the use of digital technologies, improving the skills of teachers and creating an inclusive environment, contributes to the comprehensive development of children and their preparation for a successful life in modern society.

METHODS

Modern computer technologies provide a wide range of tools for creating didactic materials. The introduction of computer science in preschool education remains controversial, but research shows that early acquisition of basic computer skills contributes to the development of logical thinking and analytical abilities. L. G. Peterson's program "Mathematics in primary classes" [3] emphasizes the importance of solving logical problems. In this context, A. V. Goryachev's course "Computer Science in Games and Tasks" was designed for primary classes, but its individual elements can be adapted for preschool education. [4]

In kindergarten, computer technologies can be used in two ways:

1.   **Develop basic computer skills**, including familiarity with the device, security techniques, and the basics of working with the keyboard and mouse.

2.   **Cognitive development** that includes interactive exercises to teach reading, logical operations, and artistic creativity (for example, using image editors to create drawings and illustrations).

The effectiveness of multimedia technologies in education is confirmed by studies demonstrating an increase in the level of material assimilation with the combined use of text, graphic and audiovisual information.

We believe that computer science-related knowledge should include the following: a brief history of the computer, its main devices, information about the processor, monitor, keyboard, mouse, working with the computer, turning it on and off, safety rules, mainly exercises with the keyboard (learning to write with two hands), management with the mouse. It is recommended to study this knowledge once a week (0.5 hours), and then twice a week (0.5 hours each).

The knowledge acquired for developing thinking, learning to read, and performing logical operations should include the following: various games for training the mind (for example, choosing shapes, maze, coloring, ordering shapes, etc.), various didactic tools for teaching reading (for example, finding the names of animals, objects, and things in pictures), with the help of various graphic editors "We give the Earth to children!," taking into account children's interest and creativity, you can create images on the topics "My city and my universe," "Peace and war," "Seasons and holidays." Such didactic tools are

recommended to be used two or three times a week (by default). 0.5 hours), and they are reflected in the study of drawing, history, science, reading and mathematics. In these classes, children learn the simplest computer skills.

DISCUSSIONS

The development of multimedia technologies has opened up new opportunities for preschool education. Full-fledged multimedia systems, including text, images, audio, video and animation, provide a more effective perception of the material by children. The use of multimedia technologies in kindergarten pre-school institutions allows you to:

- ❖ Develop children's thinking abilities;
- ❖ Provide multi-channel perception of information (vision + hearing);
- ❖ Increase the amount of material taught.
- ❖ Increase the effectiveness of training by 1.5-2 times;
- ❖ Promote early development of computer literacy;
- ❖ Use animation elements to increase the motivation and involvement of children in the educational process.

At the same time, there is a need to develop methodological recommendations for teachers on the use of multimedia technologies in preschool institutions. Insufficient training of educators in the field of information technologies makes it difficult for them to be widely implemented. The essence of the new multimedia technology for preschool education is multimedia computer training. In particular:

- didactic tools (slides, presentations, and other visual aids) are made on a computer;

- teaching children educational materials is also carried out using computers.

Working with audio and video elements is carried out using special technical and hardware devices called multimedia tools. A computer equipped with such technical means is called a multimedia computer. There is no precise definition of multimedia. Multimedia is usually understood as a set of information processing tools of various forms. At the same time, these are primarily tools for processing sounds and video elements. You can also talk about multimedia in the context of animation and high-quality graphics. In the future, it is possible that multimedia tools will allow you to work with other types of information, for example, with virtual reality. Electronic reference books, encyclopedias, translations and dictionaries created in multimedia format are amazing. There are various encyclopedias on history, geography, medicine, sports and other fields. Let's take a look at some of them. In the field of education, only about 25% of students actually assimilate lectures given in the classroom. Experiments show that simultaneous listening to a lecture, viewing it on a computer screen, and actively controlling the display on the screen increase the quality of material assimilation. Modern multimedia training

programs use components of powerful software products such as MAT CAD, PLUS 6.0. [6]

RESULTS

Currently, distance learning is being introduced into the educational process, including using the Internet. When using the Internet, the teacher finds materials on the Web that are suitable for pre-school students, and uses them in classes of a particular direction. The main and leading organizational form of using multimedia technologies in the field of education in pre-school institutions is a computer lesson. Classes on this technology are held for 30 minutes using computers. After 15 minutes, there is a 5-10-minute game lesson or conversation, questions and answers on the material being studied. After that, the lesson continues for another 15 minutes.[4]

One of the advantages of using computers in the educational process of preschool institutions is that after they have fully mastered working on a computer, children can independently study materials for 15 minutes. The computer is " patient and forgiving. «Even if a child makes a mistake, no one reprimands them until they correct it. In multimedia technologies, in addition to the form of classes, training and education can be conducted in the form of games (computer games), excursions, travel, practical classes (environmental education), and in the form of remote communication. Currently, the development and implementation of various multimedia educational tools is intensively developing. However, the methodology of their use in the educational process of preschool institutions has not yet been developed in kindergarten. That is why teachers of preschool institutions perceive multimedia tools as a multimedia technology, and even some articles state such views. Research shows that the combination of traditional and digital teaching methods contributes to a deeper assimilation of the material. The use of multimedia technologies allows you to include interactive games, virtual excursions and distance learning in the educational process, which expands the possibilities of education and training.

CONCLUSION

Based on the above, we can draw the following conclusions:

−   pre-school education should ensure continuity with subsequent levels of education through the integration of digital technologies.

−   the introduction of multimedia technologies requires the development of new pedagogical methods that take into account the age characteristics of children.

−   It is important to provide preschool institutions with modern computer tools and train teachers in the effective use of digital technologies.

−   The scientific community should actively participate in the development and implementation of innovative multimedia tools for preschool education.

The development of digital competencies among educators will improve the quality of the educational process and prepare children for further successful learning in the digital age.

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