



DOI: **10.5958/2249-7137.2021.01253.2**

## THE USAGE OF ICT IN THE CLASSROOMS OF PRIMARY SCHOOL

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### ABSTRACT

*Traditionally, it is believed that a child receives literacy in primary school, where he is taught to write, read and count. This is undoubtedly the case. But modern society needs new ways of activity, which requires a person to develop a whole range of skills and abilities - finding the necessary information, processing it, providing it to other people, modeling new objects and processes, self-planning and building their actions. Along with teaching reading, writing and numeracy skills, starting from the first grade, it is important to teach children how to use digital technology as a working tool in their studies and everyday life.*

**KEYWORDS:** *Multimedia Products, Interactive Technologies, Educational Effects, Information And Communication Technologies, Modern Technologies, The Teacher And Pupils.*

### INTRODUCTION

Modern man is surrounded by so much information that he is not able to process and use for the development of society without the help of new information technologies. Every year more and more information technologies, computer breaks into our life. Proceeding from the fact that “information and communication technologies are a set of methods, devices and production processes used by society to collect, store, process and disseminate information”, the main thing in the teacher's practice is to understand the role of ICT application in educational activities. The success of the reform of Uzbek education largely depends on the human factor: the teacher and his professionalism. It is the level of qualifications of the teaching staff, their readiness to use modern technologies in professional activities that will be the main ones in the complex process of bringing education to the level of the needs of modern society. Information technologies provide a unique opportunity for development not only for the pupils, but also for the teacher. The development and expansion of the information space of children and adolescents, encourages the teacher to study together with pupils, mastering new previously unexplored

spaces. Let me emphasize that the simple use of computer technology in the classroom does not automatically entail an increase in the level of the teacher's professional skill and an increase in the quality of education. The firstly, the determining role is played by the personality of the teacher and his motivation. Therefore, in schools it is necessary to create such working conditions in which the teacher would like to apply the knowledge, he has in the field of ICT use and replenish it. At the same time, the introduction of modern technologies in pedagogical activity should not be just a necessity, but be a conscious process in the continuous education and self-education of a teacher in this area. The directions of modernization of education should be determined not so much by the presence of computer equipment and software in the school, as by the readiness of primary school teachers to change in accordance with the needs and problems of society. According to the website of statistics, 18% of teachers in grades 1-4 have a negative attitude to the usage of computer technologies in the classroom, do not show interest in computers, avoid training in computer literacy courses, preferring to resort to the help of their "advanced colleagues". The teaching experience of this group of teachers is over 20 years. More than half of primary school teachers (54%) have a positive attitude towards computers, show interest in new ICTs, usage them in their practice, including both young teachers (work experience up to 5 years) and experienced teachers. About a third of primary school teachers (28%) have a positive attitude towards IT, are interested in it, but do not use it in their lessons. This group also included teachers with different experience. And among primary school teachers who own computer technologies, 18% do not use them in class, 27% use them, but rarely, 36% use them 2-3 times a week, and 19% constantly, practically in every lesson. Table 1 shows data about why importance and using of ICT is decreasing.

**TABLE 1. THE USAGE OF ICT BY PRIMARY SCHOOL TEACHERS**

1	Electronic processing of documents
2	Use of off-the-shelf multimedia products
3	Using Internet resources to prepare for lessons or for self-education
4	Using e-mail for correspondence, communication with colleagues
5	The use of computer technology outside school hours
6	The use of computer technology in work with parents
7	Using your own multimedia products
8	Professional forums, work in network professional associations
9	Using the Internet to participate in distance competitions, olympiads, conferences of various levels
10	Distance education

From this table, it can be seen that teachers are more focused on the consumption of the finished product, the usage of a computer for reasons of convenience. They practically do not see its importance for self-education, professional communication, distance exchange of experience and distance learning. Now everyone understands that a computer cannot replace a living teacher. But it will help to facilitate his work, to interest children, to provide a more visual, completely new perception of the material. Therefore, topic of article was chosen for self-education "Using ICT in the classroom in primary school as a means of improving the quality of learning". It was

trained in courses, studied literature on this topic and began to use ICT in the lessons. The usage of ICT in the educational process allows:

- To enhance educational effects;
- To improve the quality of assimilation of the material;
- To build individual educational trajectories of students;
- To imply a differentiated approach to students with different levels of readiness to learn;
- to organize at the same time children with different abilities and capabilities.

One of the most successful forms of preparation and presentation of educational material for lessons in primary school is the creation of multimedia presentations [1].

Moreover, the presentation allows the teacher to independently compose the educational material based on the characteristics of a particular class, topic, subject, which allows you to build a lesson in such a way as to achieve the maximum educational effect. The usage of interactive technologies is becoming commonplace in education. Interactive equipment such as interactive whiteboards create sustainable motivation for learners to acquire knowledge and help creatively solve learning problems, thereby developing the imaginative thinking of learners. With the help of an interactive whiteboard, you can demonstrate presentations, create models, actively involve students in the process of mastering the material, improve the pace and flow of the lesson[2]. The electronic board helps children to overcome fear and embarrassment at the blackboard, to easily involve them in the educational process. The class does not remain indifferent. Due to the great clarity, the use of an interactive whiteboard allows you to draw the attention of children to the learning process, increases motivation. Everything that is on the computer is demonstrated on the interactive whiteboard. It allows you to move objects and labels, add comments to texts, pictures and diagrams, highlight key areas and add colors. The teacher had the opportunity to model his lesson together with the students in the brainstorming mode, demonstrate the educational material, make written comments over the image on the screen, write down the students' ideas and thus create a general summary with the educational material together with the students. At the same time, what is written on the interactive whiteboard can be transmitted to pupils, saved on magnetic media, printed, and sent by e-mail.

Also, in the classroom, it is possible to access the Internet, where pupils can independently obtain new information. While working on interactive whiteboards, the concentration of pupils' attention is improved, the learning material is absorbed faster, and as a result, the academic performance of each of the pupils is increased, which qualitatively increases the level of modern education. Using an interactive whiteboard, the teacher can not only show and comment on paintings and graphics, but also create their own drawing.

Despite all the difficulties that the teacher is able to solve, new technologies open up more opportunities for the teacher to be creative. The little experience already available has shown that working with ID improves the perception of the material by pupils, especially in primary grades. Pupils find that working with ID is much more fun than working with a whiteboard or printed handout. They recognize that an interactive approach helps them take an active part in the lesson.

The main problem a teacher faces when preparing lessons is finding materials. Commercially available multimedia discs can be used as sources for demonstrations. Among the multimedia discs, firstly it should be noted is the “Cyril and Methodius Children's Encyclopedia” disc. It's an exciting journey into the world of knowledge. Lively interesting presentation, bright colorful design, ease of use - all this make an indispensable assistant in understanding the world with little “why”. The encyclopedia contains a lot of useful information about the world around, about existing and disappeared civilizations, great eras and distant worlds, outstanding figures of the past and present, about unusual natural phenomena, animals and plants. A variety of illustrated information in a playful way will help to awaken a thirst for discovery in a child, explain and acquaint one with serious encyclopedic knowledge, and help to master school subjects. “Children's Encyclopedia of Cyril and Methodius” is more than 10,000 amazing facts and phenomena, the richest treasury of knowledge about everything.

The Internet is a new information phenomenon, before which we - teachers - found ourselves like a fabulous hero at a crossroads: there are many roads, a wide choice, and we have not had time to understand what it is and why we need it [3]. The global computer network for the educational process is a powerful tool that should organically fit into the subjects of educational areas.

Working with the Internet develops confidence, allows you to feel part of the big real world, spurs curiosity, increases communication skills, creates an element of competition, allows you to diversify the activities in the lesson. Often pictures from the Internet become the only source for children to see a portrait of the writer, photographs, Uzbek and other national folk costumes, masterpieces of Uzbek and other nations' art. It becomes a vivid visual aid and a source of inspiration in the lessons of fine art, the world around, literary reading and art work.

### **PERFORMANCE OF EXPERIENCE**

The effectiveness of this experience includes:

- Growth of positive motivation in the classroom using ICT;
- Increasing the level of use of clarity in the lesson;
- Increasing the productivity of the educational process;
- Qualitative change in the relationship between the participants in the educational process;
- Increasing in the quality of knowledge.

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