

COMPUTER TECHNOLOGY IN ELEMENTARY SCHOOL**MELIEVA H.H.****Lecturer at the Kokand State Pedagogical Institute****<https://doi.org/10.5281/zenodo.7662941>**

One of the goals of elementary school education and upbringing should be children's readiness to master modern computer technologies and the ability to actualize information obtained with their help for further self-education. In order to achieve these goals, an elementary school teacher needs to use information and communication technologies in the educational process. Incorporating ICT into the educational process enables teachers to organize various forms of educational and cognitive activities in the classroom and to make independent work of students active and purposeful. ICTs can be considered as a means of access to educational information, providing opportunities for search, collection and work with the source, including the Internet, as well as a means of delivering and storing information. The use of ICT in the learning process makes it possible to increase the quality of learning material and enhance the educational effects.

The use of ICT in various lessons in elementary school allows:

- to develop the ability of students to navigate the information flows of the world around them;
- develop skills for exchanging information with the help of modern technical means;
- to activate the cognitive activity of students;
- to master practical ways of working with information;
- to conduct lessons on a high aesthetic level; to approach the student individually, applying multilevel tasks.

The computer enables the teacher to greatly expand the possibilities of presenting different types of information. With didactically correct approach, the computer activates students' attention, strengthens their motivation, develops cognitive processes, thinking, attention, develops imagination and fantasy.

Most ICT developments are devoted to electronic teaching aids. Teachers who use electronic educational materials in their classes show a number of positive trends, viz:

- reduction in the number of didactic difficulties of students;
- an increase in student activity and initiative;
- positive changes in students' motivation for learning;
- formation of the skill of using new information technologies for the self-education of students.

A modern multimedia lesson follows the same structure as a traditional lesson: actualization of knowledge, explanation of a new thing, consolidation, control. The same methods are used: explanatory-illustrative, reproductive, partially exploratory and others.

One of the most successful forms of preparation and presentation of educational material for the lessons in the elementary school can be called the creation of multimedia presentations. This is a convenient and effective way of presenting information with the help of computer programs. It combines the dynamics, sound and image, i.e. those factors which hold the attention of the child for a long time. The methodological power of multimedia lies in the fact that it is easier to interest and teach students when they perceive a coordinated flow of sound

and visual images, and they have not only informational, but also emotional impact on them. Moreover, the presentation gives the teacher an opportunity to compose teaching material independently, based on the features of a particular class, topic, and subject, which allows them to build the lesson in such a way as to achieve the maximum learning effect. When developing a presentation, it is taken into account that it quickly and understandably depicts things that cannot be conveyed in words, arouses interest and makes a variety of information transfer process, strengthens the impact of the speech.

Presentations can be used at all stages of the lesson. A more effective use of multimedia in each lesson will be when we do not use the whole lesson, but fragments of more complex issues.

The use of rich graphic, sound and interactive features of the computer creates a favorable emotional background in the classroom.

Possible directions of pedagogical use of computers in elementary school are manifold. Here are only some of them:

1. using the means of new information technologies to strengthen the motivation of learning through the novelty of working with a computer. It helps to reveal the practical relevance of the studied material, to show originality, to ask questions and offer own solutions.
2. individual work of a child at a computer creates conditions of comfort when performing program tasks: each student works with an optimal load for him/her, as he/she does not feel the influence of others.
3. information technology allows not only to recreate the real environment, but also to show processes that in reality can not be seen. As a result, cognitive development of the child is carried out.

The use of computers in school practice contributes to the improvement of the traditional learning process, increasing its effectiveness in the field of modeling of the studied processes and phenomena, management of the learning process, training of learning activities, automation of control of the level of knowledge.

Information competence of schoolchildren is necessary for quality mastering of all school subjects. Mastering computer culture and forming informational competence of schoolchildren is a necessary condition for including the rising generation in the world informational space.

Thus, the introduction of new information technologies into the educational process of elementary schools makes it possible to use the cognitive and playful needs of students to develop their individual qualities in an accessible form.

References:

1. Dilnoza, Djamoliddinova. "Comments on Studying Linguopoetic Properties of Terms in a Textual Aspect." *ANGLISTICUM. Journal of the Association-Institute for English Language and American Studies* 7.5 (2018): 37-44.
2. Mikhojiddinovna, Jamolitdinova Dilnoza. "The history of the study of terminology in Uzbek linguistics." *ANGLISTICUM. Journal of the Association-Institute for English Language and American Studies* 8.8 (2019): 50-56.
3. Mikhojiddinovna, J. D. "THE HISTORY OF THE STUDY OF TERMINOLOGY IN UZBEK LINGUISTICS. ANGLISTICUM." *Journal of the Association-Institute for English Language and American Studies* 8.8 (2019): 50-56.

4. Jamoliddinova, D. M. "Semantic-grammatical and lingvopoetic features of parentheses units in artistic speech." *Tashkent: Fan* (2011): 93.
5. Jamoliddinova, Dilnoza Mirxojiddinovna. "TERMINOLOGY AND PROFESSIONAL VOCABULARY." *Scientific Bulletin of Namangan State University* 2.10 (2020): 294-298.
6. Джамолиддинова, Дильноза Мирходжиддиновна. "ТЕРМИН ВА СЎЗНИНГ ФАРҚЛИ ХУСУСИЯТЛАРИ." *МЕЖДУНАРОДНЫЙ ЖУРНАЛ ИСКУССТВО СЛОВА* 3.5 (2020).
7. Jamoliddinova, D. M. "Semantic-grammatical and lingvopoetic features of parentheses units in artistic speech." *Tashkent: Fan* (2011): 93.
8. Джамолиддинова, Дильноза Мирходжиддиновна. "ТЕРМИН ВА СЎЗНИНГ ФАРҚЛИ ХУСУСИЯТЛАРИ." *МЕЖДУНАРОДНЫЙ ЖУРНАЛ ИСКУССТВО СЛОВА* 3.5 (2020).
9. Jamoliddinova, Dilnoza. "The poetical actualization of terms in the literary works (As the sample of the works of askad mukhtar, abdullah kahhor and ulmas umarbekov)." *International Journal of Psychosocial Rehabilitation* 24.6 (2020): 2597-2602.
10. Жамолиддинова, Д. М., and Ш. Р. Тожибоева. "THE SEMANTIC AND GRAMMATICAL PROPERTIES OF PARANTEZ." *Учёный XXI века* 4-1 (17) (2016): 67-68.
11. Zhamaliddinova, D. M., and Sh R. Tozhiboyeva. "THE SEMANTIC AND GRAMMATICAL PROPERTIES OF PARANTEZ." *Ученый XXI века* 4-1 (2016): 67-68.
12. Жамолиддинова, Дилноза Мирхожиддиновна, and Шарифахон Рустамовна Тожибоева. "СЕМАНТИКО-ГРАММАТИЧЕСКИЕ СВОЙСТВА ПАРАНТЕЗ." *Ученый XXI века* (2016): 68.
13. Mirhojiddinovna, J. D., Shavkatovna, A. M., & Alijonovna, M. D. (2022). Lingvopoetic Features Of Unconventional Combinations And Agricultural Terms In Literary Texts. *Journal of Positive School Psychology*, 6(11), 1599-1604.
14. Жамолиддинова, Д. (2009). Бадий нутқда парантез бирликларнинг семантик-грамматик ва лингвопоэтик хусусиятлари: Филол. фан. номз... дисс. автореф. *Диссер автореферат. Тошкент.*
15. Dilnoza, J. (2022). Pedagogical Foundations of Formation of the Concept of National Pride in Elementary School Students. *INTERNATIONAL JOURNAL OF INCLUSIVE AND SUSTAINABLE EDUCATION*, 1(5), 79-81.
16. Jamaliddinova, D. M. (2022). THE IMPORTANCE OF USING INTERACTIVE TECHNIQUES AND INDEPENDENT WORK IN TEACHING THE TOPIC "ORGANIZED FRAGMENTS" IN PRIMARY SCHOOL NATIVE LANGUAGE LESSONS. *Galaxy International Interdisciplinary Research Journal*, 10(12), 1270-1279.
17. Mirhojiddinovna, D., & Jamoliddinova, D. (2022). THE IMPORTANCE OF CRITICAL THINKING IN PRIMARY CLASS EDUCATION SYSTEM. *Galaxy International Interdisciplinary Research Journal*, 10(12), 1117-1119.
18. Zhamoliddinova, D. M. (2022). Some Comments on the Vertical and Horizontal Relations of Terms in the Work of Art. *Web of Scholars: Multidimensional Research Journal*, 1(5), 145-148.
19. Jamaliddinova, D. M. (2022). CULTIVATION OF ORAL SPEECH AND THE FORMATION OF THE SKILL OF CREATIVE THINKING IN PRIMARY SCHOOL STUDENTS. *Galaxy International Interdisciplinary Research Journal*, 10(12), 1081-1087.
20. Jamaliddinova, D. M. (2022). THE SYSTEM OF CASE AND THE STUDY OF NOUNS IN PRIMARY SCHOOL. *Galaxy International Interdisciplinary Research Journal*, 10(12), 1088-1095.

21. Mirhojiddinova, J. D., Bakhodirova, S. D., Otakozieva, A. S., Makhmudova, A. K., & Jumanova, U. G. (2022). Peculiarities Of Studying The Linguopoetic Features Of Historical Terms In A Text Environment. *Journal of Positive School Psychology*, 6(11), 1595-1598.
22. Абдурахманов, У., Тошматова, О., & Мелиева, Х. (2022). Umumta'lim maktablarida matematika fanini o'qitishning zamonaviy didaktik vositalari va muammoli ta'lim texnologiyasi. *Общество и инновации*, 3(3/S), 231-238.
23. Shoqosim o'g'li, A. U., Xafizaliyeva, M. X., & To'lqinjon, G. O. (2022). MODERN DIDACTIC MEANS OF TEACHING MATHEMATICS IN SECONDARY SCHOOLS AND PROBLEM EDUCATIONAL TECHNOLOGY. *Galaxy International Interdisciplinary Research Journal*, 10(4), 460-467.
24. Мелиева, Х. Х. (2021). Игра «найти задуманное число». *INTERNATIONAL JOURNAL OF DISCOURSE ON INNOVATION, INTEGRATION AND EDUCATION*, 2, 94-96.
25. Мелиева, Х. Х. (2018). Таълим жараёнини самарали ташкил этишда ўқувчиларда онгли интизомлиликни шакллантиришнинг ўзига хос жиҳати. *Современное образование (Узбекистан)*, (5), 17-23.
26. Мансуров, М., Мелиева, Х., & Султанов, Д. (2016). Приёмы и виды контроля знаний учащихся по математике. *Молодой ученый*, (3-1), 12-14.
27. Устаджалилова, Х. А., & Мелиева, Х. (2015). Развитие творческих способностей учащихся на уроках математики с применением информационных технологий. In *Теория и практика современных гуманитарных и естественных наук* (pp. 56-58).
28. Исмаилова, Д. А., Мелиева, Х. Х., & Баратов, Ф. (2015). Развитие творческих способностей учащихся на уроках математики с применением информационных технологий. *Инновационная экономика: перспективы развития и совершенствования*, (2 (7)), 121-123.
29. MELIEVA, H., & Karimova, S. S. Types of Non-Traditional Classes Taught in Elementary Grades and Their Specificity. *International Journal of Innovative Research in Science, Engineering and Technology* (.).
30. Melieva, H. H. (2022). Contextual Approach to the Professional Training of Future Primary School Teachers in the Field of ICT. *INTERNATIONAL JOURNAL OF INCLUSIVE AND SUSTAINABLE EDUCATION*, 1(6), 247-249.
31. Мелиева, Х. Х. (2022). БОШЛАНҒИЧ СИНФ ЎҚИТУВЧИЛАРИНИНГ АХБОРОТ КОММУНИКАЦИОН КОМПЕТЕНТЛИГИНИ РИВОЖЛАНТИРИШ. *ТА'ЛИМ ВА РИВОЖЛАНИШ ТАҲЛИЛИ ONLINE ILMIY JURNALI*, 2(12), 407-411.
32. HH, M., AA, N., GB, U., & UA, M. (2022). COMPETENCE-BASED APPROACH IN THE PROFESSIONAL TRAINING OF FUTURE PRIMARY SCHOOL TEACHERS IN THE FIELD OF ICT. *International Journal of Early Childhood Special Education*, 14(7).