



## USING INFORMATION TECHNOLOGY IN ECONOMICS TEACHING

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<p><b>Received:</b> 6<sup>th</sup> March 2022 <b>Accepted:</b> 8<sup>th</sup> April 2022 <b>Published:</b> 17<sup>th</sup> May 2022</p>	<p>At present in education we observe that traditional forms and methods of teaching do not meet the goals set for education. The use of information technology enables a differentiated approach to students with different levels of readiness to learn. Interactive learning programmes based on hypertext structure and multimedia make it possible to organise simultaneous learning for students with different abilities and capabilities, to create an adaptive learning system.</p>
<p><b>Keywords:</b> Database, Microsoft Office, Internet Technology.</p>	

Consider which methods, in addition to traditional forms and methods of teaching lessons, can be used in the study of economics:

1. Techniques for working with Internet technology (surfing the Internet, visiting economic websites, searching for economic literature and necessary information);
2. Methods for using the project method in economics lessons using Microsoft Office tools (creating databases, spreadsheets).
3. How to use creative assignments in economics lessons using Microsoft Office tools
4. Methods of organising a computer workshop in economics classes.
5. Methodology for the use of learning and monitoring software in economics lessons (e-textbook "Economics and Law", etc.).
6. Techniques for conducting network conferences (Zoom) in economics lessons.

Forms of training sessions:

- Lecture, seminar, lecture-workshop, self-study, discussion, computer-based workshops, creative assignments, projects, business games, etc.

Forms of control in economics lessons:

- Written or oral work linked to the topic of the class, dictations, tests, quizzes, tests, check-ups, frontal questioning, quizzes, self-monitoring, laboratory work. With the systematic use of information technology in the learning process in combination with traditional teaching methods, it is possible to significantly increase the effectiveness of teaching. The use of standard applications of the Microsoft Office package: Word, Excel, Power Point, Access, Publisher in the work of the teacher provides rich opportunities for preparing lessons and their implementation. The text editor MS **Word offers rich** possibilities for creating professional-looking documents and designing texts: non-standard layout of text on a page, making the text look three-dimensional, painting over letters with a random text pattern, working with tables, diagrams and pictures[1]. Using presentation graphics allows you to supplement the textual parts of the work with visuals: drawings, photographs, pictures, animation effects. The program Power Point allows you to prepare a presentation using slides, which can be printed, demonstrated on computers individually or with the help of a video projector. **Excel** is one of the most convenient methods of solving economical and mathematical problems, it also enables the integration of tables, numerical data, formulas, diagrams and charts into the textual part of the work[3]. The use of databases (**Access**) provides opportunities to place the necessary reference information in the work, selected according to certain criteria, is a way to store large amounts of information. In the introductory part of the lesson, the pupils are explained the purpose and content of the subsequent work. At this stage, it is useful to show a slide with the topic and a list of questions to be studied. Showing this information on the screen speeds up note-taking. The motivational and cognitive activity of the teacher forms the pupil's interest in perceiving the information that will be told in the lesson or given for independent study[5]. Formation of interest can take place in different ways: - explaining the importance of the information for future professional activity, demonstrating the tasks of science that can be solved with the help of this information; - telling about production problems that have been solved with the help of this information. The effect of any information can be demonstrated in the form of graphs or charts showing the profitability, economic or other effect of its application. The image on the screen is tantamount to the teacher's words. In this case, the teacher explains what is shown on the screen[7]. The image on the screen complements the teacher's words. When studying general concepts of phenomena, laws, processes, the main source of knowledge is the teacher's words, and the image on the screen allows to demonstrate their conventional scheme. With the help of control the degree of mastering of the material can be established: memorization of what is read in the textbook, what is heard in the lesson,

what is learned during independent work, during practical training and knowledge reproduction during testing. The learning and educational function consists in the fact that students not only answer test questions, but also, receiving feedback on these answers, make the necessary adjustments to them. The educative function of knowledge checking and assessment in computer-based tests stems from the control and even more so from self-control. Computer as if "educates" users, teaches them to work, increases their responsibility, "forcing" them to decide on their own readiness for the answer, to really assess their learning capabilities. The corrective function provides a great deal of material for the teacher, as the frequency of errors in pupils' answers, which the computer can record, guides the teacher towards additional analysis of the proposed material in order to determine its accessibility[2]. The informational function of the computer provides the teacher with valuable insights into the effectiveness of the databases, the accessibility of the charts and tables, the adequacy of the illustrative material to the teaching text, and the integrity of the ideas about the subject "Economics". An even more important function of control is to fix the level of mastering of the material: the ability to creatively apply the acquired knowledge, to give an adequate description of the phenomena, even when they are out of the usual context, to trace their interrelations, interdependence when writing creative works, essays, etc. When studying new material, a visual representation is a visual support which helps to assimilate the material presented to the fullest extent. The relationship between the teacher's words and the information on the screen can vary and this determines the explanations given by the teacher. The image on the screen is the main source of information[4]. For example, an actual picture of the demand curve. In this case the teacher should name the constituent parts of the graph, establish the relationship between them, the reasons for the shift of the curve, etc. As the students become more prepared, it is worth involving them in the discussion and reducing the teacher's comments. The systematisation and consolidation of the material is necessary for better memorisation and clear structuring. To this end, at the end of the lesson the teacher reviews the material studied, stressing the main points and their interrelationships[6]. The material is repeated not only orally, but also by showing the most important visual aids on slides and performing tests on the computer. The literature on testing and control organisation distinguishes two main groups of tasks in terms of their form: linked and free-answer tasks. Tied-answer tasks contain a hint, which increases their teaching function, but reduces the objectivity of control. As for the "free-response" items, they involve students answering independently without any restrictions or hints. These are well-known traditional questions used in oral and written examinations. They allow any level of knowledge to be tested, but are difficult to assess unequivocally[8]. When planning a lesson using new information technology, the teacher should observe **the didactic requirements according to**

- clearly define the pedagogical purpose of using information technology in the learning process;
- Clarify where and when he or she will use information technology in the classroom, in the context of the logic of the lesson and the timeliness of specific learning content;
- Coordinate the selected information technology tool with other technical learning tools;
- Take into account the specifics of the learning material, the characteristics of the class and the nature of the explanation of the new information;

Analyse and discuss with the class the fundamental, central issues of the material being studied.

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