

IN THE DEVELOPMENT OF MODERN EDUCATION THE ROLL OF GADGETS

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ABSTRACT

This article analyzes the role and importance of gadgets in the development of modern education, their impact on modern society in general, and on modern education in particular. In the context of the rapid development of the digital education environment, teachers and students are encouraged to have access to modern communication and Information Technology. The author emphasizes the role of an educational organization in ensuring the development of information competence of teachers and students, as well as in regulating the use of communication and information technologies within the framework of the pedagogical process.

Keywords: communication, information technology, gadget, internet network. mobile phone, smartphone, tablet, PC, laptop.

ZAMONAVIY TA'LIMNI RIVOJLANTIRISHDA GADJETLARNING RO'LI

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ANNOTATSIYA

Ushbu maqolada zamonaviy ta'limni rivojlantirishda gadjetlarning o'рни va ahamiyati, ularning umuman zamonaviy jamiyatga, xususan zamonaviy ta'limga ta'sirini tahlil qilinadi. Raqamli ta'lim muhitining jadal rivojlanishi sharoitida o'qituvchilar va talabalar zamonaviy aloqa va axborot texnologiyalariga ega bo'lishlari kerakligini ta'kidlaydi. Muallif o'qituvchilar va talabalarning axborot kompetentsiyasini rivojlantirishni ta'minlashda, shuningdek pedagogik jarayon doirasida aloqa va axborot texnologiyalaridan foydalanishni tartibga solishda ta'lim tashkilotining rolini ta'kidlaydi.

Kalit so'zlar: kommunikatsiya, axborot texnologiyalari, gadjet, internet tarmog'i. mobil telefon, smartfon, planshet, shaxsiy kompyuter, noutbuk.

В РАЗВИТИИ СОВРЕМЕННОГО ОБРАЗОВАНИЯ РОЛЬ ГАДЖЕТОВ

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АННОТАЦИЯ

В данной статье анализируется роль и значение гаджетов в развитии современного образования, их влияние на современное общество в целом и современное образование в частности. Он подчеркивает, что в условиях стремительного развития цифровой образовательной среды учителя и ученики должны иметь доступ к современным коммуникационным и информационным технологиям. Автор подчеркивает роль образовательной организации в обеспечении развития информационной компетентности педагогов и учащихся, а также в регулировании использования коммуникационных и информационных технологий в рамках педагогического процесса.

Ключевые слова: коммуникация, информационные технологии, гаджет, сеть Интернет, мобильный телефон, смартфон, планшет, персональный компьютер, ноутбук.

INTRODUCTION

Since the beginning of the 21st century, modern civilization is experiencing new stages of revolution in the field of communication and information technology. If this process could be described as sufficiently smooth in the 20th century, then with the beginning of the new millennium, the development of these technologies became more intense, which could not but affect various spheres of human activity, including the education system. According to many experts, this process depends on a number of factors, the main of which was the development of the "Internet" network, as well as the invention of "cellular communication" and mobile phones. Of course, the introduction of new, more effective communication tools gave a great impetus to the development of communication and information technologies. As the new type of communication and the new device improved, it became clear that we were dealing not only with the next autonomous invention, but also with the direct rival of the personal computer, as the range of capabilities of the mobile phone and later the smartphone was growing. The PC manufacturers joined the engineering and economic race, albeit late. The new requirements for a computer by users have fundamentally changed - now the computer should not only be "strong" and efficient, but also have a mobile, convenient and attractive design.

Various experiments in the field of information technology eventually led to the emergence of a completely new type of device - "gadgets," according to the creators of computer and mobile phone capabilities, as well as many other additional devices.

Materials and research methods. A gadget is a small, handheld technological device that is typically designed to perform one or more functions. Another distinctive feature of gadgets is that they are often perceived as novel and studied with great interest. Each such device will be praised for its original design and usefulness. For this reason, the gadget surpasses most of the inventions that have been used before. Today, modern gadgets have become an important part of our lives. Mobile devices, e-books, smart watches, and many other gadgets have changed many people's lives. These gadgets include high-speed internet access, music listening, video viewing, and many other features. It should be clarified that the term "gadget" itself does not refer to any device. According to the generally accepted version of the origin of this word, it was first used by English sailors in the 18th century. The etymology of the word

is highly controversial, but most linguists assume that the term "gadget" in modern transcription originates from French (gâchette - bracket, clamp).

In software, a gadget is a program or application that provides the user with additional information. However, from a modern and most common perspective, a gadget is a portable device that can be used to access the internet, read, work with various programs, play, listen to music, and so on.

All of the aforementioned factors have actually led to the creation of an independent information space, in order to become a full participant in this information space, you must have a device and minimal necessary usage skills. Following trends and demands, manufacturers will go along the path of cheapening and simplifying devices, as well as maximizing the adaptation of gadgets to the various social needs of users.

Therefore, there is currently a rapid movement of various social phenomena and objects into the information field. The most striking example is "electronic publications" libraries and stores, which include artistic, journalistic, informational-methodological, and scientific "e-books." Despite the fact that paper books are still in demand, their electronic versions are becoming increasingly popular, which is facilitated by a number of factors.

It is much easier to publish an electronic book from a technical and economic point of view. In addition, posting on the Internet, especially where it can be freely used, provides the publication with a very wide range of readers, provided that the audience is properly selected. Formats with published data read almost all modern gadgets, so that the user can access the necessary information in any convenient place and at any time.

The emergence of an "e-book" for publishers specializing in educational, information-methodological, and scientific products means not only an increase in the number of readers, but also an increase in the level of the publication itself, as updating and editing the publication can be carried out almost online. What you need now is to improve the information competence of authors and editorial staff by acquiring skills in working with various programs that publish "e-books." Of course, the role of the "e-book" in terms of the development of communication and information technologies in the field of education has not yet been fully completed and is only gaining real recognition.

In the context of modern education, the attitude towards gadgets is very ambiguous. It is noteworthy that the impact of communication and information technology on students is primarily assessed by elementary school teachers in general education institutions, secondary school teachers, and teachers of higher and secondary specialized vocational education institutions as a whole, either neutrally or positively. It should be noted that negative assessments are related not only to the insufficient informativeness of teachers, but also to the attitude of students towards the use of gadgets, including at home.

In most families, gadgets are viewed as valuable toys that serve only for entertainment, not for the development of intelligence or skills. With a similar attitude and the absence of control and rules limiting the child's choice of content and the time allocated for play, it is difficult for schoolchildren to accept a smartphone, tablet, or computer as a means of self-improvement and self-development. Modern parents were not prepared for the new devices to be very attractive, convenient, and easy to use for children of primary and secondary school age.

In addition, many adults, instead of setting a good example, become so addicted to watching videos themselves that they do so even at parent meetings. As a result, the responsibility fell entirely on the primary school teachers of general education institutions, who were literally forced to take gadgets away from students so that they could not use them during the lesson. It should be noted that students often complete their homework by re-writing answers from the internet (of course, using gadgets), which has a positive impact on official academic performance, but has a very negative impact on the overall level of development of the younger generation.

Due to the large amount of time spent on tablets, etc., the parents' reaction to the decline in their children's academic performance also turned out to be unpredictable - "choose and refuse."

Such measures lead to the gadget becoming not only a favorite toy for the student, but also a "forbidden fruit," doubly attractive and dangerous.

As a result of all the aforementioned factors, the positive impact of communication and information technologies on elementary school students in general education institutions (electronic diaries, educational data sources) has been minimized.

A neutral and positive assessment of the impact of communication and information technologies on the modern education of secondary school teachers and teachers of higher and secondary specialized vocational education is associated with a high level of responsibility among students and students, as well as a high level of development of information competence among participants in the educational process.

Difficult relationships with gadgets are developed by additional education teachers. On the one hand, communication and information technologies are almost inexhaustible for creative ideas - an inexhaustible resource and an indispensable tool for implementing various projects (presentations, exhibitions, virtual excursions, etc.). In addition, gadgets allow the world to tell about their activities using a self-made slideshow, video, photo, or film, and you can share such information almost instantly. All of this, of course, increases not only the level of information and creativity, but also the motivation of the participants in the learning process, each of whom can have at least 15 minutes of fame every day.

On the other hand, gadgets (especially smartphones), like magnets, attract students' attention and interfere with lessons. This especially negatively affects the activities of associations specializing in practical creativity, as children play and communicate with each other using messengers (sometimes one meter away from the interlocutor) and do not listen to the teacher. However, smartphones will also have a negative impact on young athletes, dancers, musicians - children will only think about the end of the lesson or training, and it will be possible to restart the favorite program or turn on the game. Of course, there is no need to talk about concentration in such an environment. One of the most negative consequences of such an attitude is an increased risk of injury during training.

RESEARCH RESULTS AND ANALYSIS

Most of the additional education teachers at the Palace of Children's and Youth Creativity in Orenburg see the solution to this problem not in the complete ban of gadgets, but in the proper use of modern communication and information technologies. The main thing is that in no case

should you turn your smartphone or other electronic device into the main, but not yet achievable reward (here the lessons end and you get your tablet back). Want to check what updates your smartphone has installed? Waiting for a message from your parent? OK, just please, then find the video with the karate technique we learned - we'll need a video to clarify the technique of this technique in dynamics.

This approach may have its drawbacks, but in our opinion, it is currently the most objective way out of a difficult situation that not only helps prevent conflicts, but also directs the child's already developed "information competence" in the right direction.

When talking about gadgets, it is impossible not to mention something important, such as safety. Nevertheless, we arrive at two diametrically opposing points of view, each of which has the right to exist.

On the one hand, the smartphone helps the child always stay in touch with parents, friends, relatives, teachers, and teachers of additional education, which is more important in our time.

On the other hand, many of us have observed such a picture - the student crosses the road without leaving the phone screen (the game works online, in no case should be distracted!).

Much about "Gadget and Security" depends on adults, especially parents. Here you don't need a lot of control (sometimes it's just not possible), but you need to repeat the rules, including traffic, over and over again. For example: Do you want to call your mom or dad? Stop in a safe place, make a call, put down your phone - and then cross the road!

But, unfortunately, the safety of schoolchildren depends not only on parents, but also on other adults who use gadgets. For adults who are convinced that it is absolutely safe to "freeze" on a smartphone and drive at the same time, I would like to give only one piece of advice - turn off the phone! In any case, until a driver's license is suspended for such a traffic violation, we should limit ourselves to only emotional counseling and calls to conscience and reason.

There is also the problem of information security, which is considered the most pressing by many psychologists and educators. However, in our opinion, the essence of this problem lies in the attitude of adults towards the information space around us.

Parents who allow a child to "add a few years" to register on a social network whose rules restrict users by age do not have the moral right to accuse the same social network of posting content for adults, as the information in this resource was originally intended only for adults. Teachers, who sometimes literally require students to join different groups within the school (inside social networks), must first carefully analyze the content of the resource, as well as read the rules for users, with which, among other things, they are invited to familiarize themselves during registration (this is a text that we quickly turn over. confirmation mark next to the word "agree").

With the same emphasis, the older generation should turn to seemingly harmless games that everyone can install on their smartphone. First, almost all games have purchases for real money that a child cannot even intentionally make. Second, all games offered on Google services, with no exceptions, have age restrictions.

The problem of information security for the younger generation will be minimized if initial caution and minimal attention to the resources visited by the student are taken by adults. Each generation is characterized by a critical attitude towards the next generation. It has become a true tradition to criticize one's children based on one's own experience, presented as

an undeniable standard of excellence. Psychologists are confused in terms of calling today's children Generation Indigo, then Generation Z, or other less flattering epithets. We are afraid of their "distracted attention," then of their extreme dynamism, then of their unwillingness to love what we love. Sometimes adults show the wonders of logic, present the situation as if they brought their children from another planet, and they themselves have nothing to do with the formation of the younger generation.

But the world, which is entirely dependent on communication and information technology, was created for its children by us adults, and we still do so today. If the situation doesn't change, our children will live in a society that costs millions of dollars a second, and the fate of all corporations will depend on it. Today's schoolchildren are learning to live in this new, extremely fast and changing world, while also using the most convenient tools - gadgets - to navigate the surrounding information space.

Conclusion. Modern reality offers teachers and educators a unique opportunity - not to be puzzled about the benefits or dangers of gadgets, but to direct the use of modern communication and information technologies in the right direction. The information space we access, including with the help of gadgets, should not repeat the fate of television, which, despite its many scientific and educational programs, has long become an information and entertainment tool. Free access to the world's best libraries, works of art, knowledge, and resources where you can acquire the necessary skills cannot and should not be buried under many videos and many games. In this case, the author of the article sees the main task of a modern, comprehensively developed and qualified teacher.

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