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THE NEED TO CREATE ELECTRONIC RESOURCES IN THE SUBJECT OF "INFORMATION AND COMMUNICATION TECHNOLOGIES AND SYSTEMS IN ECONOMICS" AND INTRODUCE THEM INTO THE EDUCATIONAL PROCESS

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Annotation. *This article presents the advantages of Information Communication Technologies in the field of effectiveness, types of computer imitation models, teaching methods, new knowledge and skills of the application of computer-based modeling technology to the educational process of today's Science "ICT and systems in Economics".*

Keywords: *information and communication technologies, mass media, computer technologies, modeling technologies.*

INTRODUCTION.

In order to improve the system of organizing the educational and training process in higher educational institutions around the world, research is being conducted on the creation and implementation of computer simulation models, multimedia electronic resources, and virtual educational technologies. The use of modern information and communication technologies and pedagogical technologies for teaching the subject "ICT and systems in economics" serves to develop their creative abilities, increase logical thinking, and improve the theoretical, methodological, and methodological foundations of systematization of teaching.

Computer-based modeling technology leads to a high level of quality of the educational process. With the help of technical means, it is possible to increase the volume of educational materials provided to students and to introduce modern scientific achievements. Until recently, film and television as technical teaching tools were considered a great achievement in the education system. However, currently, computer-based modeling is gaining importance in the educational process. Similarly, computer-based simulation modeling is of great importance in the education system. From the point of view of implementation, computer-based modeling and imitation modeling perform similar tasks. That is, the manifestation of the internal and external properties of the object (the educational process is being considered) is demonstrated through imitation.

MAIN PART.

The modeling method is currently widely used in the creation of virtual reality, virtual laboratories. A model (lat. modulus - measure, standard) is an image or sample of an object or system of objects. For example, a model of the Earth is a globe, a model of the sky and stars in it is a planetarium screen.

The approximate nature of a model can be manifested in various ways. For example, the accuracy of the instruments used during the experiment affects the accuracy of the result obtained. From this point of view, modeling is the study of objects of knowledge, complex processes and various types of models, the creation and study of models of various processes, phenomena and reality.

As a result of studying the world around us, inaccurate and incomplete information can be obtained. However, this does not prevent us from flying into space, unraveling the secrets of the atomic nucleus, mastering the laws of the development of society, etc. On their basis, a model of the phenomenon and process being studied is created. The model should reflect their properties as fully as possible.

Depending on the means of selection, models are divided into abstract, physical and other groups [3].

Abstract models include mathematical, mathematical-logical and similar models. Physical models include scaled-down models, various devices and devices, simulators, etc. Let's briefly get acquainted with the content of the models.

1. Physical model. Models that are similar in nature and geometric structure to the original of the process being investigated, but differ in quantity (size, speed, scale), for example, models of airplanes, ships, cars, trains, hydroelectric power plants, etc. are examples of physical models.

2. Mathematical models consist of mathematical and logical-mathematical descriptions of the laws of the structure, interaction, and function of living organisms, and are compiled according to experimental data or on a logical basis, and then verified experimentally.

In general, the following directions can be distinguished in the methodology of computer modeling[3]:

1. The organization of experiments in the geometric direction is carried out on the coordinate plane. The computer is used as a tool for building models and researching them in studying the properties of geometric objects and testing mathematical hypotheses.

2. The second direction is related to the modeling of various movements. Through computer models, various movement problems can be solved. This leads to a deeper and broader understanding of the essence of the processes taking place, a realistic assessment of the results obtained, and an expansion of ideas about the possibilities of computer modeling.

3. The third direction - modeling function graphs on a computer screen - is widely used in professional computer systems. The most important thing is that the use of computer modeling technology plays the role of a new stage in the understanding of real reality, in the implementation of the cognitive process.

Based on the above considerations, it is advisable to gradually use the three directions of computer modeling methodology when creating computer simulation models in the subject "ICT and Systems in Economics" in higher educational institutions.

Studies on the organization of the teaching process using a computer simulation model in the educational process show that computer simulation models created in higher educational institutions in the subject "ICT and Systems in Economics" prove the special role of the computer in the development of the mind, speech and personality of young people. Computerization of educational institutions helps to introduce electronic educational resources into the educational process of young people, which allows them to develop teaching methods, new knowledge and skills. In particular, ICT has become the main tool in the development of the subject "ICT and Systems in Economics" in higher educational institutions.

Ch.M. Mirkarimova in her scientific research works revealed the issues of organizing a higher education system using modern information technologies, determining the principles of education, and the initial level of personal development, and expressed the following thoughts. The main methods of supporting educational opportunities for young people in higher education with ICT are:

- identifying the initial level of personal development (skills and abilities);
- assisting in personal development, forming new skills or updating existing ones;
- improving access to information;
- overcoming geographical or social isolation through digital communication;
- raising awareness of the benefits of ICT[5].

Almost all of the work of the above-mentioned scientists in the field of education of young people with disabilities did not sufficiently address the issue of creating electronic resources and their use in the educational process.

In the process of analytical study of scientific research conducted on the creation and use of electronic resources in higher education, it was found that the use of electronic resources using ICT allows students to acquire theoretical and practical knowledge in a short time, to form knowledge and skills in the subjects being studied, and to monitor student activity.

We need to organize a new approach to the educational process based on innovative technologies. Innovative technology, in turn, is organized using various forms, methods and tools, based on professional skills.

Innovative technologies:

- create the necessary conditions for students to realize their potential;
- increase the effectiveness of the educational process in pedagogical activities and establish strong cooperation between teachers and students;
- develop free and creative thinking skills in students;

guarantee the priority of democratic and humanistic ideas in the pedagogical process;

students must master the subjects they are taught.

Today, interest and attention to the use of modern information technologies in the education of young people with disabilities is growing day by day, which is aimed not only at teaching them to acquire ready-made knowledge, but also at helping them independently search for, analyze, and draw conclusions from the knowledge they acquire based on modern technologies. In this regard, the use of technical means, the creation of computer simulation models, and their effective application in the educational process are urgent tasks. In this regard, it is advisable for educational institutions to carry out work on the creation of new generation educational and methodological materials, electronic textbooks, and didactic materials based on innovative technologies.

Currently, teaching using modern innovative technologies in the education system creates favorable conditions for students:

firstly, the development of programs for information technologies and communication tools has developed;

secondly, the number of electronic resources based on special programs for the formation of students' knowledge and skills has increased.

The need to increase knowledge through traditional forms of education has become unsatisfiable. Distance learning has made it possible to increase the economic efficiency of the educational process by reducing the costs of organizing it.

Thirdly, the need for improving and reforming education has increased. Conditions have been created for organizing education in accordance with the needs and specific capabilities of students.

Alexander Pulyaevskaya [8] ICT performs 3 main functions in the higher education system.

compensation - technical assistance to facilitate traditional educational activities: reading and writing;

didactic - the full use of ICT and the educational process associated with this approach. There are many opportunities for using ICT as a didactic tool in creating a suitable learning environment;

communication - for ICT technologies - the use of supporting alternative communication systems.

Various ICT tools used in teaching the higher education system perform the following functions:

standard technologies - for example, special-purpose computers designed for young people with disabilities;

inclusive education data formats, as well as alternative formats - for example, HTML codes, DAISY audio books (Digital Accessibility Information System); "low-tech" formats, such as Braille systems, etc.;

assistive technologies: hearing aids, screen readers (electronic whiteboards, tablets, iPads, etc.), special keyboards, etc. Assistive technologies are devices, products, equipment, software or services designed to increase, improve or assist young people with disabilities.

Currently, one of the pressing problems is to attract students to study, increase their computer literacy and create courses based on a computer simulation model in the subjects they are studying.

CONCLUSION. Electronic information and educational resources created in the higher education system must comply with subject programs, consist of tasks and tasks that form students' knowledge, skills and qualifications, be presented in a continuous system, and comply with the principles of continuity. Also, the resources placed in the created electronic educational tools must incorporate theoretical questions and tests and practical tasks to test the knowledge acquired by students.

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