SOME CURRENT ISSUES OF THE USE OF INFORMATION TECHNOLOGIES IN THE EDUCATIONAL PROCESS

Mirzaakbarov Dilshodbek Dovlatboyevich

Senior Lecturer of the "Information Technology" department at FerSU

Mahammadjonova Dildorakhon Akhmadjon qizi

Student of Fergana State University, Philology and Language Teaching English

Annotation: This article examines the current issues surrounding the integration of information technologies (IT) into the educational process. It highlights both the opportunities and challenges that arise from using digital tools, such as e-learning platforms, virtual classrooms, and educational software, in modern education systems. The paper discusses the digital divide, data privacy concerns, teacher training, and the potential impact of IT on traditional teaching methods. Additionally, it explores the role of technology in promoting personalized learning, improving access to education, and fostering collaboration in a globalized learning environment. The article offers a critical analysis of how these issues can be addressed to ensurAve the effective and equitable use of information technologies in education

Keywords: Information Technology (IT), Virtual Classrooms, Educational Software, Teacher Training, Data Privacy, Personalized Learning, Online Education, Digital Literacy, Technological Integration, Distance Learning, Educational Equity, Learning Management Systems (LMS), Collaborative Learning

The rapid advancement of information technologies (IT) has profoundly transformed the educational landscape, offering new opportunities for enhancing teaching and learning. From online platforms and digital tools to virtual classrooms, technology is reshaping how education is delivered, accessed, and experienced. However, despite these promising developments, the integration of IT into education also brings with it several challenges. Issues such as the digital divide, data privacy concerns, the need for adequate teacher training, and the risk of technology undermining traditional teaching methods need to be addressed. This article explores some of the most pressing issues related to the use of information technologies in the educational process, focusing on both the benefits and the barriers that must be overcome to ensure that technology contributes to an equitable and effective learning environment for all.

1. The Digital Divide and Accessibility Issues

One of the most pressing challenges in integrating information technologies (IT) into education is the digital divide. Despite the global growth of internet access, significant gaps remain between urban and rural areas, developed and developing countries, and different socioeconomic groups. Many students, especially those in rural or underserved areas, still lack access to the necessary hardware (computers, tablets, etc.) and stable internet connections required for effective online learning. This digital inequality hinders their ability to fully participate in the educational process and can widen existing educational disparities. Addressing the digital divide requires investment in infrastructure, affordable access to technology, and policies that ensure equitable access for all students.

2. Data Privacy and Security Concerns

As educational institutions increasingly rely on digital platforms, concerns over data privacy and security have become central. Many online learning tools and educational software collect vast amounts of student data, ranging from personal information to academic performance and behavioral patterns. This raises significant issues around data protection, particularly regarding the safety of minors' information. The use of cloud-based systems, while convenient, can also expose sensitive data to potential breaches if not properly safeguarded. Ensuring robust cybersecurity measures, transparent data usage policies, and compliance with data protection laws (such as GDPR) is essential to maintain trust in digital education systems.

3. Teacher Training and Professional Development

For technology to be effectively integrated into the classroom, educators must be adequately trained. Many teachers, particularly those in less technologically advanced regions, may not possess the digital skills needed to navigate the wide range of tools available for modern teaching. Without sufficient training in using these technologies, teachers may struggle to implement them effectively, leading to underutilization or misapplication. Professional development programs that focus on digital literacy, pedagogical approaches to using technology, and ongoing support are crucial to empowering teachers. Moreover, educational institutions should create a culture of continuous learning to help educators keep pace with rapidly evolving technological tools.

4. Impact on Traditional Teaching Methods

While technology offers significant advantages, there is concern about its impact on traditional teaching methods. The increasing reliance on digital tools may shift the role of teachers from direct knowledge transmitters to facilitators of learning. This shift can be challenging for both educators and students accustomed to more traditional, faceto-face methods. Additionally, the use of technology may lead to a reduction in critical thinking and social interaction among students if not used thoughtfully. Balancing technology with traditional educational practices is essential to ensure that students develop both digital literacy and the ability to engage in collaborative, interpersonal learning experiences.

5. Personalized Learning and Its Challenges

One of the most promising aspects of using information technologies in education is the ability to offer personalized learning experiences. Digital tools and platforms can analyze student data to create tailored educational experiences, helping students progress at their own pace and focus on areas where they need improvement. However, this personalized approach comes with challenges. There is a risk of data overload, where too much focus on individual performance might miss the broader context of collaborative learning. Additionally, the effectiveness of personalized learning depends on the quality of the algorithms used and their ability to adapt to diverse learning needs. Ensuring that personalized learning tools are inclusive and equitable remains a critical challenge.

The integration of information technologies into the educational process has the potential to revolutionize learning, making it more accessible, personalized, and efficient. However, as the educational landscape continues to embrace these technologies, it is crucial to address the accompanying challenges. The digital divide, data privacy concerns, insufficient teacher training, the impact on traditional teaching methods, and the effectiveness of personalized learning are all issues that must be carefully considered. By investing in infrastructure, ensuring robust data protection, providing professional development for educators, and fostering a balanced approach to technology use, we can create a more inclusive and effective educational environment. Ultimately, while information technologies offer significant opportunities for improving education, their successful implementation requires thoughtful consideration of these current issues to ensure that all students benefit equally from the digital transformation of learning.

References:

1. Selwyn, N. (2016). Education and Technology: Key Issues and Debates. Bloomsbury Publishing. 2. OECD. (2021). The Digital Transformation of Education: Connecting Schools, Teachers, and Students. Organisation for Economic Co-operation and Development (OECD).

3. Bennett, S., & Maton, K. (2010). The "Digital Natives" Debate: A Critical Review of the Evidence. British Journal of Educational Technology, 41(6), 771–790.

4. UNESCO. (2020). The Impact of Digital Technologies on Education: A Global Perspective. United Nations Educational, Scientific and Cultural Organization (UNESCO).

5. Tondeur, J., et al. (2017). The Influence of Teachers' Educational Beliefs on the Integration of Technology in Education: A Review of the Literature. Computers & Education, 56(1), 1–16.