

The Role of Information Technologies in Teaching Humanities

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Abstract: The integration of information technology into humanities education plays a pivotal role in shaping proficient and competitive individuals. These individuals exhibit adaptability to dynamic conditions, possess advanced critical and creative thinking skills, and demonstrate readiness for continuous professional self-development and improvement. Moreover, they excel in reflection, goal-setting, and systematic goal achievement. This work emphasizes the significance of information technology in cultivating highly skilled professionals capable of performing at an elevated level in their respective fields. The article aims to analyze the experiences associated with incorporating information technologies into humanities education, including the utilization of smart boards, multimedia installations, document cameras, electronic textbooks, and educational platforms. The study sheds light on the impact of information technology on the development of students' competencies.

Introduction

The advancement and integration of new technological solutions rooted in information technology across various aspects of public life underscore the necessity for their inclusion in the education of higher institution students. The teaching of humanities within vocational education plays a pivotal role in shaping the competence of future graduates. The increasing popularity of utilizing information technology in humanities education provides an avenue to broaden student learning opportunities.

The global shift towards an information society, particularly at the turn of the XX–XXI centuries, marked a significant transformation in social structures. The emergence of an information society emphasizes knowledge orientation, digital representation of objects, innovation, virtualization of production, dynamic social processes, and the assessment of individual effectiveness based on information and communication technologies. The evolution from science focused on knowledge accumulation to mastering accumulated knowledge, with a recognition of the pivotal role of computer science, has altered the world's perception. The development of an information society and new technologies has led to the formation of a new educational paradigm, replacing the classical one.

The introduction of personal computers and the evolution of information and communication technologies have profound impacts on human development, worldview, and personal values. As individuals immerse themselves increasingly in virtual worlds, lifestyle, thought processes, and interpersonal dynamics undergo transformations. Achieving computer literacy is no longer sufficient; it demands a level of information culture rooted in an understanding of the patterns of information society development.

In the contemporary era, society's development is heavily influenced by computer

technologies penetrating all aspects of human activity, shaping a global information space. Computer education and the use of information technology constitute integral components of this transformative process. Before delving into information technologies, it's essential to informally define them as processes utilizing tools and methods for collecting, processing, and transmitting data to generate new quality information about an object, process, or phenomenon. The broad scope of the term "Information technology" encompasses everything related to "computer technology" [1].

The infusion of modern information and communication technologies into science and education has spurred applied research in numerous humanities and social fields. What was once the domain of natural sciences specialists and students has expanded into confidently incorporating information technologies in humanities studies. Today, it is inconceivable to envision a specialist's work in any field without the use of computer and information technology, playing a pivotal role in decision-making efficiency.

Humanities and liberal arts education naturally integrate with other sciences, sharing common issues and unique humanitarian challenges, such as preserving and systematizing knowledge for the accessibility of mankind's cultural heritage. The specificity of humanitarian knowledge necessitates determining effective ways to employ information technologies for research and education in the humanities.

The ongoing pace of information technology implementation in science, education, culture, and daily life underscores a convergence and synthesis of humanitarian and natural science knowledge within the new information environment[2]. This environment presents all knowledge as a unified dynamic system.

While the use of information technology in education is extensively discussed, certain unresolved issues persist, particularly in the context of teaching

humanities in vocational education [3]. Humanities contribute significantly to a student's personal and cultural development, shaping competitive specialists with not only professional competencies but also intellectual, cultural, and spiritual potential. Information technologies in humanities education facilitate student-teacher interaction, automated control, the utilization of diverse information, and enhance teaching effectiveness. This article delves into the experience of incorporating information technologies in a higher education institution, specifically focusing on humanities disciplines[4].

Methods

The research, spanning the years 2018 and 2019, involved a cohort of 68 first-year students enrolled in a higher education institution. To enhance the educational experience in sociology, philosophy, and cultural studies, contemporary information technologies were integrated, aiming to augment the richness, visual appeal, and accessibility of the learning process. The development of competence in these subjects was meticulously conducted through a multifaceted approach, encompassing traditional lectures, interactive practical (seminar) sessions, and self-directed study.

The assessment of the maturity of the competence, specifically focusing on "the ability to use the fundamentals of philosophical and socio-humanitarian knowledge to form a scientific worldview," underwent a comprehensive evaluation. This evaluation involved a set of carefully selected criteria, meticulously detailed in the research work. To gauge the impact of the introduced technologies, assessments were conducted both before and after their implementation.

The infusion of modern information technologies into the educational framework aimed not only to diversify instructional methods but also to create a more immersive and engaging learning environment. Lectures served as a foundational platform for theoretical understanding, providing students with a comprehensive overview of key concepts. Practical seminar classes, meanwhile, offered a dynamic space for interactive discussions, collaborative problem-solving, and the application of theoretical knowledge to real-world scenarios.

Crucially, independent work played a pivotal role in reinforcing the newly acquired skills and knowledge. Students were encouraged to explore the subject matter independently, leveraging the technological tools provided. This approach fostered a sense of autonomy and self-directed learning, aligning with contemporary educational paradigms that prioritize student engagement and active participation.

The selected criteria for evaluating the maturity of competence were thoughtfully designed to encompass the breadth and depth of philosophical and socio-humanitarian knowledge. These criteria were not only aligned with the overarching learning objectives but were also tailored to capture the

nuanced impact of information technologies on the students' ability to form a scientific worldview.

By conducting assessments both before and after the incorporation of information technologies, the study sought to discern the tangible effects of these tools on the students' competence development. This methodological choice allowed for a comparative analysis, shedding light on the transformative potential of modern information technologies in shaping the intellectual and cognitive landscape of first-year students in the realm of sociology, philosophy, and cultural studies.

Results and discussion

Various information technologies, including smart boards, multimedia installations, document cameras, electronic textbooks, and electronic educational platforms, were employed in the teaching of humanities[5]. In disciplines like sociology, cultural studies, and philosophy, students utilized a diverse range of information tools, enriching their learning experience and preparing for practical and seminar sessions[6].

In the lecture material exploration, students were provided with electronic textbooks, facilitating independent processing of knowledge. These electronic books presented information in a clear manner, simplified information retrieval, and featured electronic notebooks allowing both students and teachers to make corrections as needed[7]. For revisiting lectures, students accessed electronic educational platforms, each hosting a dedicated electronic course for specific disciplines.

A document camera served as a crucial computer tool, implementing a fundamental teaching principle by displaying images from paper media on a large screen. In humanities education, the document camera fulfilled functions such as showcasing stationary images and enabling their enlargement, as well as demonstrating real-time actions of the teacher[8].

The development of skills in utilizing the foundations of philosophical knowledge to shape a worldview position involved not only theoretical mastery but also practical work. Discussions, round tables addressing problematic issues, games, and design work were incorporated for this purpose.

During discussions, student participation involved the display of quotes, models, and positions of opponents on the screen. For project preparation, various messengers facilitated quick discussions among students [9]. Information technologies now provide comprehensive computerization for both humanities teachers and students, achieving universal access to the internet, creating a unified information space for the educational industry, and facilitating the effective use of managed information educational resources.

The educational environment implementing educational information technologies consists of technical components (the type of computer equipment and communication means used), software

and hardware (tools supporting implemented learning technology), and organizational and methodological components (instructions to students and teachers, organization of the entire educational process). Informatization processes in modern humanitarian education signify sociocultural changes that redefine the objectives and image of liberal arts education globally. The model of individual competence, encompassing social, cultural, intellectual, communicative, and professional competencies, is central to this educational system.

Remote consultations with teachers were conducted through the Moodle electronic educational platform, utilizing forums and chats for student discussions. The defense of student projects utilized multimedia projectors, with students presenting their results on large screens, including interactive whiteboards. Multimedia tools, viewed as technologies activating multisensory perception, played a crucial role in engaging students [12].

Multimedia educational tools, as didactic instruments presenting educational and scientific information comprehensively, support continuous cooperation between educational subjects, direct individual training, and guidance to professional activities. Distance learning now relies on electronic textbooks, leading to the development of a broad system of electronic library services, including information repositories, retrieval systems, bases for electronic information, and unified electronic catalogs.

Digital libraries, catering to humanists and specialists across various fields, not only use information technologies in their activities but also make these technologies available to researchers and students. In the context of teaching foreign languages to students in the Uzbek language, multimedia educational tools necessitate the incorporation of samples from Uzbek national culture, the Uzbek language, and folklore.

Conclusion

The integration of information technology into humanities education contributes significantly to shaping highly skilled and competitive professionals. These individuals possess the adaptability needed to navigate swiftly changing conditions, exhibit advanced critical and creative thinking, and demonstrate a readiness for ongoing professional self-development and improvement. Moreover, the incorporation of information technology facilitates the cultivation of reflective abilities, goal-setting proficiency, and the systematic achievement of objectives.

The study highlights the functional importance of information technologies in humanities education, emphasizing their role in fostering competence development. Surprisingly, the emerging information environment aptly addresses the most pressing needs of humanities education, offering ample opportunities for utilization. This innovative environment can be fully harnessed in humanities

education, aligning with the escalating demand for humanitarian culture.

Access to contemporary databases empowers future humanists to construct their individual information spaces. Information freedom, therefore, becomes not just a condition but a crucial form of political and creative freedom. The central objective of information in humanities education is to safeguard this freedom. The development of software tools tailored for the humanities, employing modern information handling methods, inherently aligns with the humanitarian nature of this educational endeavor.

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