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Title **DATABASE OF TERMS IN THE FIELD OF INFORMATION AND COMMUNICATION TECHNOLOGY (ICT) FOR MACHINE TRANSLATION**

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DATABASE OF TERMS IN THE FIELD OF INFORMATION AND COMMUNICATION TECHNOLOGY (ICT) FOR MACHINE TRANSLATION

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Priority directions of development of information and communication technologies in Uzbekistan:

Restoration of the network of specialized scientific and technical zones, effective introduction of high technologies into production and entrepreneurial activity, expansion of the application of information technologies in the bodies of state power and management, increase the volume of interactive services provided to the population and economic entities, improve the quality of Personnel Training, strengthen the information security system of the country, improve

In order to develop computer and Information Technologies, Telecommunication and data transmission networks, internet services, to bring them to world standards and to strive intensively towards the Information Society on this basis, large-scale measures are being taken in our country. We can clearly observe the development trends that are taking place in our eyes

in the telecommunication system, as in all areas.

Previously, the telephone wire, which was used only for colloquial speech,

today it is possible to use various additional services, such as the internet, voice communication and data transmission, to see video telephony and even telecasts. All this happened as a result of the consistent modernization of the telecommunications network in recent years. Since our government pays great attention to the introduction of the most modern means to this sphere, our compatriots will have many advantages today. Today, which is recognized as the information age, the information communication system continues to develop consistently. Today, without modern information technologies, our lives can not be imagined.

At the Country level, the sphere of development has become one of the important factors. Therefore, the development of telecommunication

networks in our country is being paid special attention. In particular, the development and development of the sector in international markets has been identified as a priority direction. Decree of the president of the Republic of Azerbaijan on measures for the further development and modernization of telecommunication networks of "Uzbektelecom" Joint-Stock Company" serves as a guideline in this regard. As a result of practical actions, the effectiveness of creating and using information resources in remote regions of our country is increasing. In order to fulfill the law of the Republic of Uzbekistan "on Information", a number of normative documents and programs were developed and adopted by the ministries of Public Education, Higher and secondary special education, as well as measures were taken to form the information network, create information resources and apply ICT in the educational process.

Information and communications technology (ICT) is an extensional term for information technology (IT) that stresses the role of unified communications and the integration of telecommunications (telephony lines and wireless signals) and computers, as well as necessary enterprise software, middleware, storage and audiovisual, that enable users to

access, store, transmit, understand and manipulate information.

ICT is also used to refer to the convergence of audiovisual and telephone networks with computer networks through a single cabling or link system. There are large economic incentives to merge the telephone network with the computer network system using a single unified system of cabling, signal distribution, and management. ICT is an umbrella term that includes any communication device, encompassing radio, television, cell phones, computer and network hardware, satellite systems and so on, as well as the various services and appliances with them such as video conferencing and distance learning. ICT also includes analog technology, such as paper communication, and any mode that transmits communication.

ICT is a broad subject and the concepts are evolving. It covers any product that will store, retrieve, manipulate, transmit, or receive information electronically in a digital form (e.g., personal computers including smartphones, digital television, email, or robots). Skills Framework for the Information Age is one of many models for describing and managing competencies for ICT professionals for the 21st century.

There is evidence that, to be effective in education, ICT must be fully integrated into the pedagogy. Specifically, when teaching literacy and math, using ICT in combination with Writing to Learn produces better results than traditional methods alone or ICT alone. The United Nations Educational, Scientific and Cultural Organisation (UNESCO), a division of the United Nations, has made integrating ICT into education part of its efforts to ensure equity and access to education. The following, taken directly from a UNESCO publication on educational ICT, explains the organization's position on the initiative.

Information and Communication Technology can contribute to universal access to education, equity in education, the delivery of quality learning and teaching, teachers' professional development and more efficient education management, governance, and administration. UNESCO takes a holistic and comprehensive approach to promote ICT in education. Access, inclusion, and quality are among the main challenges they can address. The Organization's Intersect oral Platform for ICT in education focuses on these issues through the joint work of three of its sectors: Communication & Information, Education and Science.

OLPC Laptops at school in Rwanda

Despite the power of computers to enhance and reform teaching and learning practices, improper implementation is a widespread issue beyond the reach of increased funding and technological advances with little evidence that teachers and tutors are properly integrating ICT into everyday learning. Intrinsic barriers such as a belief in more traditional teaching practices and individual attitudes towards computers in education as well as the teachers own comfort with computers and their ability to use them all as result in varying effectiveness in the integration of ICT in the classroom.

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