THE USE OF INFORMATION TECHNOLOGIES IN THE EDUCATIONAL PROCESS

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ABSTRACT:

This article provides information on the use and teaching of information technology in education today, as well as news in this sphere.

KEYWORDS: information technology, multimedia and Internet technologies, the practice of world pedagogy, MV Bulanova-Toporkova, pedagogue-scientist VK Selevko, databases, hypertext, simulation, electronic communications.

INTRODUCTION:

The application of information and communication technologies in all spheres of human life and activity, the sharp increase in the flow of information, the expansion of information exchange, management and automation of technological processes, in general, the acceleration of the process of informatization of society, requires a thorough knowledge of information and communication technologies. Regardless of the field in which he works, he must know and be able to work with information processing tools, methods of their use in order to perform their duties at the level of modern requirements. Therefore, the essence, goals and objectives of the radical reforms in the field of education in the Republic today are clearly defined. The task of training to a level that can be used effectively in their professional activities has a special place.

Nowadays, in any school discipline, a teacher must prepare and conduct lessons using information technology. The lesson using information technology is visual, colorful, informative, interactive, saves teacher and student time, allows the student to work at their own pace, allows the teacher to interact with the student in a variety of ways and individually and allows you to work, quickly monitor and evaluate learning outcomes. If information technology is used in educational activities, the learning process can be effective:

1. Their use optimizes the activities of teachers and students.

2. The use of information technology increases the motivation and activity of students.

Technology and tools for measuring, monitoring, and evaluating learning outcomes have traditionally been closely linked to the use of information technology tools in the learning process. Indeed, computer and telecommunications equipment for pedagogical measurement and control are currently used in almost all educational institutions of the open education system. Of course, the thematic areas of such pedagogical dimensions are always adapted to the content, methods, forms and means of pedagogical activity. The construction of such information technology tools should be based on the maximum consideration of the characteristics of the development and pedagogical use of test systems and related computer products. Today, when information becomes a strategic source of social development, it becomes clear that modern education is a continuous process. Therefore, there is a need to organize the educational process based on modern information and communication technologies, where electronic means are increasingly used as a source of information. The concept of modernization of Russian education states: "The first task of

education policy at the present stage is to achieve the modern quality of education, its conformity to the relevant and future needs of the individual, society and the state." At the same time, one of the main tasks of modernization is to achieve a new modern quality of school education. Informatization of education should help to address the two main tasks of the school: education for all and a new quality for all. The use of information and communication technologies in the classroom allows students to develop the ability to manage the information flows of the world around them, to master practical methods of working with information and to exchange information using modern technical means. The use of information technology in the classroom allows you to move from an understandable-visual teaching method to an active method, in which the child becomes an active subject of learning activities. It helps students to consciously acquire knowledge.

The advent of multimedia and Internet technologies has opened the way for general education schools to use information technology as an effective tool in the process of education and communication. There is no denying that the role and influence of information technology in the development of a well-rounded person, his independent career choice and professional self-formation, the development of professional skills is growing. The use of information technology in general education schools opens up the following opportunities for teachers and students, in particular:

• Learn new ways to gather information and apply them;

• Children's thinking expands, their interest in learning increases;

• The role of independent work will increase, efficiency will improve;

• Helps to develop the child mentally, expand the emotional and aesthetic horizons, develop positive abilities.

The use of computers and information technology creates new opportunities in education, learning and the development of students' creative thinking. Information technology allows education to be integrated into life in the process. There will be an opportunity to link teaching to future careers. In the use of information technology, it is necessary to strive to realize the full potential of the student's personality: to realize the child's cognitive, moral, creative, communicative and aesthetic abilities through computer tools. In order to turn computers and information technology into a full-fledged tool for the development of the student's personality, the teacher must be knowledgeable (competent) in the field of information technology. In the practice of world pedagogy, a number of scientists, including MV Bulanova-Toporkova and others, assess the teacher's knowledge in the field of information technology with the following qualities:

1) The ability to evaluate and integrate experience in a modern information environment;

2) Striving to develop personal creative qualities;

3) High level of general communicative culture;

4) The presence of theoretical knowledge and experience in organizing the interaction in the media;

5) The need for self-reflection (analysis of one's mental state);

6) Mastering the methods of receiving, selecting, storing, and processing, presenting information, and the culture of its modification, transmission and integration.

Educator-scientist VK Selevko considers the computer literacy of the teacher as an important part of the content of computer technology and includes the following:

• To know the basic concepts of computer science and computer engineering;

•To know the general structure and functional capabilities of computer technology;

• The knowledge of modern operating systems;

• To know the shells and operating tools of a modern general-purpose program (Norton Commander, Windows, etc.) and master their functions;

• The mastery of at least one text editor;

• To have a basic understanding of programming algorithms, languages, and packages;

• Basic experience in using utilities that perform utilitarian functions.

The rapid development of information technology tools and software, such as the emergence of a new generation of computers, new programs, opens up favorable technical capabilities for solving various educational problems. However, research shows that information systems used for educational purposes are still unsatisfactory in terms of their didactic qualities. This is due to the fact that the methodological (pedagogical) means of using information technology for educational purposes lag far behind the development of technical means of information. The potential of the computer is huge, but it is not used enough for pedagogical purposes. Educational information is included in the design phase. In particular, information is included in the creation of a database of automated learning systems, in the preparation of teaching materials for e-textbooks, in the creation of scripts, problems and exercises, test assignments with computer systems of the modeling type. Information technology combines information from several disciplines, including computer science, mathematics, cybernetics, psychology, and pedagogy. However, the psychological and pedagogical basis plays a leading role in this harmony. The development and implementation of information technology plays an important role. New information technologies are important for the educational process and research. Unlike conventional educational technologies, in information technology the object of labor and its result is information, and the tool of labor is the technical means of informatization. Computer tools at different stages of the educational process:

• At the stage of providing educational materials to students;

• Interactive interaction with the computer and mastering the learning material in the process of movement;

• Repetition and consolidation of acquired knowledge, skills and abilities;

• Intermediate and final monitoring and self-monitoring of learning outcomes;

• can be used in the process of making adjustments to the learning process and its outcomes by breaking down the learning material into parts, improving its classification and systematization.

Rationally designed computer-based learning programs allow for the individualization and differentiation of learning, encouraging children's interests and independent learning activities, taking into account the psychological and pedagogical rules of student learning. In the pedagogical process of the school, the computer can serve as a teacher, a working tool, a learning object, a collaborative team, a leisure (play) environment (G. K. Selefko). The computer as a teacher is a source of educational information that partially or completely replaces the teacher and the book; a completely new quality visual aid with multimedia and

telecommunications capabilities; individual and information environment; trainer; students act as tools for diagnosing and monitoring knowledge. Computer as a working tool - a text editor for the preparation and storage of texts; acts as a graphics editor and a computing machine with great capabilities. Computer programming as a learning object; software development; uses a variety of information environments. A collaborative team is one that communicates with a wide audience through an Internet connection. Leisure (game) environment is created with the help of game programs, computer games on the network, computer video. The information environment includes modern databases, hypertext and multimedia, simulation training, electronic communications, expert systems. Such methods serve to increase the effectiveness of education. The introduction of information technology in education will lead to a change in the role of the teacher, that is, the teacher will become more of a researcher, organizer, consultant and programmer than a teacher.

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