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THE IMPORTANCE AND ADVANTAGES OF USING INFORMATION TECHNOLOGIES IN EDUCATION

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ABSTRACT

It is well known that technology is a system of scientific and practical activities used by man to change the environment, to produce material goods or spiritual values. The use of technology in education helps the student to master the subject, to approach it creatively. Both the quality of the course and the rating will increase. The article also discusses the practical importance and effectiveness of the use of ICT in education.

Keywords: technology, education, methodology, students, lessons, topics, computer programs.

АННОТАЦИЯ

Хорошо известно, что технология - это система научной и практической деятельности, используемая человеком для изменения окружающей среды, для производства материальных благ или духовных ценностей. Использование технологий в обучении помогает ученику усвоить предмет, подойти к нему творчески. Повысится и качество курса, и рейтинг. В статье также обсуждается практическое значение и эффективность использования ИКТ в образовании.

Ключевые слова: технологии, образование, методика, студенты, уроки, темы, компьютерные программы.

INTRODUCTION

First of all, let's look at the meaning of the word technology, which means Greek techne - art, skill, skill and logos - knowledge, teaching, science) - a set of techniques used in any work, skill, art understood.

So far, the technology is conventionally divided into two groups:

Industrial technology is a set of techniques and methods of obtaining, processing or processing of raw materials, materials, products in various fields.

Social technologies are a set of methods for solving social problems aimed at creating living conditions and developing society, social relations, social structure in order to meet the needs of the system, taking into account the needs of man, to create conditions for the realization of his potential and interests. as long as there is a correlation between socially accepted values and social development and economic development.

In this case, the method (Greek. Methodos - research) - a technique, method or method of action; it should also be understood that it is a method of studying the phenomena of reality.

Therefore, the pedagogical method underlies pedagogical technology as a system of targeted actions to solve a specific pedagogical problem.

They are:

- Pedagogical means of updating, storing and transmitting information;
- forms of interaction of subjects of educational process; (individual, group, collective, frontal);
- pedagogical tools and positions of the participants of the educational process in relation to each other;
- Techniques for determining the depth of impact of pedagogical tools.
- Methodology is a system of rules that defines the methods of teaching something or doing something:
- Methods of teaching the subject is a part of pedagogical science and practice, which studies the laws of the process of transfer (presentation and mastering) the content of the subject by students and develops their application in practice.
- Methods of teaching science include local methods (separate sections, methods of teaching topics; methods of organizing different forms of lessons; methods of forming knowledge, skills, abilities, etc.).

LITERATURE ANALYSIS AND METHODOLOGY

Pedagogical technology is a complex integration process that encompasses all aspects of knowledge acquisition, including people, ideas, tools, and methods. We can make a list of it as follows:

- · Development of training;
- · Collective Education System (CSR);
- · Research Problem Solving Technology (TRIZ);
- · Research and design methods;
- · Modular and block-module learning technology;
- · Technological “discussion”;
- · Technology for developing critical thinking;
- · Lecture and seminar preparation system;

Over the past decade, new information and communication technologies have revolutionized the way people interact and communicate. ICT has the potential to change the nature of education - both the models of the educational process and the role of learners and learners in it are changing.

The main objectives of education are to improve the quality of education through the organization of the educational process in different contexts, the support of experience and innovation, the delivery of information to the audience.

The current stage of modernization of education is to see a significant increase in interest from all key players in the educational process and, above all, the main "customers" of educational services and the quality of education: learners, their parents and the state. rsatdi.

At the same time, the attitude to real informatization of society is becoming more and more clear not only as one of the means of improving it, but also as one of the really important indicators of the competitiveness of a particular institution.

The use of information and communication technologies in the system of pre-school education, general secondary education and higher education leads to an increase in the effectiveness of education, changing the level of its individualization and stratification.
Given the possible factors of individualization and differentiation of education, ICT tools can help to organize learner-centered learning.
Person-centered education considers the learner as a core value of the whole learning process, helps to create conditions for the formation and expression of personal qualities of learners, develops their thinking, creative activity, initiative personality. Satisfying the spiritual needs of learners, developing their intelligence, social and communicative skills, self-education, self-development, independent learning, new social the needs of society are focused on cultivating professionals who can adapt to the conditions.

REVIEWS AND SUGGESTIONS

Technology of using game methods in teaching: role-playing, business and other types of educational games;
· Collaborative learning;
· Information and communication technologies;
· Health-saving technologies;
· Innovative portfolio evaluation system;
· Interactive and distance learning technologies.
In addition, block-module learning technology is a learning technology (system) in which the minimum unit of the learning process is a cycle of lessons (modules), consisting of several module blocks.This technology helps to increase the volume of theoretical material studied in a lesson, to combine this material into large blocks, to collect and systematize the study material. The essence of block-module teaching is that the student achieves specific learning objectives completely independently (or with the help of a certain dose) in the process of working with the module. In a modular education system, learning information is much easier and faster for students to break down into individual interconnected blocks. In addition, the division of all teaching material into modules implies the removal of unnecessary information that is studied in the science system of education.

DISCUSSION TECHNOLOGY

An educational technology based on respect for the individual and recognition of the integrity of diversity, which in the form of intellectual play helps to form the qualities necessary for effective activity in modern society and the information space. A discussion is a formal discussion based on pre-determined speeches by participants from two opposing, opposing teams (groups). Critical Thinking Development Technology (TRCM) is an educational technology aimed at developing students 'thinking style, the main features of which are critical thinking, openness, flexibility, reflexivity, and the ability to think through reading and writing.

CONCLUSION

The purpose of using technology in the learning process is to develop students' intellectual abilities that allow them to learn independently; The formation of a categorical thinking apparatus is characterized by:

BilishKnow the uncertainty of students' positions and views;

 Overcoming the egocentrism of thinking,

Reflection of alternatives to the decisions made,

 · Ability to adequately interpret received data.

Lecture-seminar system of education: (course) - has been the main form of education in higher education since the XIII-XIV centuries, when the first universities appeared in Europe. The system of lectures and seminars is designed for a high level of intellectual development of students (students) and is characterized by a high degree of student independence. However, the lecture-seminar system has many similarities with the class-lesson system. Permanent content study groups include students of approximately the same age and level of preparation (homogeneous groups for lectures are combined into streams); the main forms of lessons are lectures, seminars, practical classes and laboratory work of the same duration 1.5 hours (or "pair" - 2 times for 40-45 minutes). The content and structure of the lessons are relatively complete in terms of units of the learning process; all curriculum is divided into separate disciplines; the whole period of study is divided into academic years (courses), semesters (six months), study days, holidays; and classes are based on a single plan and schedule; control is mainly done in the form of test and exam sessions at the end of each semester. Collaborative teaching is a special field related to the organization of teaching students in small study groups (usually 3-5 people), as a result of which students work together, build together, produce new knowledge and do not consume them already. finished form.At first glance, the technology of collaborative learning is simple: the teacher divides students into groups of 4-5 people and invites them to perform a task together - to solve a problem based on previous experience and knowledge, to find a new solution. , research, project development, etc. The main condition of group work is that new knowledge should be developed as a result of joint activities, with which all members of the group agree. At the same time, what is presented to the general judgment by the individual is perceived through the prism of the ideas and knowledge of the whole group. Therefore, this perception does not always correspond to what a person thinks. As a result, a group opinion is formed on each specific issue. The task is performed at a certain time interval and its implementation is supervised by the teacher, as a rule, only at the final stage, when the group presents the result (product) of their team work.

All technologies that use special technical media (computers, audio, video) in teaching pedagogy are called information technologies. Computers began to be widely used in education, and the term “computer technology of teaching” emerged. Computer technology develops programmed learning ideas, opening up completely new, as yet unexplored technological options related to the unique capabilities of modern computers and communications.

The choice of teaching methods depends on various factors. It is mainly determined by the number of learners or learners (most teaching methods can be used in small groups). But first

of all, the choice of teaching method is determined by the didactic task. You can use the following classification of teaching methods to select a specific teaching method:

Science teachers need to be able to choose teaching methods based on the subject matter they are teaching and to use ICT skillfully. The chosen method should cover the topic well and reach the listener (pupil, student) or participants sufficiently and show its effectiveness in the next lessons, practices, activities. because he was able to make the right choice.

Teaching methods should be used to increase learning motivation, increase students 'scientific activity, develop teamwork skills, and build and develop communication skills (ability to communicate with peers and teachers).

A new learning environment can be created without the use of technology. At the same time, information and communication technologies provide learners with powerful tools for using large information resources, collaborating with others, sharing knowledge and solving complex problems, as well as presenting their knowledge in the form of multimedia objects (combinations). (clear text, images, graphics, sound, video).

Thanks to ICT, the teacher overcomes many challenges and has access to dictionaries and libraries. The student is interested in working on the Internet, where you can find the information you need. Using ICT, the teacher creates additional motivation to master the rules of professional communication, to form a culture of speech, to develop an independent active person.New information technologies allow to bring educational methods closer to today's requirements. If the focus is on the practical study of these technologies, the development of ICT will not lead to a higher level of education. The main goal in the analysis of emerging issues is to focus on the need to use ICT to improve the level of education.

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