USE OF INFORMATION TECHNOLOGY IN THE LEARNING PROCESS

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ABSTRACT

The concentration of modern technical means of teaching contributes to the modernization of the educational process, activates the thinking activity of students, promotes the development of creativity of teachers, allows for distance learning, and develops a system of continuous education, thereby increasing the effectiveness of the educational process. In domestic and foreign editions, the computerization of the educational process is regarded as one of the actual factors in the organization of instruction in this or that subject. The new information technologies in teaching make it possible to use the scientific and educational potential of leading universities and institutes more actively, attract the best teachers to create distance learning courses, and expand the audience of trainees. Despite the fact that there is already a wealth of experience in the field of computer training, many teachers are wary of the possibility of using computer-based training tools. Also, it should be noted that the computerization of learning process faces a number of problems. The process of implementing information technology in training is complex enough and requires deep reflection. On the one hand, they play an important role in ensuring the effectiveness of the educational process, on the other - there may be a problem of the pace of learning with the students of the material using a computer, that is, the problem of possible individualization of learning.

KEYWORDS: Information Technologies, Individualization, Educational Process, Quality of Training

INTRODUCTION

Modern society was involved in the general historical process, called informatization. This process includes the accessibility of any citizen to information sources, the penetration of information technology into scientific, industrial, public spheres, a high level of information services. The processes occurring in connection with the informatization of society contribute not only to the acceleration of scientific and technological progress, the intellectualization of all types of human activity, but also to the creation of a qualitatively new information environment of the society that ensures the development of man's creative potential. One of the priority directions in the process of informatization of modern society is informatization of education, which is a system of methods, processes and software and hardware integrated with the purpose of collecting, processing, storing, distributing and using information in the interests of its consumers. The goal of informatization is the global intensification of intellectual activity through the use of new information technologies: computer and telecommunications. Information technologies provide an opportunity to rationally organize cognitive activities of students during the educational process; Make the learning more effective, involving all kinds of sensory perception of the student in a multimedia context and arming the intellect with new conceptual tools;

To build an open system of education that provides each individual with his own trajectory of learning; To involve in the process of active learning the categories of children who differ in their abilities and style of teaching; Use the specific properties of the computer, allowing to individualize the learning process and turn to fundamentally new cognitive tools; Intensify all levels of the educational process.

The main educational value of information technologies is that they make it possible to create an immeasurably brighter multi-sensory interactive learning environment, with almost unlimited potentialities that are available to both the teacher and the student. Unlike conventional technical means of education, information technologies allow not only to saturate the learner with a large amount of knowledge, but also to develop the intellectual, creative abilities of students, their ability to independently acquire new knowledge, work with various sources of information. Scientific and technological progress has caused the technical re-equipment of the national economy, and has led to a rapid turnover applicable in various fields of technology and technology.

Characteristic for the present time is the emergence in production of fundamentally new tools and technologies based on the direct use of the latest achievements of science and technology. The change in the basis of scientific and technological progress of the foundations of modern production, the use of new machines and technologies lead to an increase in the share of intellectual labor, the creative function of the worker in labor, to his professional mobility, and, naturally, cause the transformation of the system of knowledge, skills, at school. At the present stage of the development of the educational process, the primary tasks are the sharp increase in the quality of instruction, the motivation for learning, and the overcoming of accumulated destructive phenomena. The teacher can not only conduct selection of materials for teaching (to make lexical and grammatical minima, to select texts and exercises), but also to analyze texts and entire teaching aids. In addition to the development of printed training materials, modern computer tools allow teachers without programming.

An important condition for conducting an interactive lecture is also the availability of a specialized audience equipped with computer equipment and modern means of public demonstration of visual and sound educational material. During the presentation of the lecture, the teacher occasionally presents the information on the slide as an illustration. This contributes to the better learning of the educational material by students. The effectiveness of the application of an interactive lecture in the course of teaching the course of economic theory in technical universities is explained by the uniqueness of the design of textual information in the form of graphs, logical schemes, tables, formulas widely used by teachers of technical disciplines.

The information provided by the computer can vary significantly with those volumes that the user (student, student) is able to mentally capture, comprehend and assimilate. Thus, it is now obvious that the pace of development of computer technology is clearly ahead of research and consideration of problems associated with its operation]. The computer's capabilities to act as a tutor in the learning process are evaluated in different ways: from their absolute negation to the assertion that the computer can be transferred to all the main and auxiliary functions of the instructor. Most experts hold the opinion that the computer, carrying out a number of training functions, can not completely replace the teacher for a number of reasons, the main of which are the following:

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