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WAYS OF TRAINING STUDENTS TO USE INFORMATION TECHNOLOGIES AND INCREASE THEIR EFFICIENCY

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Abstract: In this article, ways to train teachers to use information technologies and increase their effectiveness were considered. Based on the analysis of the normative-legal framework, scientific-methodical literature on the studied subject, the specific features of the introduction of information technologies in the study of certain subjects were determined.

Key words: Information technologies in education, students, computerization; e-learning, teachers.

Modern technologies that strengthen the capabilities of mankind in terms of information production also determine the quality of the intellectual potential of the information society, and such processes ensure the regular development of the information industry. Acting on the basis of the effective use of information provides the best ways to solve the following tasks: processing information about the source and the process that takes place in it; to regularly receive periodic information about the progress of processes and conduct controls based on them. The use of teaching computing tools provides for the assimilation of knowledge communicated to the student by the teacher and (or) information and communication technologies, as well as the organization of the learner's activities related to the re-creation of the learned material and its application in similar (analogous) situations. Although the use of this method with the use of information and communication technologies makes it possible to significantly improve the quality of the organization of the educational process, it does not allow to fundamentally change the educational process compared to the one that uses the traditional scheme (without information and communication technologies). In this regard, the use of problematic and research methods is more justified. The problem-based method of teaching uses the capabilities of information and communication technologies to organize the educational process by posing a problem and searching for solutions to solve it. The main goal is to maximally help students to increase their cognitive activity. Based on the knowledge gained in the educational process, the solution of various types of problems is envisaged, as well as the acquisition and analysis of a number of additional knowledge necessary to solve the problem. In this, special attention is paid to the acquisition of skills related to the collection, organization, analysis and transmission of information. [1; 146]

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The research method using the information and communication technologies of teaching envisages the independent creative activity of students in the process of conducting scientific and technical research within the framework of certain topics. When using this method, education is considered the result of active research, discovery and play. The latest technical achievements often take their rightful place in the educational process, in this sense, information and communication technologies are no exception. Initial experiences in the use of computers in the educational process create opportunities such as the use of computer technology to significantly increase the efficiency of the educational process, improve knowledge accounting and evaluation, and ensure that the teacher helps each student individually in solving difficult tasks. Information and communication technologies are a powerful tool for processing information in the form of words, numbers, images, sounds and other forms. Their main feature as a tool is the possibility of setting (programming) to perform various actions related to information acquisition and processing. The use of information and communication technologies in the educational process opens up new ways of developing users' thinking skills and the ability to solve complex tasks, provides fundamentally new opportunities for the activation of education. Information and communication technologies make it possible to make the audience and independent training more interesting and reliable, a large flow of information to be studied, easily assimilated.[2; 232]

The main advantages of information and communication technology tools compared to other technical tools of education are subtlety, adjustment to different models and algorithms of education, as well as the ability to react individually to the behavior of each learner. The use of such tools makes it possible to make the educational process more active, to give it the character of research and investigation. Unlike textbooks, television and movies, information and communication technologies provide an opportunity to respond immediately to the learner's behavior, to repeat and explain the material for different categories of learners, and to move to more complex and extremely complex material for learners with more thorough preparation. In this case, teaching at individual pace is carried out in an easy and natural way. With the increase in the volume of knowledge and the complexity of analysis methods, it is becoming more and more difficult to organize education mainly in the traditional way. The ability to understand and solve complex problems, the ability to usefully summarize a large amount of initial information - all this is of great importance and requires students to be more active. It is from this point of view that the computer offers extremely wide opportunities for the field of education. Teaching (as opposed to independent study) is by definition communicative. Didactics in the environment of modern information technologies directly depends on the potential of wide-ranging types of educational activities aimed at effective assimilation of knowledge through the active use of modern information technologies, the ability to receive and assimilate information. The advantages of electronic resources include the concentration of information, visuality, that is, the availability of various presentation options, the use of animations, the provision of information suitable for the age and physiological characteristics of learners. possible It is of particular importance due to the presence of an opportunity to comprehensively absorb resources through the development of creative thinking, educational skills and qualifications in students.

In our opinion, the following can be cited as the main tasks in the implementation of information technologies in continuous educational processes:

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• creation of the necessary material and technical base for the implementation of new information technologies in the educational process;

• design and use of modern information technologies for the educational process;

• forming the knowledge and skills of users in the field of modern information and communication technologies; guaranteeing the effectiveness of education and training processes based on modern technologies. [3; 21-25]

Information learning environment (IT) is a complex of conditions and conditions that allow the emergence and development of the process of educational information behavior and actions between the learner, teacher (teacher) and information technology tools, and the components of the subject content environment for a specific educational course (various educational, demonstration equipment, software tools and systems, educational exhibits, etc.) It is the process of formation of active cognitive activity (also of the teacher).

The purpose of ATM is to create the conditions for the independent acquisition of knowledge and their quality assimilation for learners based on the development of the individual's creative initiative ability, and to ensure the automation of the analysis of training results. Electronic means of education. The teaching process consists of the interaction of the pedagogue, learner and teaching tools. The possibilities of modern computer tools and information technologies allow teaching tools to be assigned part of the tasks of the teacher and the learner. Teaching the lesson on the basis of information and communication technologies makes the work of teachers and students much easier.

In particular, computer-based teaching of subjects in elementary grades creates the following opportunities:

Frees the teacher from repetitive work and saves his time; as a result of clear images, spatial imagination is formed in students; It ensures that students quickly master the work procedure; Theoretical information about science is explained with the help of visual aids (color images, their spatial views), and as a result, students' need for scientific knowledge increases;

The student seeks to know what is happening on the computer screen by seeing, hearing and thinking. The student begins to perceive events and phenomena happening on the monitor with the help of senses. Because their properties and characteristics are reflected on the monitor. First of all, through emotional cognition, he reflects the events and events on the screen (watching several times) separately from each other in his mind. Therefore, it ignores the connection between things and events. For example, when an object, geometric drawings, or events are displayed on the screen, the reader may not pay attention to the essence of these images. When other phenomena are explained by the processes of occurrence, passage, relationship with other objects, and after observing it several times, he begins to pay attention to the essence of the matter, passing from emotional knowledge to intellectual knowledge. It is very important for the student to analyze and synthesize what is happening on the screen. Analysis and synthesis accelerate the learning process of the student. Analysis - synthesis is one of the conditions for dividing complex objects into simple elements, important and unimportant, events and phenomena into categories. The main purpose of the analysis is to know the parts

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(elements) as elements of the whole (form, body), to determine the relationship and laws between them.[4; 224]

It should be emphasized that no matter how simple and understandable the presented material is, if it is not explained in connection with life, it may not serve to remember the material and increase the students' need for knowledge.

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