

METHODOLOGY OF ORGANIZING LESSONS USING MODERN INFORMATION TECHNOLOGIES

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Abstract:

This article provides methodological aspects of the use of educational information technologies. Use of new information and educational technologies.

Keywords: *methodological aspects, electronic learning tools, basic technologies, information technologies.*

INTRODUCTION

The use of modern technologies in teaching affects the teaching methods of certain disciplines. The teaching methodology of any subject is determined by the goals and content of that subject, taking into account its specifics.

The concept of “teaching methodology” is broader than the concept of “technology in teaching”. The methodology uses various technologies depending on the goals, content and teaching aids used, in particular new information technologies, distance learning technologies, computer telecommunications in the education system, etc.

MATERIALS AND METHODS

A special place in the educational process is occupied by the use of new information and educational technologies, which are characterized by:

- technical environment (type of equipment used);
- Software environment (a set of pedagogical software tools, instructions, databases, etc.);
- Specially developed forms and methods of teaching aimed at mastering the content of program material in each of the subjects [5].

In this regard, it is necessary to consider the methodological principles of using electronic learning tools in teaching mathematics, which can be considered as the basic provisions that determine the content, organizational forms and methods of the educational process in accordance with its specifics, goals and patterns.

RESULTS AND DISCUSSION

The use of information computer technologies can be carried out in the following options:

I. As a “penetrating” technology (the use of information computer technologies for teaching on individual topics, sections, for individual didactic tasks).

II. As the main, defining, most significant part of the technology used.

III. As a monotecnology (when all training and management of the educational process, including all types of diagnostics and monitoring, are based on the use of a computer) [1].

The computer can be used at all stages of the learning process: when explaining (introducing) new material, consolidating, repeating, and monitoring knowledge. At the same time, for the student he performs various functions: teacher, working tool, learning object, collaborating team, leisure (game) environment.

As a teacher, the computer is:

- a source of educational information (partially or completely replacing a teacher or a book);
- visual aid (new level with multimedia and telecommunications capabilities);
- individual information space;
- training apparatus;
- diagnostic and control tool;
- the computer acts as a working tool;
- as a means of preparing texts and storing them (text editor);
- plotter (graphics editor);
- a computer with great capabilities (with the results presented in various forms);
- modeling tool;
- the work of a teacher within the framework of computer technology includes the following functions;
- organization of the educational process at the level of the class and the subject as a whole (schedule of the educational process, external diagnostics, final and intermediate control);
- organizing the activation and coordination of students’ cognitive activity, arranging workplaces, briefing, managing the intraclass network, etc.;
- individual observation of students, provision of individual assistance;
- Preparation of components of the information environment (various types of educational and demonstration equipment, software and systems, educational visual aids, etc.), connecting them with the subject content of a specific educational course [6].

A teacher can use ICT at various stages of a lesson: checking homework, organizing a frontal survey, preparing students for active and conscious learning of new material, explaining and consolidating new material, intermediate and final control. Each stage of the lesson requires detailed study.

The software and hardware used in the lesson bring their own specifics - they contribute to the improvement of traditional teaching methods. The role of the teacher is also changing. In a lesson using a multimedia presentation, for example, he most often acts as a consultant, this contributes to the development of students’ cognitive activity and their more complete assimilation of educational information. The teacher has more opportunities to work individually with students.

The forms and place of use of computers in the lesson, of course, depend on the content of this lesson and the goal set by the teacher. What are the functions and features of the use of information technology? The following functions can be distinguished:

- instrumental (production of visual aids);
- Demonstration (display of ready-made demo programs, slides, presentations, etc.);
- training (simulators);
- Controlling.

CONCLUSION

Various types of lessons using information technology are possible: conversation lessons using a computer as a visual aid; lessons in setting up and conducting research; practical work lessons; test lessons; integrated lessons, etc. [4].

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