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ACTIVATING STUDENTS THROUGH THE USE OF INFORMATION TECHNOLOGIES IN THE EDUCATIONAL PROCESS

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Abstract

In the article, the implementation of educational reforms at a rapid pace, the rapidity of the updates, the faster adaptation to the requirements of educational institutions, the necessary importance of information provision to activate the learning and learning activities of students in higher pedagogical education, the need to introduce a systematic approach to the creation and management of the information educational environment, the importance of this approach in the initial stage, the goal of the information-educational environment of the educational institution is determined in accordance with the content of modern education, the goal of education performs a systematizing task in pedagogical activity, the precisely defined goal serves as a basis for choosing the content, purpose, and organizational forms of education, the goal of modern education is in accordance with the requirements of the specialist model that it is part of the system of knowledge, skills and qualifications to be formed and that it is reflected in the relevant educational standards, in addition, according to the requirements of personnel training, the student becomes not only the object of the pedagogical process, but also its subject; interpreted.

Key words: student, education, activity, process, result, activity, speed, update, information, system, supply, adaptation, formation.

The modern stage of educational reforms promotes urgent tasks related to the rapidity of changes taking place in society, faster adaptation to new, higher demands placed on educational institutions. In such conditions, the weight of activities aimed at the development of the educational institution and ensuring its functioning at the level of modern requirements increases continuously. Almost all of the tasks presented in principle create new requirements, and in solving them it is not enough for the team to work only on the basis of existing experience.

Further development of the educational system, coordination of educational processes based on an innovative approach, and activation of students' learning activities are of great importance. Studying is a special stage of preparation for work and is the main activity of students. It focuses on the acquisition of knowledge, as a result of which the necessary skills and competencies are acquired, and students understand the content and purpose of education.

Educational activity is a complex process, and it is carried out in the didactic process after the motivation stage, that is, after the internal movement towards knowledge is triggered. Acquiring knowledge based on the stages of knowledge, understanding, analysis and generalization of educational content shows the effectiveness of educational activities [1]. The effectiveness of education depends on the correct design of the didactic process by the pedagogue, the precise definition of educational goals and the correct organization of didactic operations to achieve them. In this case, the correct choice of educational methods and the determination of types of education based on them, the combination of didactic goals with social goals will develop educational activities.

In the didactic process, didactic games, problem-based learning, collaborative learning technologies, and modeled learning play a key role in organizing effective educational activities. In general, depending on the indicators of the results of the goal of educational activities, they are divided into two groups:

1) effective educational activity;

2) we can engage in ineffective learning activities.

If we interpret the specific aspects of didactic functions of effective educational activity, in the didactic process on the basis of problem-based educational technology, students' creative mastery of educational content, interest and need for knowledge will increase. Therefore, one of the main tasks of the new module of education is the formation of the student's ability to acquire knowledge through his own work.

Organization of educational activities on the basis of didactic games, problem-solving, discussion, cooperation technologies forms the features of strengthening students' cognitive activity, interest in science, expansion of knowledge. In educational activities, discussion based on the content of education, orientation to find main ideas and solutions, creates the ground for formation of creative, independent thinking. In educational activities, free thinking lessons form the

students' scientific worldview, need for knowledge, and the characteristics of mastering the content of independent education.

In the organization of educational activities, the correct definition of the taxonomic range of goals, in which the correct selection of didactic goals on the basis of common goals plays a key role. So, we can psychologically interpret effective learning activities as follows:

1) planning educational activities;
2) self-control, extensive knowledge, systematization in historical methods;
3) mastering the methods of self-management of one's activity and finding a new one;
4) mastering self-directed methods of self-interest.

Learning activity is related to knowledge and perception. If these processes are not involved, educational activity cannot be manifested.

Organization of didactic process design on an algorithmic basis, i.e. performing intellectual operations step by step in mastering educational content by students, forms the basis of educational activity. In this direction, the modular program of the educational process, on the basis of the modular lesson, dividing the educational activity into elements and defining the goals of some of its related parts increases the effectiveness of the educational activity. We can see the effectiveness of educational activity, cognitive characteristics of the student in the following criteria.

1) active acceptance of educational material;
2) mastering the methods of mastering the educational material;
3) setting tasks and tasks for mastering educational content;
4) self-monitoring and evaluation.

Forming these criteria in the student's personality is one of the main issues of educational activity. So, based on the final results of the didactic process, we can conclude that any educational process is not a learning activity [2]. Therefore, internal mental and external physical actions performed by a person based on a perceived goal are called activities.

The analysis of studies on the theory and practice of management of educational institutions shows that the management of an educational institution in modern conditions is directly related to the management of information exchange in it. This, in turn, shows that it is possible to improve the activity of an educational institution

due to the effective use of information technologies, and it creates the need to conduct targeted research in this direction [3].

Creating an electronic information educational environment of an educational institution is not a purely technical issue, but for this it is necessary to use the scientific-methodical, organizational and pedagogical capabilities of the institution based on a systematic approach.

In our opinion, the concept of "electronic information-educational environment" can be defined as a set of software, information-technical, educational-methodical systems that provide a specific goal-oriented educational process. The electronic information-educational environment is characterized according to the following typological signs:

1. The electronic information-educational environment at any level is considered to be a complex structured object with a systemic nature.
2. The integrity of the electronic information-educational environment is synonymous with the concept of achieving systematicity, meaning their harmony, and embodies the educational goals of implementing the personal and professional model of the graduate of the educational institution.
3. The electronic information-educational environment is a factor affecting the effectiveness of education and training, as well as its tool.

Additionally, there are a number of differing views on the definition of an information-learning environment, including:

- an organized complex of information, technical, educational and methodological support, which is integrally connected with the person and the educational environment as a subject;
- a single information educational environment built on the basis of the integration of computer, information and communication technologies embodying electronic information carriers, virtual libraries, distributed databases, educational-methodical complexes.

It is necessary to introduce a systematic approach to the creation and management of the information learning environment. At the initial stage of this approach, the purpose of the information-educational environment of the educational institution is determined in accordance with the content of modern education. In pedagogical activity, the goal of education performs a systematizing task. It is the defined goal that serves as the basis for choosing the content, purpose, and organizational forms

of education. The goal of modern education is to form a system of knowledge, skills and competencies that is formed in accordance with the requirements of the specialist model, and it is reflected in the relevant educational standards. In addition, according to the requirements of the national model of personnel training of our republic, the student is becoming not only the object of the pedagogical process, but also its subject. In such cases, the importance of independent education of the student increases and the formation of the following skills and qualifications is required:

1. Skills and competencies of planning independent education: creating a personal plan for independent activities; targeted activity based on the plan; to control its activity and make necessary corrections to it.
2. Skills and qualifications to use Internet scientific and educational information: independent identification of scientific and educational information; ability to independently analyze and evaluate new information; search and find information sources on the Internet in terms of the problem to be solved; to see new and promising news in the content of received information.
3. Skills and qualifications for working on electronic information-educational resources: systematic use of electronic manuals and catalogs; Ability to maintain a list of scientific, educational and other literature obtained from the Internet based on the rules of bibliography.
4. Skills and competencies of mastering lectures presented through modern information technology tools: determining the topic and plan of lectures, list of literature; correct acceptance of provided information; distinguish the main problem, idea and conclusions; to briefly record the main content in their own words; to process, store and use the provided information for educational purposes.
5. Skills and qualifications for working with an electronic textbook: getting to know the electronic textbook in general, knowing its author, content, summary, illustrations and annotations; extracting the logical structure of the electronic textbook; additional guides to fully understand the studied topic: animation, dictionary, encyclopedia, references; record the obtained information in the form of theses and abstracts.

The electronic information-educational environment performs the following three main tasks:

- to help subjects of the external environment to create an idea about the information-educational environment of the educational institution with the help of modern information technologies;
- to increase the mutual cooperation of the employees of the educational institution and to create an environment for mutual exchange of information and educational resources;
- organization and management of effective information exchange in the educational institution through the means of the information-educational environment.

Setting the purpose of the information-educational environment in the educational institution is carried out taking into account the periodic sequence of three processes: in the first period, the results of the analysis of the environment are studied; in the second period - appropriate actions are determined; in the third period, the purpose of the information-educational environment of the educational institution is developed [4].

The purpose of the electronic information-educational environment in the higher pedagogical educational institution is developed in direct connection with the requirements for the future teacher [5]. On the other hand, in the formation of the personality of the future teacher, special attention is paid to the composition of qualities aimed at continuous self-development during the work activity after graduating from the higher pedagogical educational institution. At this point, it should be noted that the educational reforms implemented in our republic require a new interpretation of the concept of "profession". According to the requirements of the national model of personnel training, a modern professional is characterized not by the possession of a set of ready-made professional knowledge, but by the possession of skills that serve professional development, the ability to analyze his professional level, and the readiness to acquire new knowledge in accordance with the changing requirements of society and production. The basis of the listed qualities is the development process aimed at the implementation of continuous professional training through the acquisition of new knowledge throughout life.

Thus, the organization and management of the informatization of pedagogical educational processes requires the research of the electronic information-educational environment of pedagogical education, the creation of integrated information-educational resources as a factor that increases the quality of education.

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