THE USE OF COMPUTER TECHNOLOGY AT DIFFERENT STAGES OF THE LESSON

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ABSTRACT

In this article examined at application of computertechnologies on the different stages of less on. The use ofcomputer technologies on the lessons of mathematics willallow to intensify acti vity of teacher and schoolboy; to improvequality educating to the object; to reflect substantial parties ofmathematical objects, visibly incarnating principle ofevidentness in life; to pull out the most essential descriptionsof the studied objects on a foreground.

Keywords: Technology, activity, object, mathematical object, knowledge, educational process, the increases of process educating different, lesson.

INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

Unlike conventional technical training tools, computer technologies allow not only to saturate the learner with a large number of ready, strictly selected, appropriately organized knowledge, but also to develop students' intellectual, creative abilities, their ability to independently acquire new knowledge, and work with various sources of information. The use of computer technology in mathematics lessons will allow to intensify the activities of the teacher and the student; improve the quality of teaching subject; reflect the essential aspects of mathematical objects, visibly embodying the principle of clarity; highlight the most important characteristics of the studied objects.

Pedagogical technologies did not remain aloof from the general computerization process. Therefore, I believe that the use of information and communication technologies in the educational process is an actual problem of modern education. Today it is necessary that every teacher in any discipline could prepare and conduct a lesson using computer technology, since now the teachers have the opportunity to make the lesson more vivid and exciting. The computer allows you to create conditions for improving the learning process: improving the content, methods and organizational forms.

Computer capabilities can be used in subject training in the following options:
• fragmentary, selective use of additional material;
• use of diagnostic and control materials;
• performance of home independent and creative tasks;
• use of game and entertaining materials;
• use of the Internet.

A computer can be used at all stages of the learning process: when explaining a new material, consolidating, repeating, controlling. For the student, it performs various functions: a teacher, a work tool, an object of study, and the search for additional material on many topics.

Let's stop on some of them. At this stage of the lesson the type of educational activity is the most effective. The impact of educational material on students depends largely on the degree

and level of illustrativeness of the oral material. The visual richness of the educational material makes it bright, convincing, contributes to its better learning and memorization. When studying a new topic, you can hold a lesson-lecture with the use of computer presentations, which allow students to focus on the important points of the presented information. An explanation of the topic of the lesson is accompanied by a demonstration of a slide on which the topic of the lesson and a plan for studying the topic are given. Then the topic is explained according to the plan, the students make the necessary entries. After explaining the topic, students solve oral exercises, then solve more complex tasks in their notebooks. All proposed tasks are also presented on slides.

A feature of the use of computer presentations is the presence of automatic control and limiting the time of a slide show demonstration, the combination of oral lecture material with a slide show demonstration allows students to focus on the most significant points of the educational material.

Word problem solving

At this stage of the lesson, the learning type of activity is realized. Various programs are being worked out, the purpose of which is to teach students how to solve problems, since tasks are an integral part of the study of mathematics. Programs can contain tasks of various levels of complexity, as well as hints, algorithms and reference materials. Answers to the tasks can be entered in both numerical and, in general, types, and, in the latter case, the student enters formulas into the computer using the keyboard, the program recognizes the answers, regardless of how they are written.

In the control of knowledge tests are used. There are two possible forms of test organization, which can be called “choose the answer from the proposed options” and “write the correct answer”.

The organization of the test according to the principle “choose the answer from those offered” ensures the speed of passing the test, since it does not require the student to have special computer skills. To issue an answer, simply press the key with the number of the correct answer, selecting it from the suggested ones.

The organization of the “write the right answer” test implies a good initial preparation of the student as a personal computer user. Issuing an answer is carried out by his typing and requires a good knowledge of the keyboard, including “switching to English” and the ability to type formulas using special programs.

At this stage, the computer assists the teacher in managing the learning process, provides the students with the results of the control tasks, taking into account the mistakes made in the subject and the time spent. The computer allows students to carry out self-control and mutual control over the implementation of tasks.

As a homework, students are encouraged to find information about mathematicians, mathematical values, study some facts, sections, topics, and make a multimedia presentation. A presentation created by students is a creative work that combines textual information and graphic images, sound effects, and some of the material is transferred to the hyperlink format. Students use the Power Point program from the Microsoft Office suite of programs.
In addition, using computer technology, you can create various training and demonstration programs, models, games. Such effective developments form a positive attitude of students to

learning, suggest an unobtrusive way of providing assistance, the ability to choose an individual pace of student learning.

With the monotonous use of one training tool by the 30th minute, there is a slowdown in the perception of the material. Using a computer also adds electromagnetic radiation. Therefore, in class I try to alternate intense mental work and emotional discharge, using exercises to relieve tension and fatigue when working with a computer and to improve cerebral circulation. Computer technology has been successfully used in the extracurricular activities of students. Their use in extracurricular activities provides:
• improving the efficiency and quality of extra-curricular and extra-curricular activities;
• activization of cognitive and creative activity of schoolchildren due to computer visualization of educational information, inclusion of game situations, management capabilities, choice of a mode of extracurricular activities of students;
• deepening of interdisciplinary connections through the use of modern means of processing, storing, transmitting information, including audiovisual, when solving problems in various subject areas;
• Strengthening the practical orientation of knowledge gained in the framework of extracurricular activities;
• consolidation of knowledge and skills in the field of computer science and information technology;
• formation of a steady cognitive interest of schoolchildren to the intellectual and creative activity realized with the help of computer technologies;
• increasing the educational impact of all forms of extracurricular activities;
• implementation of individualization and differentiation in working with schoolchildren;
• development of the ability of free cultural communication of schoolchildren using modern communication tools.

The main goals of informatization of extracurricular and extracurricular activities of schoolchildren are:
• involving the school in building a unified information space;
• formation of the attitude to the computer as a tool for communication, learning, expression, creativity;
• development of creative, independent thinking of schoolchildren, the formation of skills and habits of independent search, analysis and evaluation of information, mastering the skills of using information technologies;
• development of cognitive and creative activity of students;
• formation of a steady cognitive interest of schoolchildren to intellectual and creative activity;
• development of attention, memory, imagination, perception, thinking,
• organization of effective information interaction between teachers, pupils and parents;
• implementation of individualization and differentiation in working with schoolchildren;
• development of the ability of free cultural communication;
• training in methods of constructive interaction and mutual understanding;
• all-round development of the child's personality;
• organizing meaningful leisure activities for children and young people.

At the lessons of mathematics, you can apply a variety of forms of work using information technology. This may be the use of ready-made programs in mathematics, available in the library; creating your own educational resources; All this fully applies to extracurricular activities. You can simply take the existing electronic resource and directly use it in the lesson

or one of its stages. Thus, you can study entire topics or select the necessary fragments from the program, just commenting on them during the lesson.
The use of computer technology affects the increase in cognitive activity of students. Increased cognitive activity is reflected in the performance and quality of students' knowledge on the subject.

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