

THE BENEFITS OF USING INFORMATION TECHNOLOGY IN THE EDUCATION SYSTEM

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ABSTRACT

In this article the main principles of teaching economic knowledge of students of professional colleges by means of information technologies, methods and methods of forming intersubject communication, a modular approach to vocational training, the basic principles of new technologies of teaching.

Keywords: Professional activity, model, professional skill, integration, teaching methods, intersubject communication, vocational training, didactics, methodology, vocational training, profession, modeling of specialty subjects.

INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

In the new environment, there has been a challenge for teachers of vocational education to advance the professional competence of future professionals. This problem cannot be solved by increasing the knowledge of the specialists in a single line, and there is no need to teach something that does not yet exist. But the emphasis in teaching can be derived from "Ready Knowledge" non-standard thinking, creative abilities and qualities.

If earlier the reproductive form of teaching provided for a declarative method of writing the subject matter, it should now be presented in a problematic form and not by repetition but by using interdisciplinary links.

With the formation of an information society (knowledge society), the main issue in the learning process is not the release of specific information to the learner, but the ability to independently acquire knowledge and to develop lifelong learning. In this regard, there are great opportunities for the introduction of modular approaches to the learning process.

The modular approach to vocational education requires that a student develops professional competencies, such as the ability to quickly and accurately perform a specific job in a particular workplace.

The modular approach is reflected in both the curriculum construction and the construction of individual training courses. The learner may study the entire program or study separate teaching courses. Each individual course will consist of modules.

Specific features of modular technologies are:

- the study of the student's independent study of the topic of study;
- the creation of a large-scale block of teaching topics, along with recommendations and exercises for its study, using interdisciplinary links;

- openness of the methodological system of the teacher of special subject (the program of study of the theme and the planning of work for the lessons are delivered to the students in advance);
- management of students' knowledge acquisition through programs (stages of study and sequence of exercises) and algorithms (ie, training-methodological complex called module);
- Possibility of students to choose the level, form, location and pace of development of the topic;
- Voluntary homework;
- creating conditions for successful cognitive activity for each student;
- promising students to the criteria and content of control;
- Demonstrate unwavering trust in the learner, relying on his or her capabilities
- Free self-control and mutual assistance during the training;
- only meaningful (without evaluation) current control;
- evaluation of results on final control (not in the form of arithmetic mean of current results);
- to give each student an opportunity to improve their final results;
- an opportunity to experiment in creative activity;
- Student participation in evaluating the effectiveness of the learning process.

The modular technology is based on the principle that classical humanistic psychologist K. Rogers considers: the learner is introduced into an active, independent process of learning through the modular program while the teacher facilitates and facilitates learning and self-management.

In this case, the teacher will be able to get rid of the special subject matter and the heavy management burden, and finally will have a real opportunity to implement an individual, individual approach to each student, and to help the students interact and interact with each other.

The humanistic principle of student orientation is implemented according to the methodology of the teacher's system included in the module, the voluntary and openness of the final result, the ability to choose the level of self-control and self-control, Thus, a favorable psychological and psychological environment will be created for the student to feel free, protected, confident in his or her own strength.

As an important indicator of personalized learning, the status of the subject is ensured naturally by modular technology rather than by external decision. The learner himself plans his own methods, pace and location. He assesses his level of capabilities and wishes. He decides to move on to the next level.

The need for self-disclosure is satisfied, first, by the ability to read successfully through the module and, secondly, with the freedom to choose creative activities and non-standard tasks.

In the implementation of modular technology there is a gradual and significant transition from one activity (acquisition of theoretical knowledge) to another (acquisition of professional skills and skills). The means of making such a transition are active methods of teaching (problem lectures, business and role-playing games, situational exercises, discussion lectures, the use of interdisciplinary communication, and so on).

Vocational training on the basis of modular programs is clearly in line with the requirements of the production environment, which helps graduates to find employment and secure employment.

Various forms and methods of interdisciplinary communication are used in teaching practice. Their choice is determined by a variety of factors - the content of the subject matter, the objectives of the training, the types of interdisciplinary links, the professionalism and experience of the teacher, the level of training of the students and more.

As noted, it is important to encourage students to independently engage in interdisciplinary communication, to develop the skills to apply previously acquired knowledge to new arguments, concepts, events, processes, laws, and independent analysis. These skills are incorporated into the context of practical situations that are interdisciplinary.

Among the organizational forms of interdisciplinary teaching focused on theoretical and practical training of students in vocational colleges, it is possible to distinguish between seminars or workshops. One of the didactic requirements is the consistency of teaching (the relation of this workshop to the previous sessions and lectures on the basis of the intra- and interdisciplinary links of science to the formation of knowledge and skills, and the scientific outlook).

Trainings are organized into the following types:

1. Acquiring new knowledge - independent work in lectures, heuristic interviews, research;
2. Skills formation - exercises, practical work, travel, seminars, business games, contests, etc.
3. Training on summarizing and systematizing knowledge, skills and skills - conference, disputation;
4. Control and correction of knowledge - tests, control tasks, tests.

Most educational institutions conduct cross-disciplinary cross-cutting of knowledge.

Forms of interdisciplinary engagement in extracurricular activities include conferences, tours, contests, business games and more.

It should be noted that in theoretical training sessions, heuristic, dialogical, and research methods are also used to facilitate interdisciplinary communication. Algorithmic, monologic and visual methods are used where interdisciplinary communication is delayed. Programmatic and ideological methods are often used to reinforce the theme.

Today, integrated training has become especially relevant. Integrated training helps to integrate the activities of different subject teachers, to significantly enhance the learning process and to establish visual inter-disciplinary links.

Integrated integrated training is a lesson based on integrated learning disciplines. But integration is a combination of theoretical and practical elements of preparation received in various disciplines and types of activities that help students adapt to work in new business environments. We can say that integrated training modeled professional activity. Integrity of theoretical and practical training, illumination of interdisciplinary aspects converges with the production of educational work.

In essence, integrated integrated training can be both intra-cycle and inter-cycle integration. Comprehensive classes enable students to achieve high levels of independence.

As one of the most active methods of teaching, integrated learning helps students develop the following positive business qualities:

- Ability to quickly adapt within a group engaged in problem-solving;
- the ability to communicate, exchange information and form the necessary perspectives;
- the ability to analyze and evaluate their actions;
- the ability to promote and describe ideas and suggestions;
- the ability to express ideas clearly and convincingly, to be gentle but understanding.

How to prepare and conduct an integrated lesson

There is little emphasis on pedagogical literature on this issue, with the emphasis being on the experience gained by teachers in the integrated lessons. The main thing here is that teachers are finding their own creative, non-standard teaching technology.

Here are the key points:

1. The leading didactic means of vocational training in integrated learning are interdisciplinary links aimed at highlighting the integrity of the theoretical and practical components of professional activity;

2. The importance of conducting integrated training is that there are ways in which different knowledge and skills in different disciplines can be transferred to a single professional activity.

Therefore, integrated training can be conducted in the following ways:

- Problems of complex training-production problems and situations - practical training;
- Non-standard occupations - business games, contests, production classes, exhibitions, presentations, tours;
- teaching practice;
- Training on the use of computer technologies.

We will consider the integrated training methodology.

In preparation for the lesson, each of the teachers performs a didactic analysis of the subject matter. Conducting component, technical, technological, organizational-economic, psychological analysis and educational significance analysis on the topic of study:

- defines the purpose and objectives of the lesson, defines the types and types of links between theoretical and industrial training (what methods and methods of action should be developed, what skills and skills should be developed in students), defines the training and production basis;

- Selects topics, determines the size and complexity of training and production situations;

- selects teaching methods and exercises, identifies types and types of students' independent work, identifies questions for interviews and their solutions, generates questions and exercises to create problem situations;

- to consider possible types of individual independent exercises for students;

- Prepare topics for homework and determine their size and features;

- Think about exercises for the next session.

This comprehensive analysis of the training topic helps teachers to plan and conduct the training properly.

The use of gaming technology activates the learning process, encourages students to learn independently, and increases their interest in the subject matter. This is especially relevant for all disciplines, especially specialties. Determining the role and importance of game technology in the learning process depends on how well the teacher understands the functions, goals and objectives of the pedagogical games.

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