# THE INTEGRATION OF NEW ICT TECHNOLOGIES INTO THE EDUCATIONAL PROCESS IS A NECESSARY CONDITION FOR THE MODERNIZATION OF THE EDUCATION SYSTEM

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## ABSTRACT

Stages of the formation of an information culture, solving computer literacy problems, application and use of information and communication technology in the educational process, computerization of school education, integration of information and communication technology in the educational process.

**Keywords:** Integration, teaching staff, computer literacy, differentiation of education, individualization, intersubject integration.

## INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

Knowledge of the basics of computer science, its capabilities and development prospects becomes relevant for almost all members of modern society. The rapid growth of the role of computer systems as an instrument of intellectual activity imposes qualitatively new requirements on the entire educational process.

The formation of information culture mainly takes place at school as a result of studying new areas of computer science. Using a computer in educational activities involves not only a quantum leap, but also changes in the student's psychology. The result of training will depend on the organization of the process of using a computer in educational activities and on the psychological readiness of students to use modern ICT technologies in their educational activities.

The implementation of the introduction of new technologies in the educational process requires constant updating of the content of school education and new teaching staff. In the process of modernization of general education, the educational process in the school is being improved on the basis of harmonious integration of traditional pedagogical and new ICT technologies, as well as the development of a unified information educational environment. Thus, there is a transformation of traditional secondary general education into informational, open at the municipal, regional, federal levels.

In this regard, in many educational institutions, attempts are being made to intensify activities that contribute to the development of informatization.

The process of school informatization seems to us to be a phased process

**The first stage** can be called "**Computer literacy**". At this stage, it is necessary to solve the following tasks:

- Equip the school with ICT facilities.
- Organize the teaching of a continuous course in computer science
- Train teachers.

The school has created a single information space. Today the school has a technical base. There is a modern computer class, teaching room, library. The head teacher's office is equipped with computer equipment.

**The second stage** can be called "The use of ICT in the study of various disciplines." For several years now, the school staff has been conducting systematic work to introduce ICT technologies into the educational process. In practice, forms, methods, and techniques of using ICTs are considered that help to make the educational process more effective, help to practically implement a personality-oriented approach to learning, and to achieve a high degree of differentiation of instruction.

Using ICT technologies in the lesson allows you to:

- intensify the cognitive activity of students;
- provide a high degree of differentiation of education (almost individualization);
- increase the amount of work performed in the lesson;
- improve knowledge control;
- build skills of genuine research activities;
- provide access to various reference systems, electronic libraries, and other information resources.

And as a consequence of all these components, there is an increase in the quality of students' knowledge. Thus, we can confidently say that the school has become well-established at **the third stage** of school informatization and has come close to the third stage of school informatization - **"Integration of ICT into the educational process"**, the main tasks of which are:

- wide intersubject integration;
- a decisive step towards individualization of instruction;
- transition from individual electronic teaching materials to the creation of electronic textbooks and libraries in all educational fields.

As practice shows, using information technology in the educational process, you should not do this sporadically, haphazardly, otherwise they will not affect the learning outcomes. But do not forget that attracting a computer should not be considered as the goal itself, but as one of the ways to enhance the creative development of the individual and cannot completely replace traditional teaching methods and techniques.

In modern society, training can be organized in such a way that not only a teacher acts as a source of knowledge, but also into a computer, television, video. Pupils, respectively, should be able to comprehend the information received, interpret it to apply in specific conditions; at the same time, innovative computer learning technologies contribute to thinking, understanding the essence of things and being able to express personal opinions.

We emphasize that by combining information of different technologies, such new theoretical or applied knowledge can be revealed that it is impossible to obtain when studying one technology, since a new knowledge structure is not formed by simply transferring this or that specific knowledge, its methods and concepts to the soil of others sciences. In the process of integration, a new general knowledge is formed as a complex, multicomponent education, and such a structure, acquiring the attributes of the whole, differs not so much in quantity but in quality.

The integration of ICT and PT expands the methodological possibilities, since the methodological components of different technologies can be combined and supplemented due to the diversity and variability of the methods and techniques for studying others. This gives grounds to assert that the integration of ICT and PT in the process of linguistic and methodological training of a future teacher allows us to isolate the main elements of the content of training, to provide for the development of system-forming and system-developing ideas and general scientific methods of educational activity.

The integration of modern information and communication and pedagogical technologies helps to create the necessary conditions for the optimization of training, to make it more effective and productive.

At the same time, it should be emphasized that no matter what properties the means of information and communication technologies possess, the didactic tasks are always primary, especially the cognitive activity of students due to certain educational goals. Information and communication technologies are a means of realizing these goals and objectives and create the necessary information and subject environment for this.

The integration of ICTs and IT is highly interactive. Pedagogical technologies (design method, training in collaboration, case technology, etc.) and ICT tools imply the ability to interact or be in a mode of conversation, dialogue with someone (for example, a computer or an interlocutor).

Practice shows that modern educational technologies based on the use of information technologies provide a solution to new educational problems, including the tasks of linguistic and methodological training of a future teacher, since their main advantage is the ability to integrate all other educational technologies into a single system.

Informatization of the educational process is the reality of today, ICTs are confidently gaining a place not only in the educational, but also in the educational, methodological and managerial processes in the school. Work in a new way is interesting, exciting. This is the right path to the future of school education.

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