кордоні (проходження вантажів)», «Готель», «Проблеми з автомобілем», «ДТП» і то що використовуються відеоматеріали,відповідні достатньо ефективно модельований ситуацій.

Проектна методика широко використовується для формування предмета«Іноземна мова», загальнонаукової технічної та професійної компетенціїстудентів [3]. Основною метою цього методу є навчання іноземної мови наактивній основі з урахуванням інтересів тих, хто навчається, тобто воно є студенто-центрично, що сприяє навчанню активному володінню іноземноюмовою, і це стає характеристикою інженера.

Такі проектні завдання, як «Вантажні перевезення у Великобританії таУкраїні», «Громадський пасажирський транспорт у США та Харкові», «Пасажирські перевезення 21 століття», «Безпека дорожнього руху»,«Інтер модальні перевезення», «Сучасні технології на службі індустріїперевезень» і то що. сприяють розвитку особистості кожного окремо взятогостудента, вміння працювати в колективі, приймати рішення, формують такіякості, як ініціативність, самостійність, активність, критичне і творчеспілкування, нести відповідальність за рішення, тобто розвиваючи соціальнукомунікативності іноземною мовою, проектний метод виховує вище переліченіякості, необхідні в сучасному світі.

Метод проектів при навчання іноземної мови у ХНАДУ формуютьсоціально-психологічну особливість студентів, підвищують створеннянеобхідної мотивації до вивчення івикористанням проектної методики є лінгвістичні і соціокультурні знання, щоформуються в студентів у процесі оволодіння новим мовним матеріалом затемою проекту у процесі пошуку значущої інформації з іншомовних джерел.

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EDUCATIONINFORMATIONTECHNOLOGYRESULTS

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Abstract. This article deals with the problems of education informatization which has significantly changed the education forms and methods making a challenge for teachers' development.

Key words: software, environment, teaching methods, computers, Internet, education informatization.

In the modern information society, the basis for the development of civilization is information processes, in which information technology is widely used. The introduction of information technologies in the sphere of human activities contributed to the emergence and development of the global process of informatization. In turn, this process gave impetus to the development of the system of national education. In Ukraine, as in many other countries of the world community, more attention is being paid to the problem of the education informatization, which is regarded as one of the most important problems of the civilization development.

Information, closely related to governance and organization, has become a global resource of humanity, multiplying its potential capabilities in many areas of life. In this connection, informatization of the society is an actual task today.

Successful informatization of education generates a number of social problems. They cannot be classed as "shortcomings", as winter cannot be called as bad season. Winter will be difficult if you do not have a home and warm clothes.

The first problem is:"Pedagogical revolution"

The widespread introduction of information technologies into educational practice generates social tension among educators. It has several phases.

Phase one: the management of the education system requiresmass computer literacy. Every teacher has to attend the appropriate courses, everyone understands: the time has come.

Phase two: teachers who have received basic knowledge and skills begin to imitate the use of computers in their professional practice. Making presentations and conducting slipped open classes. At the same time, everyone understands that this is a show-off, and it has no influence on the educational process. The main reason is that the leaders who sent the teaching masses to study, forgot to allocate money for the relevant material resources.

Phase three:invest the style of teaching changes for a new one saving the main pedagogical goals. Using the computer and the Internet in the educational process mustbe constant and systematic. And then it turns out that it requires not even knowledge, but a certain revision of the personal pedagogical concept. It is necessary to get off the pedestal of the great guru and sit next to the students at the desk. We must agree that the new topic could be better stated on the computer.

The second problem is: "Mass training at home"

The introduction of a unified state examination in the form of testing formed a trend among graduates. Children with the help of parents began to neglect school lessons, preparing for a single state exam. The spread of test forms of control over time will lead to the fact that the tendency will move from graduation classes to younger parallels. The new generation of educational software products, the emergence of which is in the air, can make the phenomenon even more massive. In my opinion, the question is not whether this will happen or not. The question is, how soon this will happen. Will the education system get ready adequately for this? Will it find a worthy substitute for the class-lesson form of the organization of the

educational process? Form the necessary number of teachers of the new generation? Will thegovernment find scope for those who are not in the new realities? One of Parkinson's laws tells: "Trouble always happens before they are expected."

First perspective: "Knowledge without gaps"

One of the key problems of the current class-lesson system is that many students have knowledge gaps accumulated as a snowball. For some lessons, this is not critical, but for mathematics - just a disaster. No teacher can identify all gaps in knowledge among all students. Even a tutor who is hired to pull a child up cannot always do this absolutely perfect. To my mind information technologies will solve this problem. And here, by the way, computer testing can play a leading role.

Second perspective: "Whose responsibility is?"

A pupil often believes that he is getting education for his parents. For himself, he decided long ago that geography (biology, history, etc.) are not needed for him in the future life. Parents believe that everything should be taught by the school, and their duty to work - and pay taxes to the budget. Teachers believe that it is their duty to tell correct and ask strictly, and the rest - the problems of the student and his parents. Simply saying, exaggerated cycle of shifting responsibility in studying. It is clear that such positions are rare in the pure form, but the problem is obvious. And responsibility at different times is shifted to different participants in the cycle. Now many parents see how their children easily adapt to new realities. And they are quietly shifting responsibility from their shoulders to children's. And at the current level of communication between the participants in the educational process there will be nothing different. Only the use of information technologies for the organization of useful and, that is the most important, uncomplicated communication can change the situation basically.

The use of multimedia educational materials, information and communication technologies in the educational process allows: to present teaching materials in a graphic, sound, animated forms, which gives many students a real opportunity to learn the subject at a high level; to differentiate and individualize way of studying for each student; significantly increase interest in subjects, which also increase the quality of teaching; access and operate with a large amount of information; form an information culture, including teaching children to find and use various types of information, which is one of the most important skills in the modern world.

The main goal of the system is to make information about the schedule of lessons, homework, marks available to parents and students at any time, and teachers to facilitate the maintenance of information about all changes in the educational activities of the school.

The e-journal system is developed to help the teacher to plan his professional activity more carefully and to save time analyzing information about the students' educational achievements. The system of electronic diaries and journals allows increasing the level of student achievement. Thus, it allows to build a system of assessments, control and accounting of school achievements for the improvement of teachers' professional activity.

The director and deputies are given the opportunity to receive at any time more detailed information about the current educational process at school, which allows, if necessary, to adjust the school's workand prevent possible crisis situations.

Teachers are given the opportunity to receive information about their workload, changes in the schedule, spend less time performing arithmetic or algebraic operations to deduce students' grades, plan their weekly workload, and share their experience with colleagues.

The experience of using information technologies in education is only just beginning to accumulate. The other problem is the obsolescence of IT over time, as information products have an extremely high rate of new types or versions changeability.

One of the urgent tasks is not just to equip the schools with equipment and software, but to create such an environment that it becomes natural for teachers to use computers practically in all aspects of their activity. Information technologies are not just tools, they allow you to receive information and form ways of communication, influencing the thinking process and the creative abilities of society. Due to the education, information technologies influence the culture formation itself. A person who does not own modern information technologies, is deprived of one of the adaptation mechanisms in a dynamically developing society. Information tools and technologies become an integral part of a human life

PRINCIPLES OF OUTSTANDING CLASSROOM MANAGEMENT
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Effective classroom management requires awareness, patience, good time, boundaries, and instinct. Nothing is easy if you lead a large group of easily disruptive young people with different skills and temperaments on a meaningful learning path.

So how do master teachers do this? To understand the classroom management strategies of experienced teachers better here are the most commonly mentioned and creative approaches.

Take care of yourself to take care of your students To learn effectively, your students need a health, our experienced teachers said. So get enough sleep, eat healthy food and take care of your well-being. working 15 hours a day then you'll be completely stressed. The most important thing you do at your institution is making decisions. If you're too tired to do it right, it won't matter how well prepared you were last night. A few deep breaths can be very helpful in recognizing frustration before taking action. The moment of patience in a moment of frustration saves a hundred moments of regret.

Countless studies confirm the idea that self-care reduces stress, which can deplete your energy and impair your judgment. While self-care is more of a habit or