

## THE INFLUENCE OF THE INFORMATION TECHNOLOGIES DEVELOPMENT ON THE LEARNING PROCESS

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The introduction of information and communication technologies in education is a necessary step in the development of the modern information world as a whole.

Significant changes related to the process of informatization determine new requirements for today's human and dictate new tasks of education. During organizing training with the use of information technology, it is important to move away from the so-called «button-technological ideology». It should not be so much about training "information consumer" who can find the right information at the right time, but about a person who can turn information into a system, who can compare it with personal and socio-historical experience and could develop a correct and purposeful course of action based on this.

Recently, educational institutions are actively using Internet technologies in the educational process: telecommunication projects are being developed, educational platforms, virtual subject rooms are being created, network methodological associations are being implemented, lessons and lectures are being conducted using Internet resources, video conferences and seminars, chat sessions are being organized with using of Internet tools. The information educational environment, which is actively developing today, significantly changes the positions of participants in the educational process. In the content of pedagogical activity of the teacher and in the conditions of use of Internet

technologies the «information component» develops. This point causes formation at students of general educational and general cultural skills for working with the information. Today it is necessary to improve the level of teacher training, which aims to develop the content of elements of pedagogical activities based on the use of Internet technologies, which is extremely relevant in today's information society.

Information and communication technologies in education have five main functions: educational, developmental, educational, cognitive and motivating [1].

Due to the still insufficient development of the methodological base and methodology of ICT research in education, there are problems in the process of its development, which forces the teacher to focus only on personal experience and the ability to find ways to effectively using information and communication technologies.

At the same time, it should be borne in mind that the use of information resources published on the Internet often leads to negative consequences.

1. A teacher, unlike a computer, is a person who has a systemic influence on the student. He is the bearer of moral values, meanings, ideals, and this influence is realized in direct contact, not in the texts of educational tasks.

2. Actually intellectual development, the level of computer thinking limits the level of thinking of the learner.

3. Most often, the principle of saving energy works when using ICT tools: ready-made projects, abstracts, reports and solutions to problems borrowed from the Internet have become a common fact today, which does not contribute to the effectiveness of teaching and education. If we follow this way of general individualization of learning with the help of personal computers, we may come to the conclusion that we will lose the very opportunity to form creative thinking, which in its very origin is based on dialogue.

Emphasize again, during the last years a need of a new policy for implementing information and communication technology in education has emerged [2].

But while teachers are expected to integrate technology into the classroom, the reality can be very different.

Some of the issues teachers can face relate to the technology itself. Others relate to student or parent expectations, or whether there's enough of the right professional development to help teachers become proficient in digital technology [3].

Without addressing these concerns, we risk creating a generation of students ill-prepared for a digital future.

Along with this, we should note that the use of information technology in education allows everyone to get an education within the concept of «open education». «Open education» realizes equal opportunities for education regardless of place of residence, health and other factors, etc.

The spread of the principles of open education is probably the most noticeable in fact that the requirements of openness are increasingly becoming the standard of individual educational institutions, as well as national educational systems [4].

This raises the question of the correct design of open educational technologies. The purpose of the design is to present the creative process and its results as finite means. The author [4] offers five design principles that are necessary for the success of open educational technologies. Although these qualities are not unique to the design of open technologies, they reflect some of the most important principles of open education: access design; support design; ownership design; participation design; convenience design.

The principles themselves do not create convenient open education technologies, but the ideas associated with them may be useful to their authors.

Therefore, we emphasize the importance not only of creating a form of distance communication with students of different levels, but also its successful design so that the knowledge embedded in the distance learning course is the best absorbed by students and other education seekers.

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