THE APPLICATION OF INFORMATION TECHNOLOGIES IN MATHEMATICS CLASSES AND THE DEVELOPMENT OF CRITICAL DESCRIPTION

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----------------------------------ANNOTATION----------------------------------
A great time for childhood! The child who steps on the threshold of school for the first time enters the world of knowledge, where he has to discover many unknown things, to look for unique, non-standard solutions in various subjects.
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Primary school is the foundation on which a child's further education depends, and this places a special responsibility on the primary school teacher, who has long been a "skill school" in the education system, i.e. considered as a step. education, where the student must acquire basic skills such as reading, writing, arithmetic. Elementary school is presented differently today. Today, this should be the child's first experience in the education system - a place where they test their educational power. At this stage, it is important to develop activity, independence, maintain cognitive activity and create conditions for the child to enter the world of education.

The role of the teacher in information culture is also changing - he or she must be the coordinator of the information flow. Therefore, the teacher must be well versed in modern methods and new teaching technologies to communicate in one language with the child.

The rapid development of new information technologies and their introduction in our country has left its mark on the development of the personality of the modern child. Today, the traditional "teacher-student-textbook" scheme has introduced a new link - to the computer, and to the school mind - to computer education. One of the key parts of education informatization is the use of information technology in education.

The use of ICT in primary school has the following advantages over the standard education system:
 - organization of children of different abilities and talents at the same time;
 - increase the cognitive activity of students;
 - individual approach to the student, using multi-level tasks;
 - strengthening the impact of education;
 - Improving the quality of material assimilation;
 - Implement a differentiated approach to students with different readiness to study;
 - Conducting lessons at a high aesthetic level (music, animation);
 - Development of students' ability to move in the information flows of the world around them;
 - mastering practical methods of working with information.

For primary school, this means a change in priorities in setting educational goals: one of the outcomes of teaching and learning in primary school should be the readiness of children to master modern computer technology and the ability to update the information obtained. with their help for self-education. To achieve these goals, it will be necessary to apply different strategies of teaching young students in the practice of

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primary school teachers, and primarily the use of information and communication technologies in the learning process.

Lessons using computer technology can make them more fun, thoughtful, and moving. Almost any material is used, there is no need to prepare many encyclopedias, reproductions, audio accompaniment for the lesson - all this is pre-prepared and placed on a small CD or flash card.

Students in grades 1-4 have a visual-figurative mindset, so the process of cognition involves not only seeing, but also hearing, feeling, imagining, using as high-quality visual materials as possible. It is very important to form their knowledge. new things. Here, in due course, comes the brilliance and play of computer slides and animations.

Therefore, ICT should perform a specific educational function, helping the child to understand the flow of information, to comprehend it, to remember it, and in no way to harm his health. ICT should act as an auxiliary element, not a key element of the educational process. Taking into account the psychological characteristics of a small school student, working with ICT should be clearly thought out and dosed. Thus, the use of ITC in the classroom should be smooth. When planning a lesson (work) in primary school, the teacher should carefully consider the purpose, place and method of using ICT

I have only used information technology in my third year of work, incorporating them into the learning process, but I have gained experience in using ICT in the learning process.

My experience in the use of information technology shows that there are endless opportunities to individualize and differentiate the educational process in the context of the didactic use of ICT in a traditional lesson.

They give children access to non-traditional sources of information, increase the effectiveness of independent work, provide completely new opportunities for creativity, acquire and strengthen skills and abilities, enable the implementation of completely new forms and methods of teaching. There has been a significant change in the learning process, with a focus on developing thinking, imagination, as a key process necessary for successful reading; effective organization of students' cognitive activity is provided.

Using ICT, I have made it easier to implement a student-centered approach, making it possible to organize the entire learning process more intelligently.

I use ready-made multimedia products and computer training programs in my work, create my own presentations, projects, use the Internet for teaching and extracurricular activities. I use information technology in all sciences. I use educational and play programs in my classes.

In math classes, I use the "Math in Games and Problems" disc. This guide contains a variety of materials on many of the topics taught in elementary school. Different types of tasks help to develop each student's cognitive and creative abilities.

I use computer animation slides when working on tasks. Their advantage is that I can go back to the beginning of the problem at any time, focus on its individual parts, talk to students, and listen to different opinions. In grades 3 and 4, I use slides with animated tasks to move around. I use animated pictures from the Internet to create such slides.[1,2]

But I don't just use ready-to-work electronic disks in my work. I use test assignments from all subjects. Initially, I only used print tests that I developed, typed on a computer, and published for each student. During this time I developed various types of tests. Now I use not only print tests but also computer tests in class, which allows me to get a grade given by a computer immediately after I finish them and identify my shortcomings on a particular topic.

Most importantly, students 'eyes, brains, and hands are involved in completing test assignments, and game elements are not essential in developing their interest in the work done and therefore maintaining the desired level. intensity of the learning process.

The proposed tests can be used both in the self-monitoring phase and in the current and final testing phase of students 'knowledge, skills and competencies. The test results allow the teacher to immediately identify the problems that are causing difficulty in the children, and to correct both their activities and the students 'activities aimed at mastering the mathematical content. The tests examine not only knowledge, skills and competencies, but also the formation of general learning skills: read the assignment text carefully, relate its status to the requirement, analyze, compare, generalize.

In addition to tests, I use crossword puzzles, diagrams, tables, with which students work directly on the computer, study the course material independently, and work sequentially on the computer according to a certain algorithm.

In math classes, using a computer, children, under the guidance of a teacher, can solve the problem of lack of mobile vision by comparing geometric shapes by drawing on a monitor screen, analyzing the interdependence of sets. and problem solving.

As the great teacher K.D. Ushinsky wrote: "If you enter a class where it is difficult to get the word out, start showing pictures, the class speaks, and most importantly, he speaks fluently ...".

Pictures have clearly changed since the Ushinsky era, but the meaning of the phrase does not age.

Yes, and you and I can say that a lesson that includes slides, presentations, electronic encyclopedia information will evoke an emotional response in children, including most infants or disinhibitors. The screen is so distracting that we sometimes can't work with the frontal class.

One of the most successful ways to prepare and present teaching materials for elementary school lessons is to create these presentations. "Presentation" is translated from English as "presentation".

The English proverb says, "I heard and I forgot, I saw and I remembered." Scientists estimate that a person remembers 20 percent of what they hear and 30 percent of what they see, and more than 50 percent of what they see and hear at the same time. Thus, facilitating the process of perceiving and remembering information using bright images is the basis of any modern presentation.

The internet is an invaluable aid in business. Another way to get information is directly from the Internet in the classroom. I find the material I need in advance on the Internet and open it in class.

I think it's important to cultivate a positive perception of the computer as a learner's assistant, as a means of creativity, self-expression, and development. Working with ICT should teach a child to work with information on a computer in practice. Children who have mastered the computer in primary school can then use it as a tool for their activities in other classes, without having difficulty in computer science lessons.[2,4]

The use of computer tests in the classroom, the examination of game work allowed to have an objective idea of the level of mastery of the studied material in a short time and to correct it in a timely manner.

I use information technology at all stages of the lesson: explaining, reinforcing, repeating, observing, conducting Olympiads, extracurricular activities, and so on.

Design and research activities have a special place in my work. Students 'project activities help develop independent research skills, creativity, and logical thinking; integrates the knowledge gained in the learning process and engages students in solving specific life problems, contributes to improving the quality of education, democratizing the communication style of teachers and students.

Information and communication technology expands the teacher's ability to introduce students to an attractive world where they can independently receive, analyze, and communicate information to others. Teaching a child to work with information, to teach learning is an important task of a modern primary school.

I widely use ICT in organizing extracurricular activities for students. First, it is the preparation and design of various reports, extracurricular activities and games.

I add audio and video tools to the learning process to significantly increase not only the principle of accuracy, but also the interest in learning.

CONCLUSION

As a **conclusion** to this paper I can say that if teachers use ICT in their work, it means that they are not indifferent to their level of professionalism, they are worried about how well the teacher of a modern school will meet the requirements of this period.

Also, the use of new information technologies in traditional primary education allows to differentiate the learning process taking into account the individual characteristics of primary school students, to expand the methods of providing educational information to a creative teacher allows and allows for flexible management of the learning process, which is socially relevant and relevant in our time.[3]

When you see the burning eyes of the students in the classroom, you feel and understand the words of LS Vygotsky, the founder of evolving education: "These are the emotional reactions that should form the basis of the learning process. first the teacher must arouse the appropriate feeling of the student and make sure that this feeling is connected with the new knowledge. Only the knowledge passed through the feelings of the student can be absorbed".

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