ADVANTAGES OF USING MODERN TELECOMMUNICATIONS IN THE EDUCATIONAL PROCESS

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ABSTRACT

This article provides information on the advantages of using modern telecommunications in the educational process. In the field of educational system in our country, the issue of mastering modern information-telecommunication and computer technologies, Internet system, modern methods of digital and wide-format telecommunications is defined as one of the urgent tasks. Distance education is an important factor in solving these tasks.

KEY WORDS: *telecommunication, education, student, interaction, computer, laptops, moodle system*

Dhistance education based on Internet technologies is a modern universal form of professional education, which is designed for individual requests, personal needs and specializations of learners. In particular, the Moodle distance learning platform is one of the universal systems developed for the use of various training and educational methods for this purpose.

Distance education gives all aspirants the opportunity to improve their professional level according to their individual characteristics. In this method of teaching, the student learns teaching-methodical materials in an interactive mode independently at the same time, passes tests, performs control work under the guidance of the teacher and interacts with other students in the "virtual" training group.

The emergence of the principles of student activity within the educational process, individualization and differentiation of teaching, became the basis for the transition to project activities based on distance education. Various information and communication technologies are used in distance education. In this case, the use of each technology will depend on the goals and issues facing the distance course.

Distance education is distinguished by the following advantages: an increase in the number of students, the involvement of advanced teachers, scientists and experts in the fields of science in lectures, the unification of students and teachers from different countries, the organization of the educational process using active teaching methods and new pedagogical technologies, direct communication innovations to the students.

The distance education system has its own purpose, content, method and tool forms - a set of teaching methods and techniques that provide the educational process in distance education - pedagogical technologies of distance education.

Pedagogical technologies widely used in the distance education system include Case technology, TV technology, and Internet technologies.

Case technology - reflects a set of audiovisual and multimedia teaching materials in distance education;

TV technology - includes the delivery of educational methodical information through television or video communication programs.

Internet technology is important because distance education is based on the principles of access to global information and education networks, integration and mutual scientific communication and independent education.

The multimedia approach is characteristic for the first method, educational resources based on publications, audio-video materials are created using various educational tools, and the following educational materials are delivered to students through the computer network:

- interactive database;

- electronic journals;

- educational computer software products (electronic textbooks).

The interactive database is a systematized set of knowledge that can be mastered through telecommunication technologies, on the basis of which course organizers provide a base of necessary materials for students and pedagogues with the help of created resources.

E-journals are considered periodicals and are delivered to learners via a computer network. They serve as an important source of information for learners.

Educational computer programs placed on the central server provide methodological support for teaching. Communication with a remote computer is established using a modem or the Internet.

Individual teaching method - provides student-to-teacher or student-to-student interaction. This is done through telephone and email technologies. Remote teaching or management (the "tutor" system) is carried out by means of a computer network and is an important pedagogical process in distance education.

While the "one-to-many" method of teaching, in which the student passively participates in the educational process, has an important place in traditional education, it is considered one of the methods of special importance in the development of the modern information technology environment.

With the development of telecommunication technologies, the "many-to-many" teaching method, aimed at activating the interaction of all participants in the educational process, will become more intense. In other words, not only between the teacher and students, but also the intensification of students' interaction based on interactive methods becomes an important source of learning. The development of these methods will greatly help the effective conduct of collective learning discussions, seminars and conferences in teaching.

The principle of demonstrability means increasing the effectiveness of education by affecting all the senses of a person in education. In distance education, this principle is mainly provided by means of virtualization technology. In particular, it envisages wide use of video films, educational computer programs, and interactive technologies.

For the effective use of telecommunications in education, it is necessary to know their properties and functions in order to clearly determine for which didactic tasks it is advisable (from the point of view of pedagogy and psychology) to use one or another of them. The choice of one or another method or means of teaching is determined, on the one hand, by the specifics of the subject, the specific didactic task being solved, and, on the other hand, by the didactic properties of specific teaching aids. Telecommunications are considered precisely as a means of organizing the cognitive activity of students. As you know, didactics is a theory of learning that shows patterns, principles of learning, tasks, content of education, forms and methods of teaching and learning, stimulation and control in the educational process, characteristic of all academic subjects, at all age stages of education.

Under the didactic properties of a particular teaching aid, including telecommunications, they understand the natural, technical, technological qualities of the object, those aspects of it, aspects that can be used for didactic purposes in the educational process. Three groups of didactic properties can be distinguished.

1. Didactic properties of educational information presentation technologies: display and transmission of information in text, graphics, sound, video and animation format through electronic educational resources:

a) the ability to search for information of interest; the possibility of consolidating knowledge and processing acquired skills;

b) the possibility of assessing knowledge, skills;

c) organization of communication with the teacher.

2. Didactic properties of technologies for the transfer of educational information:

a) preparation, editing and processing of educational, methodological, scientific information;

b) storage and backup of information;

c) systematization of information;

d) dissemination of information in various forms;

e) providing access to information using electronic banks and databases to obtain the necessary information;

3.Didactic properties of technologies for organizing the educational process:

a) e-mail: transmission of messages simultaneously to a large number of students;

b) asynchronous exchange of information (text, graphics, sound) between the teacher and students;

c) possibility of organizing consultations, control, etc.;

4.Teleconferencing:

a) providing synchronous and asynchronous communication, which allows conference participants to send their information at any convenient time, as well as receive it from other participants;

b) participants have the opportunity to think carefully before sending messages;

c) the possibility of organizing a discussion of the proposed topic, consultations and other forms of educational activities;

5.videoconferencing: possibility of demonstrating educational information in multimedia, graphical form;

a) carrying out experiments, setting up experiments;

b) the possibility of organizing group participation in the discussion and interpretation of information;

c) synchronous exchange of information.

It is the didactic properties that allow telecommunications to perform didactic functions aimed at the implementation of certain aspects of the educational process (explanations, clarifications, discussions, conducting control cuts, tests, creative work, and so on). Didactic functions are understood as an external manifestation of the properties of teaching aids used in the educational process to solve educational, educational and developmental tasks. The didactic functions of telecommunications are largely determined by their interactivity due to hypertext and multimedia technologies:

On the one hand, the formation of the information society significantly affects the penetration of information technologies into all areas of educational activity, on the other hand, the informatization of education, forming the information culture of society members, contributes to its informatization.

Tasks of introducing telecommunications into the educational process are determined by goals. In the pedagogical literature, there are three fundamental pedagogical goals:

1) Intensification of all levels of the educational process.

2) The development of the student's personality.

3) Implementation of the social order.

In conclusion, the unifying task of introducing telecommunications into education is the task of forming telecommunication competence, which consists of three groups of tasks determined by the general direction of the educational process:

1) Educational tasks: study of several disciplines at once; mastery of reproductive skills by students (arising in the course of calculations, verification and processing of results, systematization and classification, analysis and synthesis, the ability to plan an experiment); formation of a system of basic knowledge and skills and their further replenishment and development; expansion of the scope of additional education for students (circles, sections, electives, scientific societies, elective courses (elective)); deepening of interdisciplinary connections; development of a conscious and deeper approach to learning (leads to the formation of a deeper understanding of the material); facilitate and systematize the professional activities of teachers and administration; improving the objectivity and efficiency of monitoring and evaluating learning outcomes; teaching methods of constructive interaction and mutual understanding.

2) Educational tasks: increasing the effectiveness of extracurricular activities of students; development of the ability of interpersonal and informal communication between students and teachers; organization of meaningful leisure for children and youth; organization of effective and efficient interaction between teachers, students and parents; formation of attitude to telecommunications as a tool for communication, learning, self-expression, creativity; increasing the educational impact of all forms of extracurricular activities.

3) Developing tasks: formation of skills to develop a strategy for finding solutions to both educational and practical problems; formation of the ability to predict the results of the implementation of decisions made on the basis of modeling the studied objects, phenomena, processes; development of sustainable motivation and fulfillment of the need for

acquiring new knowledge, for one's own development; development of attention, memory, imagination, perception, thinking, ingenuity; development of the ability of free cultural communication; development of students' awareness of themselves as creators of their own knowledge; formation of creative skills; development of general cultural interests.

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