

**LESSON IN THE PROCESS FROM INFORMATION AND COMMUNICATION
TECHNOLOGIES USE METHODOLOGY**

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Abstract. This article provides an analysis on the role and useful features of Information Communication Technologies in the organization and management of lesson processes in higher educational institutions today, where communication technologies are developed.

Keywords: lesson, information communication technologies, higher education, credit module system.

XXI century - the century of new information technologies. In this period, it is impossible to form the necessary skills and competencies without having knowledge about information technologies. Students' acquisition of vital 21st century knowledge and skills is the main criterion of their readiness for the next life. In this situation, the goals and tasks of modern education are also changing, moving from the traditional educational approach to the 21st century educational approach, i.e., to person-oriented education. On the basis of such an educational approach, the full development of the student's personality, full readiness for a rapidly changing life, development of their independent learning skills, creative thinking, correct search and selection of information from a critical point of view in the huge information space, the ability to not only see the problems in front of them, but also to solve them. Information technologies, computers and computer programs are created to facilitate the work of people, to work efficiently and to acquire knowledge, they open up new opportunities and require us to acquire new knowledge and skills. At this point, it is appropriate to quote the words of Craig Barrett: "It is teachers, not computers, who create miracles." That is, it is assumed that the information technology tools serve to increase the quality of education, and they participate in this process only as a means of gathering knowledge. The educational system requires teachers to have the skills and qualifications of the 21st century. Today, there is a lot of research on 21st century skills and competencies. In particular, the "Information and Communication Tools Competency Framework for Teachers (ICT CFT)" developed by UNESCO, Partnership for 21st Century Skills - www.21stcenturyskills.org). In addition, Apple Computer, Cisco Systems, Dell Computer Corporation, Microsoft Corporation, and Intel Corporation are conducting special research on 21st century skills and competencies. should respond accordingly. The introduction of information and communication technologies (ICT) into the educational process is one of the most important tools for students to develop the skills necessary for success in the 21st century. The introduction of ICT into the educational process requires teachers to have a number of skills and competencies: effective use of a text editor in the preparation of didactic materials and

documents related to their activities, preparation of multimedia presentations, searching for information in the network and communication. To perform these tasks, teachers are required to have computer literacy. Today, computer literacy is a broad concept that includes many skills. Of these, it is important to single out the most desirable and necessary foundation of computer literacy by teachers.

Basic skills that science teachers should acquire in terms of ICT literacy:

- To have an understanding of the computer and to know the principles of its operation (to have information about the main and additional devices);
- Knowledge of software;
- Ability to use a set of text editors, spreadsheets and other practical programs in the preparation of didactic materials and working documents;
- Knowing how to use the capabilities of the Internet.

The skills listed above are the minimum skills needed to achieve ICT literacy. For today's teacher, information technologies are used not only to fulfill the tasks in his professional activity (creating a lesson plan, creating presentations, collecting materials related to his subject from the Internet), but also to create didactic materials related to the subject he teaches, to use ICT tools to organize the educational activities of students (through a computer network). It should also serve for assigning various tasks, creating Internet resources and placing educational materials in them).

1. To have an understanding of the computer and to know the principles of its operation:

- What is a computer?
- What does a computer consist of (what is its architecture)?
- How to start and stop a computer.

2. Having knowledge about software:

- Working in the Windows operating system (organizing files and directories, performing various operations on them);
- Installation and removal of practical and educational programs from computer memory;

3. Ability to use a package of text editors, spreadsheets and other practical programs for the preparation of didactic materials and working documents:

- Creation of text documents, their formatting, printing and transmission;
- Working with tables, pictures and diagrams in text editors;
- Creating tables, working with formulas, creating graphics and diagrams in spreadsheet editors;
- Creating pedagogical presentations using multimedia programs;
- Edit images using graphic editors.

4. Knowing how to use the Internet network:

- Searching for information on educational materials on the Internet, downloading them and saving them to a computer;
- Participation in web forums and webinars (seminars held over the Internet) via the network;
- Use of e-mail service;
- Communication via the Internet (audio and organize video conferences reach);
- Use of social networking opportunities (Facebook, Twitter, Linkedin, etc.).

Having the elements of ICT literacy mentioned above is an organizational part of effective introduction of ICT into the educational process. Today, in the direction of improving the professional skills of teachers in the field of ICT, the main attention is focused on training them as computer users. It is necessary for teachers not to limit themselves to having ICT literacy, but also to have the correct use of ICT tools to increase the effectiveness of education. That is, every subject teacher should be able to use ICT tools as a didactic tool in his lesson. Therefore, in professional development courses, it is appropriate to teach not only computer literacy activities, but also topics related to ICT use methods. The analysis shows that even teachers with computer literacy cannot effectively use ICT tools during the lesson. This situation is a problem inherent in the education system of many countries. It can be seen that, in terms of actuality, the methodology of using ICT in the teaching process is considered more important than having ICT literacy.

It is possible to emphasize the skills related to the methodology of using ICT in the course of the lesson, using their didactic capabilities in creating pedagogical tools with the help of text and table editors (entering formulas in the text editor, creating graphs of functions in the table editors, etc.). In addition, this methodology envisages the use of ICT tools in which part of the lesson and for how long. As a confirmation of these opinions, we can cite the "Recommendations of teachers on acquiring knowledge of information and communication technologies" developed by UNESCO. These recommendations can be downloaded from the following site: www.iite.ru.

In these recommendations, it is emphasized that the modern teacher should be technologically literate and that the formation of these skills in students is not enough.

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