

## MAIN DIRECTIONS OF USING INFORMATION TECHNOLOGY IN MODERN EDUCATIONAL SOCIETY

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**Abstract:** In the article, information technology's directions which are used in educational society nowadays, increase in intellectual capabilities and progresses in this regard are analyzed.

**Key words:** information technology, multimedia, virtual reality, Windows LED systems, new teaching technology, computer telecommunications.

The Internet is not just another technological learning tool. It is qualitatively new teaching technology. Computer technology is a means of significantly expanding creative potential. Increase productivity in the broad sense of the word and at the same time go beyond the traditional model of studying an academic discipline. Also, the opportunity to study independently. In recent years, different countries have paid attention to the possibilities of using computer telecommunication technologies to organize training. Computer telecommunications provide effective feedback, which includes both the organization of educational material and communication with the teacher teaching a particular course. The specificity of Internet technologies lies in the fact that they provide enormous opportunities for choosing sources of information. Modern learning is difficult to imagine without multimedia (eng. multimedia-multi-component environment) technologies, which allow the use of text, graphics, video and animation in an interactive mode and thereby expand the scope of the computer in the educational process. Virtual reality (eng. virtual reality- possible reality) is a new technology for non-contact information interaction, which is implemented using a multimedia environment to create

the illusion of an immediate event in a stereoscopically presented “screen world”. To develop the main trends of modern educational technologies, the so-called humanization of the educational sphere is used. Self-actualization is encouraged, as well as self-realization of each individual person. This involves working with text editors, resources for creating presentations and projects, and tools for dynamic tables. In the field of education, especially with the advent of Windows LED systems, new opportunities have opened up. First of all, this is the availability of voice communication in so-called interactive programs. In addition, the widespread use of graphics (drawings, diagrams, drawings, maps, photographs) has become feasible. The use of graphic illustrations in educational computer systems makes it possible to convey information to the learner at a new level and improve its understanding. Educational software products using graphics contribute to the development of such important qualities as imaginative thinking. Intelligent learning systems represent a qualitatively new technology, the basis of which is the following features: modeling the learning process, using a dynamically developing knowledge base of intelligent learning systems containing, along with the traditional presentation of information. The most superficial use of a computer is illustrative material. A computer monitor (or projector screen) not only frees you from having to carry a bunch of books with you and make bookmarks in them, but also saves time by giving the teacher the opportunity to sort visual material in advance, as well as add audio materials. in quantities convenient for him. The computer helps make the lesson more productive and teaches students note-taking skills. After all, usually the teacher is forced to do everything written on the board quickly, without spending a lot of time on it (and, importantly, while he writes on the board, he does not see the class), and, besides, alas, not everyone has calligraphic handwriting. The computer is of particular importance in drawing up diagrams and tables. Pre-prepared step-by-step material makes it possible to set the pace of the lesson and at the same time allows you to return to any intermediate construction. Ready-made computer programs can help here. But, alas, there are very few of them. Methodology for conducting lessons using ready-made computer programs: firstly, the perception of a ready-made course differs in the perception of schoolchildren from a teacher’s presentation - they often perceive the plot on the screen as a movie.

Therefore, the teacher's task is to encourage students to take notes, to formulate problematic questions, so that acquaintance with the material proceeds intensively. As annoying as it may sometimes be, basing the presentation of new material solely on viewing the program (even if the computer lesson is well designed) is, as a rule, inappropriate, because attention is dulled.

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