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Herald pedagogiki. Nauka i Praktyka (HP) publishes outstanding educational research from a wide range of conceptual, theoretical, and empirical traditions. Diverse perspectives, critiques, and theories related to pedagogy – broadly conceptualized as intentional and political teaching and learning across many spaces, disciplines, and discourses – are welcome, from authors seeking a critical, international audience for their work. All manuscripts of sufficient complexity and rigor will be given full review. In particular, HP seeks to publish scholarship that is critical of oppressive systems and the ways in which traditional and/or "commonsensical" pedagogical practices function to reproduce oppressive conditions and outcomes.Scholarship focused on macro, micro and meso level educational phenomena are welcome. JoP encourages authors to analyse and create alternative spaces within which such phenomena impact on and influence pedagogical practice in many different ways, from classrooms to forms of public pedagogy, and the myriad spaces in between. Manuscripts should be written for a broad, diverse, international audience of either researchers and/or practitioners. Accepted manuscripts will be available free to the public through HPs open-access policies, as well as we planed to index our journal in Elsevier's Scopus indexing service, ERIC, and others.

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USING OF INFORMATION AND COMMUNICATION TECHNOLOGIES IN EDUCATION

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Abstract: Recently, our country is undergoing a reform of the school education system. It is necessary, as the era is changing, and it is important to update the content of school education. In the updated system of education, one of the important tasks of training and education at school is the education of a comprehensively developed personality, but this is impossible without improving the speech of students. In modern conditions, when the volume of knowledge necessary for a person and society is growing rapidly, it is no longer possible to limit ourselves to mastering a certain amount of knowledge: it is important to develop in students the need and ability to constantly replenish their knowledge, the ability to navigate in the rapid flow of scientific and political information. One of the decisive conditions for this task is the well-developed speech of every person in society.

Keywords: information and communication technologies, education, method, teaching.

At the end of the twentieth century. humanity has entered a stage of development, which is called the post-industrial or information society. But the judgment "We live in the age of information and communications" is not entirely correct, since both information and communications have always existed. Throughout the thousand-year history, human society has been accumulating knowledge and improving the ways of storing and processing information. First, writing spread, then the printing press, telephone, and television. With the entry of society into the age of computer technology, it became possible to process and present it more efficiently. This made it possible to efficiently store and process large amounts of information. But at the present stage of development of the information culture of society, knowledge becomes obsolete very quickly, and a person is forced to "study all his life." The huge amount of knowledge accumulated by mankind makes us look for other approaches to organizing the learning process.

Awareness of the fundamental role of information in social development and the huge growth rates of information technologies have necessitated the formation of a special information culture of the individual. To use new computer technologies in life, new thinking is required, which should be brought up in a child from elementary grades. For today's student, who will live in the information society of the future, the computer should become an integral part of his life. Therefore, the use of information and communication technologies (ICT) in the educational process is an urgent problem of modern school education. "The world experience shows that the solution of the problems of education begins with the professional training of teachers. Without a qualitative growth of pedagogical professionalism, we will be doomed to remain in the past." That

is, training in the field of modern ICT is necessary. Teachers of the new generation should be able to skillfully select and apply precisely those technologies that fully correspond to the content and goals of studying aparticular discipline, contribute to the achievement of the goals of the harmonious development of students, taking into account their individual characteristics.

As at the beginning of the previous section, it is necessary to define some terms in this section.

Information is all that information that reduces the degree of uncertainty of our knowledge about any object. And, accordingly, information technology is a system of procedures for transforming information for the purpose of its formation, organization, processing, distribution and use.

Information technologies of education are all technologies using special technical means (computers, audio, cinema, video). When computers began to be widely used in the education process, the term "new information technology of education" appeared. But some researchers emphasize that it is possible to speak about a new information technology of education only if it satisfies the basic principles of pedagogical technology (preliminary design, reproducibility, integrity, etc.), solves problems that have not been theoretically or practically solved before. and if the means of transmitting information to the student is computer and information technology.

Information and Communication Technology (ICT) is "a wide range of digital technologies used to create, transmit and disseminate information and provide services (computer equipment, software, telephone lines, cellular communications, email, cellular and satellite technologies, wireless and cable communication, multimedia facilities, as well as the Internet).

Information and communication technology tools in the education system

All ICT tools used in the education system can be divided into two types: hardware and software.

Hardware:

A computer is a universal information processing device. The printer allows you to record on paper the information found and created by students or a teacher for students. For many school applications, a color printer is desirable.

The projector increases the level of visibility in the work of the teacher, as well as the ability for students to present the results of their work to the whole class.

The telecommunications block gives access to Russian and world information resources, allows distance learning and correspondence with other schools.

Devices for entering textual information and manipulating screen objects - keyboard and mouse The corresponding devices play a special role for students with motor problems, for example, with cerebral palsy.

Devices for recording (inputting) visual and sound information (scanner, camera, video camera, audio and video recorder) make it possible to directly include information images of the world around in the educational process.

Data recording devices (sensors with interfaces) significantly expand the class of physical, chemical, biological, and ecological processes included in education while reducing the training time spent on routine data processing.

Computer-controlled devices enable students of various levels of ability to master the principles and technologies of automatic control.

Intra-class and intra-school networks allow more efficient use of available information, technical and temporary (human) resources, provide general access to the global information network.

Audio-video means provide an effective communication environment for educational work and public events.

Software:

General purpose and related to hardware (drivers, etc.) make it possible to work with all kinds of information.

Sources of information - organized information arrays - encyclopedias on CDs, information sites and Internet search engines, including those specialized for educational applications.

Virtual constructors allow you to create visual and symbolic models of mathematical and physical reality and conduct experiments with these models.

Simulators allow you to practice automatic skills of working with information objects: text input, operating with graphic objects on the screen, etc.

Test environments allow you to design and apply automated tests in which the student receives a task in whole or in part through a computer, and the result of the task is also fully or partially evaluated by the computer.

Complex training packages (electronic textbooks) - combinations of software tools of the types listed above - to the greatest extent automate the educational process in its traditional forms, the most time-consuming to create, the most limiting the independence of the teacher and student.

Management information systems ensure the passage of information flows between all participants in the educational process: students, teachers, administration, parents, and the public.

Expert systems - a software system that uses the knowledge of an expert to effectively solve problems in any subject area.

Information and communication technologies in scientific activity

The breakthrough in the field of ICT, which is currently taking place, forces us to reconsider the organization of information support for research activities. There are several possibilities for using information technology:

1.to search for literature

a) in the electronic catalog of the library of the educational institution;

b) on the Internet using browsers such as Internet Explorer, Mozilla Firefox, etc., various search engines (Yandex.ru, Rambler.ru, Mail.ru, Aport.ru, Google.ru, Metabot.ru, Search.com, Yahoo .com, Lycos.com, etc.);

2.to work with literature in the course of summarizing, taking notes, annotating, citing, etc.;

3.for automatic translation of texts using translation programs (PROMT XT), using electronic dictionaries (Abby Lingvo 7.0.);

4.for storage and accumulation of information (CD-, DVD-disks, external storage devices on magnetic disks, Flash-disks);

5.for planning the research process (Microsoft Outlook management system);

6.to communicate with leading experts (Internet, e-mail);

7.for processing and playback of graphics and sound (Microsoft Media Player, WinAmp, Apollo, WinDVD, zplayer, ACD See, PhotoShop, CorelDraw image viewers, programs for creating diagrams, drawings and graphs Visio), etc.;

8.to promote and implement the results of the study (speeches in video forums, teleconferences, publications in the media, the Internet).

Also, information technologies can assist in the creation of educational and educational films, cartoons, programs, social advertising commercials for television, educational computer programs, games, interactive travel, encyclopedias, etc. based on the results of the study.

We consider it necessary in this work to pay special attention to such an ICT tool as a telecommunications project, since it is a relatively complete set of activities (educational, research, creative or gaming), organized on the basis of computer telecommunications. In the course of this type of work, a complete study of the material on a particular topic is assumed using various kinds of influences.

When typifying projects, it should be noted that there are several features by which projects should be divided:

1.according to the dominant method (research, creative, adventure, game, practice-oriented);

2.according to the dominant content (literary-creative, natural-science, ecological, linguistic, cultural, role-playing, sports, geographical, historical, musical);

3.by the nature of coordination (direct (rigid, flexible), hidden (implicit));

4.by the nature of contacts (members of the same school, members of the same class, members of the same city, members of the same region, members of the same country, members of different countries);

5.by duration (short-term, long-term, episodic);

6.by the number of participants (individual, pair, group).

The description and development of such projects could be given a separate work and even, perhaps, a book.

Thus, in recent years, more and more often we hear about the renewal of the education system, the use of new pedagogical technologies. Today, teachers face more complex tasks than before, dictating the need to revise the entire arsenal of pedagogical means of developing a child's personality, with the aim of quickly introducing him to the rich world of speech in all its forms - reading, speaking, listening, writing. Methodologists

and teachers in practice noted that one of the means of organizing the speech activity of students in the classroom is innovative pedagogical technologies.

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