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THE USE OF INFORMATION TECHNOLOGIES IN LEARNING PROCESS

In education one of the main functions is to prepare students for life. Today this feature may be involved in the information society, where knowledge is considered as the main source of socio-cultural and political-economic development countries or nations. Information which includes and relies on the use of various communication channels now calls information and communication technologies [3].

The main educational value of information technologies is that they allow to create an immeasurable brighter multi-sensory interactive learning environment with almost unlimited potential opportunities available to both a teacher and a student. Unlike conventional technical teaching aids, information technologies allow not only to saturate a student with a lot of knowledge, but also to develop students' intellectual, creative abilities, their skills to independently acquire new knowledge, and work with various sources of information.

The functions of a computer as a tool for a student's activities are based on its ability to accurately record facts, store and transmit a large amount of information, grouping and statistical data processing. This allows to use it to optimize learning management, increase the effectiveness and objectivity of the educational process with significant savings of a teacher's time in the following areas: information support; diagnostics, registration and systematization of training parameters; work with educational materials (search, analysis, selection, design, creation); organization of teamwork; implementation of distance learning.

When working with educational materials, the PC provides the teacher with various types of assistance, which consists not only of simplifying the search for the necessary information when creating new educational materials through the use of reference and information systems, but also of the design of materials for instruction (texts, drawings, graphs), as well as in the analysis of existing developments.

Automatic analysis, selection and prediction of the effectiveness of educational materials are important areas of using a computer as a tool for information support of educational activities. The teacher can not only conduct the selection of materials for training (make lexical and grammatical minimum, select texts and exercises), but also analyze texts and entire textbooks [2].

Online learning opportunities are actively used nowadays in different countries. Online learning opportunities and the use of open educational resources (Virtual or online learning, Full-time online schools, Blended learning) and other technologies can increase educational productivity by better utilizing teacher time; accelerating the rate of learning and reducing costs associated with instructional materials or program delivery.

Open educational resources are learning, teaching, or research resources that reside in the public domain and are freely available over the Web. They are an important infrastructure element for learning and range from podcasts to digital libraries to textbooks and games [4].

Thus, the participation of both the teacher and the computer in the learning process significantly improves the quality of education. Using the proposed methodology activates the teaching process, increases students' interest in the discipline under study and the effectiveness of the educational process.

The cooperation of the teacher and the computer makes the discipline more accessible for understanding by various categories of students, improves the quality of its mastery [1, c. 545]. But it makes higher demands on the level of teacher training and his qualifications, which should not only own traditional teaching methods, but

also be able to modernize them in accordance with the specifics of the students, using modern achievements of science and technology.

However, the computer, carrying out a number of functions of the teacher, will not be able to completely replace the teacher for a number of reasons. On the computer, those aspects of the teacher's activities that are related to his educational functions cannot be completely imitated. A computer cannot replace human communication and understand the secret of human thought. The most constructive approach seems to be that information and communication technologies should not be opposed to the teacher, but it is advisable to consider it as a means of supporting the professional activity of the teacher.

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