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## MODERN INFORMATION AND COMMUNICATION TECHNOLOGIES AND THEIR ROLE IN THE EDUCATION SYSTEM

**S. E. Kegeyan**

*Candidate of Philological Sciences,  
associate professor,  
Sochi State University,  
Sochi, Krasnodar Territory, Russia*

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**Summary.** Information technologies help in promoting opportunities of knowledge sharing throughout the world. Accurate and right information is necessary for effective teaching and learning; and information technologies are “set of tools that can help provide the right people with the right information at the right time.” Students are independent and they can make best decisions possible about their studies, learning time, place and resources. Students are able to work in collaborative and interactive learning environments effectively communicating, sharing information and exchanging ideas and learning experiences with all in the environment.

**Keywords:** information technologies; education system; informatization; modernization process; communication tools; electronic educational resources.

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Informatization is considered today as one of the main ways to modernize the education system. This is connected not only with the development of engineering and technology, but, above all, with the changes that are caused by the

development of the information society, in which the main value is information and the ability to work with it. Accordingly, one of the main tasks of the modern education system is the development of projects and programs that contribute to the formation of a person in modern society. The main goal of the teaching staff is to create conditions for the identification and development of the abilities of each child, the formation of a personality that has solid basic knowledge and is able to adapt to the conditions of modern life. Informatization of education should be considered as one of the important means of achieving this goal. This refers to the solution of a number of successive tasks: technical equipment, the creation of didactic tools, the development of new teaching technologies, etc., which determine the stages of the modernization process [3].

The development of information technologies and means of telecommunications creates the basis for the implementation of scientific and educational programs at a qualitatively new level. The creation of high-speed telecommunications and the development of real-time technologies makes it possible to implement models of a distributed educational environment built on technologies for remote access to information resources and computer communication tools [2].

Despite the lack of telecommunications resources, these technologies are already firmly established in the practice of educational institutions. E-mail, which ten years ago seemed like a significant advance in the development of communication technologies, has been replaced by on-line technologies. And unique laboratory experimental and computing complexes became available thanks to automation tools and computer technologies for remote control.

The advantages of such technologies are obvious. They allow combining the material and computing resources of educational and scientific centers to solve complex problems, attract leading experts and create distributed scientific laboratories, organize online access to shared resources and joint conduct of computational and laboratory experiments, and implement joint scientific projects and educational programs [1].

An important quality of modern information and communication technologies (ICT) is their versatility, they can be the basis for organizing any activity related to information exchange, the basis for creating a common information space.

Information technologies arise as a means of resolving the contradiction between the knowledge accumulating in ever-increasing volumes, on the one hand, and the possibilities and extent of their social use, on the other hand. Hence the dual role of ICT: on the one hand, it is a means of transforming knowledge into an information resource of society, and on the other hand, it is a means of implementing social technologies and converting them into social information technologies that can already be directly used in public administration and public self-government systems [4].

Let us designate the main didactic requirements for information and communication technologies in education in order to increase the effectiveness of their use in the educational process: motivation in the use of various didactic

materials; a clear definition of the role, place, purpose and time of using electronic educational resources and computer learning tools; the leading role of the teacher in conducting classes; introducing into the technology only such components that guarantee the quality of education; compliance of the methodology of computer training with the general strategy for conducting a training session; taking into account the fact that the introduction of electronic educational resources, computer training programs into the set of teaching aids requires a revision of all components of the system and a change in the general teaching methodology; ensuring a high degree of individualization of training; providing sustainable feedback in learning, etc.

The application of general didactic principles of teaching and the implementation of the indicated requirements for the use of ICT in the educational process will help improve the quality of training. Therefore, they should be considered in the context of the goals of education and scientific understanding of the practice of educational activities, based on the principles of the expediency and effectiveness of using ICT in the educational process.

ICTs expand the possibilities of the educational environment, both with a variety of software tools and methods for developing the creativity of students. Among such software tools are modeling programs, search, intellectual training, expert systems, programs for conducting business games. In fact, in all modern electronic textbooks, the emphasis is on the development of creative thinking. To this end, they offer tasks of a heuristic, creative nature, pose questions that cannot be answered unambiguously, etc. Communication technologies make it possible to implement methods that activate creative activity in a new way. Students can join discussions that are held not only in the classroom or class, but also virtually, for example, on the websites of periodicals, training centers. Students of various educational institutions can participate in the implementation of joint creative projects.

The use of laboratory equipment makes it possible to organize a demonstration experiment in real time, which enhances the understanding of the material and its assimilation. The use of satellite technologies allows moving to a higher level of using information and communication technologies in the educational process [5].

The use of ICT in the education system actualizes their communicative component. The penetration of computer telecommunications into the field of education initiated the development of new educational technologies, when the technical component of the educational process leads to a significant change in education. The development of computer telecommunications in education initiated the emergence of new educational practices, which in turn contributed to the transformation of the educational system as a whole. The boundaries of the educational sphere, localized by the institutional, temporal and spatial framework, have been significantly expanded through the introduction of telecommunication technologies in the educational process [1].

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