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APPLICATION OF EDUCATIONAL TECHNOLOGIES TO THE PROCESS OF TEACHING

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ABSTRACT

The successful design of pedagogical technology and the guarantee of the final result depend on the teacher's level of understanding of the essence of didactic issues and their ability to correctly assess them in the classroom.

Keywords: teaching process, creative approach, science, educational technology.

Teaching needs to select only the information they need and quantify it according to the student's ability to master it. How to make physics education more challenging, relevant, and attractive for our high school students? How to stimulate the development of creative thinking, problem solving, and other higher cognitive skills? In many countries, governments like to stimulate science and technology at universities. Defining a clear educational goal in each lesson is one of the most important conditions in the design of teaching technology. This defines the diagnostic purpose of science education. In fact, every science has accumulated a great deal of knowledge since its inception, and it is enriching rapidly.

The use of new educational technologies in the process of teaching private subjects also contributes to the formation of such qualities as independent thinking, self-study, creative approach to activities, which serve to ensure the development of the individual. Therefore, below we will talk about the use of educational technologies in the teaching of private subjects, to reveal their inner potential in this area. The application of educational technologies in the process of teaching the exact and natural sciences allows to update the content of natural sciences, to provide students with in-depth theoretical knowledge of their basics, to form and improve practical skills based on theoretical knowledge.

The continuous process of development is different in different disciplines, even between the same disciplines. Therefore, it is a good idea to use abstraction steps and a description of the relevant learning element to clearly define the purpose of the study topics. Every science develops step by step.

Abstract steps for clearly defining educational goals by topic:

- The properties and attributes of the object are noted and the element of mastery is explained in ordinary language.
- Concepts, terms and laws specific to science are expressed in scientific language, forming an element of mastery.
- Certain phenomena related to science are explained on the basis of their numerical theories.
- Determined by implementation using a high-level generalization of the description.

Productive activity is organized on the basis of certain pedagogical guidelines, but here the sequence of actions, the rules of procedure are carried out in a way that is currently updated or unknown to anyone. Using the academic level of the subject and these parameters, a coefficient is introduced to assess the quality of students' knowledge. The extent to which students master the element of learning depends on their performance. Activities can be done independently with or without instructions. Appropriate tests should be developed to determine the level of

mastery mentioned above. Tests are tasks that require a certain level of knowledge to perform an activity. In order to measure and evaluate the correctness of the test, a standard is developed for each test using the expert method. Using a standard, it is not difficult to determine the number of serious actions that will lead to a test solution. After comparing the student's answer with the standard, an appropriate conclusion is made about the quality of the test and the coefficient of mastering is determined using the correct actions. Thus, the introduction of accurate calculation methods using the coefficient of mastering the quality of students' experience in the pedagogical cycle allows to express one of the important principles of pedagogical technology. This is the principle of completeness of education. This principle allows for ineffective teaching in schools to find solutions and directions to problems.

The third didactic issue is the "content of education" or a specific set of information through which the universal and national experiences are passed on to the younger generation. There are many mastering subjects in educational institutions, but the number of mastering elements is limited depending on the type of educational institution. It is well known that the acquisition of knowledge by students is the result of their own learning activities. Each learning activity is built on a common project and incorporates corrective action. These activities can be done directly by the teacher and the textbook. The element of mastery is manifested in a separate, specific stage of learning. In particular, the implementation of the intended action and the mastery of the learning tasks are ensured as follows:

- Students understand the nature of the assignments given by the teacher;
- their active acceptance of assignments;
- students complete homework independently;
- Independent completion of certain learning tasks by them.

One of the most important characteristics of a learning activity is its outcome. Objective correctness of the decision, the number of actions and steps taken before the result, time spent, the importance of the activity for the subject, the student's satisfaction with his workload, the amount of mental and physical effort expended, etc. factors. So, as it is understood from the above-mentioned ideas, it is important to take into account the specifics of the subject in the application of pedagogical technologies in the process of teaching mathematics. New technologies based on ICT are appearing in different areas. In the field of education, ICT ignites important changes. Availability of ICT is an indicator showing the progress and development of a society. ICT literacy has become one of the most significant life skills or competences and has been influencing many areas in life. An individual wanting to function in society in a socially acceptable manner must, therefore, be digitally literate. Digital literacy can be defined as the ability to use digital environments to acquire important knowledge. A digitally literate individual can:

- Recognize IT needs;
- Effectively acquire necessary data;
- Be critical to information and sources;
- Incorporate gathered data into its own skill set;
- Use the information to achieve set goals; and
- Follow ethical rules and legal regulations regarding acquiring and use of information.

The use of ICT in the educational process has its own advantages. Nevertheless, the quality of the lessons still depends primarily on the teacher, who forms learning objectives, content, forms of work, etc. The classic role of the teacher as the transmitter of knowledge is diminishing, while the role of the teacher as a facilitator, who directs and encourages the acquisition of new knowledge, is increasing. The teacher's guiding of information, obtained by a student with the help of ICT, improves quality of knowledge and helps students to create a holistic image of the world and themselves. At the same time, it represents the foundation for learning and education development.

When using ICT, it is crucial that teachers are critical to the devices they use. They need to use ICT intelligently and in particular in accordance with the educational objectives and the modern pedagogical principles. Use of ICT increases teacher productivity and saves time mainly for the following:

- Daily lesson planning and updating,
- Adapting to individual student's needs,
- Presentation of learning content,
- The creation and maintenance of the evaluation,
- The creation of a wide variety of exam questions, and
- Keeping reports, records, and archives with the possibility of rapid data acquisitions and additions.

Furthermore, teachers examining different ways of incorporating ICT in the education process in order to increase the effectiveness of their work are also developing their entrepreneurship competences.

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