



## USING THE POSSIBILITIES OF THE INTERNET SPACE FOR EDUCATIONAL WORK IN THE CLASSROOM

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Information and communication technologies have firmly entered the educational process as a means of organizing the cognitive activity of students.

Our information XXI century (the age of high technologies) requires new approaches to the education system. Currently, goals and technologies in education in most countries of the world reflect the ideas of the humanistic direction in pedagogy and philosophy of education. Here we are talking about the formation of personal development as the main component of this goal, that is, training should be developing in terms of the development of independent creative and critical thinking.

A teacher who does not know who he should educate, educates only himself, i.e. continues his own upbringing. The dispute about the goals and objectives of education has been going on since ancient times. K. D. Ushinsky also wrote: "If you are told that the purpose of education is to make a person happy, then you have the right to ask what the educator means by the name of happiness; because, as you know, there is no object in the world that people would look at so differently as happiness: what seems to be happiness to one, may seem to another not only an indifferent circumstance, but even just a misfortune".

At the same time, the question most often arises whether it is always useful for a child to be constantly happy, whether this will not lead to bitter disappointment, helplessness when a young person is faced with injustice, the need to choose a way to solve emerging social problems.

Therefore, teachers should take care of both the present and the future of a young person, preparing him for the difficulties of life.

Analyzing the work of researchers on the problem of child rearing, it is possible to identify a number of provisions that should be accepted as regularities of this process.

The first regularity: the upbringing of a child is carried out only on the basis of the activity of the child himself in his interaction with the surrounding social environment. Any educational task should be solved through the initiation of the child's activity: physical development - through physical exercises, moral - through constant orientation to the well-being of another person, intellectual - through mental activity, etc. The second pattern: determines the unity of education and upbringing.



The training is based mainly on the development of the basics of various sciences by students. Education is connected with the development of the child of those norms of behavior that have developed in society, as well as with the formation of personal traits and qualities of a person.

Sometimes you can observe: another person has certain knowledge and skills, but lacks education (the culture of attitude towards people suffers, social motives of behavior are not developed, etc.).

The third pattern assumes the integrity of educational influences, which is ensured by the unity of the recited social attitudes and real actions of the teacher (the absence of such unity is characterized by the fact that he approves one thing, but does another, calls for activity, but shows passivity, etc.). A holistic approach to the organization of educational work assumes: the adequacy of each teacher's activities to a common goal; the unity of education and self-education.

These patterns define the principles of the educational process and express the basic requirements for the content, definition of forms and methods of educational work. Thus, the moral side of teaching is always important in the education system; scientific and informative (modern scientific level); evidence-based and argumentative (availability of a sufficient number of vivid, convincing examples, facts, justifications, documents and scientific evidence); emotionality of the presentation form; determination of relevance, connection with practice, place in the system of other sciences; activation of students' thinking, setting questions for reflection; clear structure and logic of disclosure of consistently stated questions; methodical processing – deducing the main thoughts and statements, emphasizing conclusions, repeating them in various formulations; presentation in accessible and clear language, explanation of newly introduced terms and names.

The use of Internet technologies by the teacher in their lessons will inevitably lead the general education lesson beyond the scope of both the lesson and the subject itself.

By connecting to the Internet, schools satisfy their needs in the search, collection and processing of material, which in turn expands the possibilities of implementing educational goals and objectives. The task of a modern school is the successful development of a student's personality, changing and improving his personal data, which is an important condition for the development and formation of a student, as he becomes a full-fledged user of the world information space.

The possibilities of computer technologies are as follows: a computer as a means of searching for information (text, video and audio sequences); a computer as a means of processing information; a computer as a means of providing visibility; a computer as a means of communication – a website, mail, etc.

The use of ICT makes it possible to optimize the educational process, to involve students in it as subjects of the educational space, to develop independence, creativity and critical thinking. At the expense of what is this happening? First of all, audio and





video sequences help to recreate the situation, immersing us in certain states. It is this mechanism – emotional immersion – that underlies new opportunities. Computer technology allows information to be concise, and at the same time – vivid. Add to this the interest of schoolchildren in computers, and we will get the inclusion of the emotional sphere, which forms a special attitude to the world, the very "value sieve".

However, the effectiveness of the use of information technologies largely depends on a clear idea of the place they should occupy in the most complex complex of relationships arising in the teacher–student interaction system. It is impossible not to note the importance of other means and mechanisms of educational work, since by and large this is only a means that should be adequate to the main educational goals and objectives.

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