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INFORMATION TECHNOLOGY IN PRIMARY EDUCATION AND ORGANIZING MULTIMEDIA LESSONS

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Abstract
This article provides information on information and communication technologies, information on the organization of information technologies and multimedia lessons in primary education.

Keywords: multimedia, modeling, theoretical, table, ICT, graphics, text

The modern era in the global educational information space. This process is accompanied by significant changes in the pedagogical theory and the educational process, which are related to making adjustments to the content of educational technologies, which should be compatible with modern technical capabilities and contribute to the child's full access to the information society . Computer technology should not be an additional "add-on" to teaching, but an integral part of the overall educational process that significantly increases its effectiveness; the development of society is characterized by the strong influence of computer technologies, which penetrate into all spheres of human activity and ensure the spread of information flows in society. global information space. An integral and important part of these processes is the computerization of education.

Currently, it is difficult to imagine existence outside the sphere of information and information technology. The increasing number of different types of information forces us to introduce new, advanced methods and tools for its processing, and modern life conditions increase more and more requirements for its storage, transmission and security. Education is an integral part of human life , and at the same time it is a source of new knowledge in this field and the field of application of this knowledge .

In the primary education system, new pedagogical technologies, including information technologies, greatly contribute to the development of the motivation to learn. Lessons organized on the basis of information technology should meet the needs of the student according to organizational methods and methods of conducting. Because such lessons are closer to the psyche of the child. Achieving the goal based on arousing students' interest, desire and desire to learn learning materials is motivation, and this is the internal rapprochement of the teacher and students.

Information and communication technologies are methods and methods that combine all the possibilities of presenting knowledge, evidence and laws. Any technology is information technology, the basis of which is data reception and processing.

The primary education teacher, as a direct carrier of educational technology , should be aware of the latest news and conduct the lesson process in an interesting manner.

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The use of information technologies in primary grades shows students' mood, interests, lifestyle, worldview, thinking, mental and professional skills. The introduction of Internet technologies allows students to use information sources, increases the efficiency of independent work, to acquire and strengthen creativity, skills and abilities. provides new opportunities, creates conditions for the implementation of new forms and methods of education.

One of the main requirements of the National Training Program is to widely apply information technologies to the educational process and teach students to learn independently and think freely.

The use of multimedia in the process of primary education for the teacher:

- modern modeling of the lesson;
- to have additional data and information to deepen knowledge;
- provides an opportunity to prepare theoretical and independent work.

The use of multimedia in the process of primary education allows students to:

- arouse interest in science, control and strengthen their knowledge;
- quick access to encyclopedic information;
- to choose the speed and mastery level that is convenient for him in learning the subject;
- attracting to modern information and communication technologies, mastering it and forming the need for continuous work gives opportunities.

Multimedia is the presentation of objects and processes not in the form of traditional text, but with the help of photos , video, drawing, animation, sound.

Multimedia lessons help to solve the following didactic issues:

- acquisition of basic knowledge in science;
- ensure consistency of acquired knowledge;
- formation of self-control skills;
- development of the need for knowledge;
- providing educational and methodical support to students in independent work on educational material.

Teaching subjects based on multimedia technologies in primary grades is very effective. For this, it is necessary to create lectures on each subject of the training. On the basis of this development, a form of electronic presentation of theoretical and practical materials, which should be explained with the help of information technologies on all topics, is prepared. It would be appropriate if presentation slides were prepared for lesson developments and explained to the students through ideo-projectors. The fact that the multimedia presentation is not only textual and visual, but also audio and animated will be of great importance in the students' perfect mastery of the subject.

The main goal of the introduction of information and communication technologies into the educational process is to create new types of educational activities that are characteristic of the modern information environment. In the field of education , information and communication technologies are used to solve two main problems:

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teaching and management. In the process of teaching, information and communication technologies can be used, firstly, to provide students with educational information, and secondly, to monitor the success of their acquisition. From this point of view, information and communication technologies used in the teaching process are divided into two groups:

Technologies for providing information on education;

Management of technological knowledge.

V. According to Druzhinin, paperless, optical and electronic technologies are non-computer information technologies for providing educational information. They differ from each other in the way they provide educational information and are divided into paper, optical and electronic, respectively. Paper teaching aids include textbooks, study guides, and study guides; to optics - epiprojectors, slide projectors, graphic projectors, movie projectors, laser pointers; electronic televisions and laser disc players.

Computer information technologies for providing educational information include the following: technologies that use computer educational programs; multimedia technologies; distance learning technologies.

Information and communication technologies can be classified according to the level of interaction. For example, discrete and network related; interaction using various processing and storage options; Distributed database and distributed data processing. Network technologies that ensure the interaction of many users occupy a special place Global information technologies include models, methods and tools that formalize the use of society's information resources and enable their use.

intended for a specific field of application (research, teaching, etc.).

The most common information technologies:

Edit text data;

Processing of table and graphic data.

Information and communication technologies can be classified according to the following criteria:

Functionally oriented technologies;

Science-oriented technologies;

Problem-oriented technologies.

Functionally oriented technologies are designed to perform one of the usual relatively autonomous tasks of information processing. Such technologies can have a very high degree of flexibility and be available for development and reproduction in the future with minimal involvement of the consumer. Content -oriented information technologies are designed to solve a specific problem in a specific field. They maximally satisfy the specific requirements of this application and can have the least edge level. As a rule, their appearance is impossible without the participation of the future user.

The use of ICT in lessons allows you to move from a descriptive teaching method to an active method, in which the student becomes an active subject of educational activities.

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It helps in the conscious acquisition of knowledge by students. The use of ICT in primary education allows you to:
Enhancing students' knowledge activity;
Conducting lessons at a high aesthetic level (music, animation);
Individualize the student using multi -level tasks.
The modern child lives in the world of electronic culture. In the information culture, the role of the teacher is also changing - he should be the coordinator of the flow of information. Therefore, the teacher must master modern methods and new educational technologies in order to speak the same language as the child.
The teacher has a responsible task - to achieve full mastery of the program materials by each student. Taking into account the differences in the development of memory, thinking, and attention of students at different levels of preparation, the teacher is forced to pay attention to the average preparation of students. As a result, most of the students are very active in class. It is known that there are problems in teaching students with high or low mental activity, as well as those who missed classes due to illness. One of the ways to successfully teach this category of students can be the use of computer-based learning systems in the classroom. Students with high mental activity can use the computer to familiarize themselves with new material, get new information or deepen their knowledge . Students with an underestimated level of mental activity can work on the computer at an individual pace, which does not slow down the progress of the lesson in the program. Children who miss lessons can fill in the gaps in their knowledge during certain periods of the lesson or during extracurricular hours . The use of computer tests in lessons allows the teacher to have an objective idea of the level of mastery of the material learned in a short time , and to correct it in time. Thus, it is advisable to use a computer for studying.
In conclusion, it is worth saying that the main goal of the radical reform of the educational process is to secure our future by forming a mature person. Indeed, educating the young generation, who are the owners of our future, requires responsibility from us teachers. In particular, it is the task of today's teacher to develop skills such as independent thinking and logical thinking in the future generation.

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