

# Infocommunication Technologies In Education: Problems Of Implementation

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## Summary

This article proposes to consider the experience of using information and communication technologies in educational processes and social practices of Ukrainian universities. The history of the introduction of information and communication technologies in the development of the higher education system is considered, the system of organizing the information space of universities is investigated. The distinctive features of the structure of a single information space, as well as distance e-learning technologies are highlighted. Empirical material obtained in the course of sociological research is used to discuss specific examples of the use of ICT in universities.

## Key words:

*information technology, communication technologies, education system, educational process, ICT competence.*

## 1. Introduction

Soberly assessing the situation of the current position of the Ukraine state in the system of world-class higher education, it is quite difficult not to notice the fact of some lag behind developed countries in the speed of the process of integration and adaptation to a single open educational space [10].

You can endlessly analyze the situation, look for weighty excuses, like a delay, motivating this by the fact that Ukraine is a patriarchal country with unshakable traditions, but it would be more effective to try to intensively organize such a media educational space that could form a healthy competition for the European community, while it costs take into account the experience of advanced countries and search for possible ways to solve the problems that arise during its organization.

The purpose of the article is to study problems of this kind and find the most rational and convenient solutions for the country. Having overcome the lagging behind, Ukraine has a real chance to take an advantageous place ("place in the

sun") in the educational services export market. But for this it is necessary to resolve, first of all, internal contradictions, such as:

1) The introduction of new infocommunication technologies in the educational process, which will speed up the search and processing of information (the need is caused by the current inflation of knowledge, in the context of a rapid increase in the flow of information; indirectly, it will help to revise the training and retraining of specialists in a particular field, i.e. takes into account the necessary factor of their mobility, competitiveness, imparting skills, effective work with information).

2) Integration of media and educational space (ensuring the educational process with the active use of existing telecommunications, creating a dedicated network, channels, university portals in order to provide educational resources in remote areas of the Irkutsk region).

3) Consideration of the problem of spatial gaps (holes) in the media space (as you know on the Internet it is often very difficult to find "clean" information, every day we are faced with the problem of sorting information, which takes a huge amount of precious time and material resources) [12].

4) Finally, adaptation to the proposed innovations (special attention should be paid to the human factor - to follow the processes of addiction and continuity from a psychological, pedagogical, social point of view).

At the end of our work, it is proposed to consider ways of solving the above difficulties and a forecast of the position of the Ukrainian educational space in the world arena drawn up on their basis.

## 2. Theoretical Consideration

The beginning of the III millennium is characterized by the understanding that intellectual potential is the main factor in the development of civilization. The main factors for the growth of intellectual potential are science and education. The most promising technologies among the entire spectrum of innovative technologies, from the point of view of the fastest solution to the global problem of raising the educational level of the population, are information and communication technologies of education. It should be noted that in today's realities of Ukraine, with its economic and political situation, huge territories, it is the infocommunication technologies used in the state and non-state spheres of the educational market that are a real positive response to solving the problem of increasing the population with higher education in Ukraine, which is necessary condition for the progress of our country. In connection with the above, in education there is a problem of "transformation" of the classical education system, its adaptation to innovative processes of improving quality in the system of information and communication education. The reason for the introduction of information technologies in all spheres of human life lies in the increasing volume of information every day that a person encounters every day, with the transition of society to an information civilization. Such global processes cannot but affect the education system. The use of information technologies in the pedagogical process is becoming one of the priority directions of the organization of the educational process in a higher professional educational institution [8-11].

Modern education should ensure the formation of graduates with a high level of professionalism and competence, capable of adapting to the changing conditions of professional activity. Thus, a professional educational institution is faced with the task of training a competitive specialist. Competitiveness should be considered in two aspects: the first is that a specialist has a high level of professionalism and competence, which includes a certain level of knowledge, skills, and abilities that make it possible to become a highly qualified specialist, intellectually and creatively developed. And the second, important in our opinion, is personal readiness to work in a market, in a competitive environment. This is the formation of a self-sufficient personality, capable of independently making decisions, taking the initiative, responsibility, capable of self-presentation, the ability to effectively interact with others. For pedagogical education, the issue of using the entire range of available information and communication technologies in various types of professional activities is especially relevant in connection with the special mission of this educational system aimed at training teachers for future generations. Foreseeing that information and communication technologies

will soon become the "core" of the educational process, it is necessary to form a general information culture among students, to develop their infocommunication competencies.

The introduction of information technologies will also make it possible to solve a number of applied problems to optimize the educational process, increase the active role of the student through his inclusion in various types of activities, including independent, the development of his motivation for educational activities, which, in turn, affects the improvement of the quality of the educational process.

For example, modern PC software will make it possible to apply information technologies when creating multimedia documents, using simultaneously text, mathematical and multimedia packages. With their help, it will be possible to create films both for demonstration during classes in the classroom using a video projector and a wall screen, and in the corridors of educational institutions using portable monitors. The use of such films in the educational process will significantly revitalize and optimize, in our opinion, the process of mastering knowledge and improve the quality of education. If, at the same time, students will be involved in the compilation of video clips using the mentioned multimedia packages, this will also increase their interest in the subjects studied. The films created can be posted on the websites of educational institutions, access to which is provided via the Internet or local networks [13].

It is no secret that in addition to the standardized education that a person can receive in an educational institution (school, college, university), there are alternative types of education. This refers to all kinds of advanced training courses, specialized courses, distance courses, etc. Thanks to information technology, a person can get the necessary education in a fairly short time, practically without leaving home. This can be knowledge by profession, information from the field of culture, etc [1-3].

The use of multimedia technology makes it possible to distribute interactive learning through the network of multimedia classes or via the Internet. Users can take the training program in their field at a convenient time for them. A characteristic feature of higher education is the predominant importance of the student's independent work. This means that he must master most of the educational material on his own, using the recommended teaching aids, with the help of a teacher, mainly of a methodological nature. However, as practice shows, a significant part of first-year students are not ready for the form of education accepted at the university and experience certain difficulties before learning to work on their own. At first, such students need additional guidance, which the teacher, most often, is not able to provide personally, but which becomes possible by means of modern information technologies in the form of interactive teaching aids.

The analysis of scientific and methodological literature has shown that the methodology of using infocommunication technologies in the study of various disciplines in the Ukraine educational process is at the initial stage of its formation.

An analysis of scientific and methodological research and the current state of university education, in particular, linguistic education, allows us to talk about the existence of a whole complex of contradictions:

1) between learning opportunities with computer support and the lack of didactic material on the use of infocommunication technologies in teaching humanitarian disciplines;

2) between a huge amount of work in the field of information technology and a clear lack of methodological developments on the use of various means of infocommunication technologies in teaching humanitarian disciplines;

3) between the requirements of the modern educational system, aimed at training a specialist who is able to independently replenish and update knowledge, think critically and creatively, and the orientation of teachers towards the formation of students, mainly, knowledge and skills [4-7].

Taking into account the above contradictions, it seems relevant to solve the problem of designing the educational process using infocommunication technologies, substantiating the goals, content and technologies of teaching in the study of various disciplines by university students, in particular, a foreign language.

To summarize all of the above, I would like to once again note the relevance of the problem of using infocommunication technologies in combination with traditional approaches in education, since innovative pedagogical and infocommunication technologies are important components of the modern educational process aimed at the formation of a specialist with critical and creative thinking, able to function effectively in changing conditions of professional activity.

Today in Ukraine there are already schools where the computer plays one of the central roles in the organization of the pedagogical process - from scheduling, making calls, announcing programmed announcements, reminders through the ticker and electronic boards, chip systems at school entrance, payment for breakfasts and lunches through electronic cards before prompt communication with parents via mobile communications and the Internet. But, unfortunately, there are still very few schools of this type, the majority of educational institutions in our country are practically or insignificantly equipped with the latest equipment, so Ukraine does not have to dream of a high-tech school of the 21st century in the near future.

## Conclusions

An important problem today is not only the presence of spatial gaps in education, but also their expansion due to the development of the media. The information space, not controlled by the pedagogical community, does not fall under the pedagogical analysis, which in turn leads to the destruction of the integrity of the educational space. In addition to the destruction of the integrity of the educational space, a number of other problems have been identified that arise as a result of spatial lacunarity. This is information overload, that is, the amount of potential knowledge obviously exceeds the ability of a person to master it. According to the observations of specialists, spatial lacunarity has a strong influence on students, and every year the influence noticeably increases, while the authority of the classical higher professional school, on the contrary, decreases. It is necessary to choose such a strategy for the development of education so that the gap between the media and educational space does not grow, but is bridged.

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