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# Use of Information Technologies in the Process Teaching Psychological and Pedagogical Disciplines at the University

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**ABSTRACT:** Currently, society has already changed its priorities, the concept has arisen postindustrial society (information society), it is more interested in its citizens being able to independently, actively act, make decisions, adapt flexibly to changing living conditions. The life of a modern person is closely related to improvement and mass the spread of information technology, which covering many areas of its activities, more and more penetrate into the field of humanitarian disciplines, in particular, in psychological and pedagogical.

**KEYWORDS:** information technologies, types of educational activity, students, university, psychological and pedagogical disciplines.

Today, the most obvious fact is that a new quality of education is impossible. get it by solving pedagogical problems with outdated methods. Others Wanted strategies and innovative technologies. Modern pedagogical technologies are unthinkable without the widespread use of information technology. This is explained new living conditions: large amounts of information, communication skills, development of society. Therefore, at present, information technology occupies an important place in the professional activity of a teacher.

Psychological and pedagogical processes are complex. IT in education contribute to the formation in the minds of students of a holistic picture of psychological pedagogical process, interactive models allow you to independently design process, correct your mistakes. The use of information technology in the classroom of pedagogy and psychology allows:

- 1) Organize an open education system, which makes it possible to develop each student has his own learning path;
- 2) To restructure the organization of the procedure for teaching students, thereby developing them systemic thinking;
- 3) Intelligently form the cognitive activity of students;
- 4) Apply IT with the intention of becoming an individualization of the educational process and turning to modern cognitive means;
- 5) To cognize various processes and phenomena in the micro- and macrocosm, in the depths of complex psychological and pedagogical systems based on the use of the capabilities of computer graphics and simulations;
- 6) Demonstrate, in a volume suitable for study, a variety of psychological pedagogical processes.

When explaining new material in a lecture, we turn to the following types educational activities:

- 1) Slideshow. Represents alternating pictures (photographs, drawings) with soundtrack. The slideshow makes it possible to illustrate a new material to interest students.
- 2) Video fragments. Make it possible to use video material as a productive tool for modeling a problem pedagogical situation on classes, in order to find a solution to the correct and effective way.
- 3) Color drawings and photos. This type contributes to the saturation of the lesson with large the number of color illustrations, which makes it possible to deepen students' knowledge of studied subject or phenomenon.
- 4) Interactive models and drawings, diagrams. Interactive models - animation, move which depends on the given initial conditions. In psychology classes they can used to imitate mental processes. This type of object includes interactive tables in which fragments can "come to life" in short animations or change size with the formation of new parts.
- 5) Animation. It is a multimedia technology that is reproduction of a sequence of pictures, creating the effect of moving images for an illustrative example of the mechanisms of various mental processes, including number and

pedagogical processes. Thanks to the animation, a qualified an explanation of the process with the necessary visual accents.

6) A multimedia presentation is a program that can contain text materials, photographs, drawings, slideshows, sound design and voiceover accompaniment, video fragments and animation, three-dimensional graphics. Allows demonstrate educational material as a structure of bright support images charged comprehensive structured information in a similar manner. In this case various channels of students' perception are involved, which contributes to memorization material not only in factual, but also in associative form.

At the stage of consolidating the material under study, at seminars, we the following types of educational activities are applied:

- 1) Assignments with a choice of answers. In addition to text, the assignment may contain pictures, photographs, video and animation fragments.
- 2) Trainers. This type of work contributes to the consolidation of knowledge, allows to work out the ability to determine various kinds of processes.
- 3) Interactive tasks - tasks in which computer control is incorporated stages of execution and errors, there is a system of prompts for choosing the next step, branching system depending on the results of the first stage. Interactive tasks can contain photo, video and animation objects. Such tasks translate these objects from the category of illustrations to the category of teaching materials. IN teaching pedagogy and psychology can be used to create assignments, associated with experiment, processing of experimental data and for comparison information presented in various forms.
- 4) Interactive tables. This type of work is very convenient if interactive whiteboard. When filling out such tables, one student works at the blackboard and the rest record the table in a notebook. Interactive tables alike can be used for frontal work, under these circumstances filling tables are performed orally.

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