# THE ROLE OF INFORMATION AND COMMUNICATION TEACHNOLOGIES IN PREPARATION OF FUTURE TEACHERS OF HISTORY

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**Annotation:** *This article covers the effective results of the use of information communicative technologies in the training of future teachers of history.*

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The 21st century is a century of global informatization, innovative economic development, high computer technologies, intensive development of communication tools, and rapid social and economic changes. Education is a dynamic and continuous process. Its main task is to create an individual interest in acquiring knowledge, the ability to apply it in everyday life. Nowadays, the level of education of people significantly depends on the level of development of the country, the quality of life of its population. Today, we can't help but think about what awaits our students employer. We know that the future will require them to have a huge amount of knowledge in the field of modern technologies. Today, more job offers require minimal computer knowledge, and this percentage will only increase. But preparing future teachers of history is not just about being "ready to work". Students must learn new vital skills as modern technology penetrates more deeply into our lives. Requirements for the quality of education are constantly growing. The old, traditional teaching methods no longer keep up with these requirements.

Learning is the process of acquiring knowledge. Traditional source of knowledge – the textbook is limited in its capabilities. Students at various levels of education have always needed additional sources of information: libraries, museums, and archives. Now the widespread use of Internet information resources in training significantly helps. For a person living in the framework of modern civilization, the desire for visual perception of information is characteristic. Psychologists note that modern man is characterized by the desire for visual perception of information. Students are better able to perceive visual input. a row, rather than a text one. With the traditional approach to the study of history, the main burden falls on the auditory canal, while vision, which in natural conditions accounts for 80% of incoming information, remains chronically underloaded, and this is the most important type of memory that is

responsible for memorizing and assimilating material. A large amount of information, which is increasingly difficult to process manually, faceless textbooks (no diagrams, graphs, illustrations, etc.), lack of interest in the subject – all this forces the teacher to look for new methods of work, and the use of ICT in the classroom can help him. The use of multimedia technologies in the learning process contributes to a partial solution of this problem. Electronic textbooks created on the basis of multimedia have a strong impact on memory and imagination, facilitate the memorization process, make the lesson more interesting and dynamic, "immerse" the student in the environment of any historical era, create the illusion of co-presence, empathy, contribute to the formation of voluminous and vivid ideas about the past. The modern educational process involves the development of creative abilities of future teachers of history. Such a requirement dictates the need for students to work with information that is independently generated by them in the form of creative educational products. The solution of this problem is facilitated by the development of project technologies in the study of history. In this case, ICTs that are initially designed to create information products of various kinds (texts, presentations, etc.) and have a huge creative potential become an effective tool in the hands of students.

Information and communication technologies can: involve future teachers of history in the learning process, turn passive listeners into active figures, stimulate cognitive interest in history, give academic work a problematic, creative, and research character, largely contribute to updating the content of the history subject, individualize the learning process, and develop students' independent activities. The intensity of the educational process increases, the level of development of psychological mechanisms (imagination, memory, attention), and thought processes are activated. Currently, there are a large number of encyclopedic multimedia programs of a demonstration nature for the history course. Using ICT in teaching, the teacher sets the following goals:

- Effective training based on a scientifically developed program.
- Training that takes into account the individual data of future teachers of history.

Experience shows that the most convenient programs are Power Point, Paint, and Microsoft Office Publisher from the Microsoft Office suite. This choice is primarily due to the prevalence of this package and its uniformity – anyone who has an idea of at least one product of the package can quickly learn how to work in other programs.

Power Point allows both teachers and future teachers of history to become developers of their own software products. The use of computers in educational

activities is one of the most effective ways to increase the motivation and individualization of students' learning, develop creative abilities and create a successful emotional background. Experience with this program has shown that when preparing a project on the topic "Do you want to live with dignity? Know the Constitution!".

Today, there is a wide variety of multimedia textbooks that are of interest to future teachers of history of all ages and different levels of training (knowledge). The multimedia programs not only provide extensive historical material, but also illustrations and interactive tests. They aren't only tests, but also crosswords and games. Thus, with the help of multimedia applications, individualization of learning is achieved, since future teachers of history can work at a convenient pace, time and place. One of the most common electronic devices currently used in the educational process is the interactive whiteboard. Using such a whiteboard, the teacher: it can show future teachers of history graphs, charts, maps, and tables. The history teacher can recommend the interactive visual aid which contains a large number of maps for the period under study and helps in explaining the material: it is enough to find the necessary symbols in the legend. This manual is also of interest to future teachers of history. The introduction of an interactive whiteboard in the learning process allows you to create a comfortable emotional environment for learning the material. New technologies can become a tool for solving one of the main problems of pedagogy – creating students ' need for knowledge and desire to conquer new heights. The use of information technologies and the systematic use of PCs in the process of teaching humanities leads to the following results:

Improving the use of visual awareness in the classroom;

Improving class performance.

Establishing intersubject links with the basics of computer science and engineering, physics, literature, etc. The possibility of organizing project activities of students to create training programs under the guidance of teachers of computer science and history. And most importantly, students are changing their attitude to the PC as an expensive, exciting toy. Children are beginning to perceive it as a universal tool for working in any field of human activity. However, teachers who use ICTs in the classroom should not forget that any educational process is based on pedagogical principles. technologies. Informational educational resources should not replace them, but help them become more effective. They allow you to optimize the teacher's labor costs so that the educational process becomes more efficient. Information technologies are designed to relieve the teacher and help him focus on individual and creative work-to answer the "tricky" questions of

active students, and vice versa, to try to "stir up", "pull up" the weakest and most passive. A parallel "automated learning process" is just another pedagogical tool. In conclusion, I would like to say that a modern teacher simply must be able to work with modern teaching tools, at least in order to ensure one of the most important rights – the right to quality education.

## LIST OF LITERATURE:

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