



## The Role and Importance of Information Technology in the Educational Process

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**Abstract:** This article explores the significance of contemporary technology in philosophy education. It highlights the methodological challenges associated with understanding the issue of technological advancement in education. The piece delves into an examination of educational technologies featured in current scholarly and pedagogical works. These technologies encompass various educational approaches, types of learning activities, methods, techniques, and forms of instruction.

**Keywords:** Information technology, educational process, teaching philosophy, methodological difficulties, educational technology, pedagogy, technology of understanding.

### Introduction

In recent years, information systems and technologies have become deeply ingrained in human life, altering perceptions, thoughts, ethics, aesthetics, values, and worldviews. Computerization has permeated all aspects of society, notably in various human activities. While opinions on scientific and technological progress may vary, the reality is that the average modern individual relies heavily on gadgets, the Internet, and constant connectivity to the virtual world. Additionally, effective information assimilation, especially in education, is nearly impossible without computer technology. Today, the majority of students, teachers, and educators primarily utilize internet resources for lesson preparation or academic projects, as these platforms offer a wealth of information.

### RESEARCH METHODOLOGY

In the preparation of this article, methods of scientific knowledge such as complex approach, systematicity, generalization, analogy were used.

### DISCUSSION

The entire educational process in all its aspects today is closely connected with information technologies, which intensify it, making it possible to significantly increase the effectiveness of teacher-student interaction and its result.

A variety of electronic libraries, encyclopedic sites, portals with virtual excursions to various attractions of the world help both to broaden one's horizons and raise the level of education, and to create creative and scientific projects without leaving home, without wasting time and additional financial resources. This is also facilitated by the presence on the Internet of a huge, almost innumerable number of popular science and educational films and videos.

Virtual educational resources from local and global computer networks, along with computer programs and electronic textbooks, are integrating into the education system to enable remote learning. Distance learning has gained significant popularity in recent years and plays a vital role in modern education. When developing a distance learning course, thorough consideration is given to its content, ensuring a structured progression for students to acquire new competencies and knowledge. Visual design is also emphasized to enhance the learning experience by facilitating the navigation of educational materials, completion of tasks, and other activities.

Today, virtual platforms are extensively utilized in various domestic and international secondary and higher educational institutions to facilitate remote support for training courses and educational websites. The diverse array of tasks and materials available on the LMS Moodle virtual educational platform enables the organization of a tailored learning experience, promoting individualized instruction based on students' psychological characteristics, educational level, and workload from other courses. Students have the flexibility to progress through course materials at their preferred pace, while real-time education delivery options such as online lectures and seminars further enhance the learning process.

Another very valuable feature of this virtual educational platform is the orientation towards joint activities of students, contributing to the development of their teamwork skills. This function exists due to the presence in the arsenal of LMS Moodle resources such as: Glossary, Wiki, Forum, Blog, Chat, Workshop, as well as a personal messaging system that provides the exchange of various materials between student and teacher, as well as between students themselves.

Using all the listed features of this educational platform, a creative teacher is able to create a meaningful and, last but not least, an exciting course based on it. How can a philosophy teacher work with LMS Moodle elements and resources? Let's look at specific examples of the productive use of this virtual platform in teaching philosophy.

First of all, it should be noted that the variety of resources of the system provides the teacher with the opportunity to place educational and methodological materials that organize the activities of students in the electronic course he creates (for example, the work program of an academic discipline, a rating plan and details of points for certain types of work, a calendar and thematic plan, recommendations for working with various elements of the course and with the course in general, etc.), and all informative (specifically philosophical) materials necessary for productive work on the course "Philosophy" and its successful development. Filling the course with these resources allows students not to use dubious, randomly selected sources, but to turn to proven, adequate in content and form material, which does not need to spend precious time searching for.

In addition, the very large-scale and diverse set of elements and resources inherent

in the virtual learning system under consideration gives the philosophy teacher the opportunity to develop a fundamental distance learning course that is not only rich in content, but also attracts the attention of students with its fascination, brightness and versatility.

This course can and should be made not only theoretical, but also practice-oriented, which is most directly related to real life, their future professional activities. The latter is especially valuable because, among other things, it allows us to show in an accessible way that philosophy is by no means an abstract scholastic discipline divorced from life, but, on the contrary, is most directly related to all aspects of each person's existence.

In this regard, for example, students studying in the direction of “Pedagogical education” should be given a task of this type:

The task “Fragment of an extracurricular activity”;

I. Dear students! Select from the list below the issues that you think can be discussed with students (in an adapted form and with adapted content):

1. What is wisdom and who are the sages? 2. What is philosophy? 3. Who is a philosopher? Can anyone become a philosopher? 4. Why are a philosopher and a sage not the same thing? 5. What questions do philosophers ask themselves and others? 6. Why does a person need philosophy? 7. Can philosophy help a person in life? If so, how?

II. Develop a plan for an extracurricular activity dedicated to these issues (one or more) in duration.

In addition, an example of a practice-oriented task is the following:

The task “A person comes into the world as a student in order to one day become a teacher. The ethics of the teacher.”

“Dear students! You have already made your professional choice. The purpose of the second seminar is to help you understand the ethical features of a teacher's activity, determine what role such concepts as “professional pedagogical tact”, “professional pedagogical duty”, humane attitude and respect for the personality of a child and many other professionally important moral qualities of a teacher play in the pedagogical process. Read the questions for the workshop and prepare the answers. Good luck!

1. What is the subject of professional ethics? 2. Name the structural components of professional ethics. 3. What type of professions does the teaching profession belong to? Describe the professions of this type. 4. List the main types of professional activity of the teacher. What role do the moral qualities of the teacher play in them? 5. What are the ethical categories in pedagogy? What is the pedagogical duty of a teacher? 6. Describe a fair teacher. 7. What is the moral duty of a teacher? 8. Reveal the essence of professional pedagogical tact. 9. Create an image of the ideal teacher. Have you ever met such a teacher in your life?

## RESULTS

As noted above, the LMS Moodle virtual educational platform in many ways contains a significant amount of resources that help the teacher organize the collective work of students. As for the teaching philosophy, you can use these resources in a very productive and multifaceted way as follows:

1. Create on the basis of the “Glossary” and “Forum” elements, which allow you to operate not only text, but also graphic files, a variety of virtual encyclopedias (“Gallery of great philosophers”, “Dictionary of a novice philosopher”, “From the history of philosophical ideas”, etc.)

2. Using the resource "Assignment", you you can organize mini-conferences with collective presentations and the subsequent formation of a collection in an electronic course based on their results (possible topics: "What is a worldview and what can it be?"

The LMS Moodle virtual platform can also be used to develop students' individual creative and even artistic abilities. Students are given the opportunity to post in the electronic course not only presentations, essays, essays, reviews, etc., but also use their own drawings to illustrate them (for example, for creative projects "Symbol of Philosophy" or "How I see a real philosopher"), virtual photography albums and various photo collages based on the results of extracurricular activities on philosophical topics.

It is obvious that the era of information technology is a time when each of us can transfer our teaching experience into the virtual reality space. By developing their teaching skills in an information and digital educational environment, any teacher can create an electronic course that can contribute to providing more informative, comfortable and effective learning.

Manufacturability as a characteristic of the educational process presupposes the existence of a system of educational technologies (pedagogical tools) that allow solving an urgent task for modern education - to prepare a specialist with certain competencies necessary for successful professional activity in a certain field.

#### CONCLUSION

Currently, scientific and methodological generalization of the theory and practice of designing and implementing educational technologies at all levels of education is actively carried out in the scientific literature, the results of research in this area are included in the structure of training and advanced training of teaching staff. However, the development of the technological component of the educational process is somewhat weakened due to the weakness of its theoretical and methodological elaboration. One of the significant methodological difficulties in understanding the problem of technologization of education is due to the ambiguity of the interpretation of the concept of educational technology in pedagogy (researchers identify more than six aspects of understanding technology reflected in the definitions of this concept. Due to the noted semantic ambiguity of the concept under consideration, the arsenal of educational technologies reflected in modern scientific and pedagogical literature includes educational approaches, types of educational activities, methods, techniques, and forms of education.

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