and students can copy them into their notebooks, and a large amount of materials is provided, even if the teacher does not spend time repeating them. The demonstration of such videos (in this case, writing a synopsis on this topic) is carried out through a single computer.

As an information and teaching tool. The main emphasis in learning is now left to the child himself, the main activity of searching and processing information. In this case, the teacher acts as an organizer of the educational process, a leader in the independent activities of students, helping and supporting them. The use of computer testing to control Knowledge increases the effectiveness of the educational process, activates the cognitive activity of the student.

The combined use of multimedia presentations and workbooks should be the focus of attention. The subject of percentages is considered one of the most complex topics in mathematics. Most students are very bored when they write reports on the topic "percentage". And knowledge of the concept of" percentage " and the ability to solve related problems is absolutely necessary not only in mathematics, but also in everyday life. The Applied Value of" percentage " also deals with the economic, financial, demographic, and other aspects of everyday life.

In the lessons of using ICT on percentage topics, as in other lessons, the teacher will have to solve the following tasks: - didactic (preparation of educational material of the lesson, analysis of the computer program); - methodological (determination of methods of using ICT in the assignment of the topic, analysis of the results of the lesson, setting the following educational goals); - organizational (organization of work in such a way as to avoid overloading the student and inefficient spending of time); - training (strengthening and consolidating students ' knowledge on the topic under consideration and skills and abilities in the proposed program).

The effectiveness of classes largely depends on the safety and optimal order of use of technical training tools.

Therefore, it is necessary to take into account the duration of the use of technical means. The combination of information technologies and innovative pedagogical methods will improve the quality and effectiveness of Education, improving the compliance of the education system with the level and features of the development of students, which is one of the main principles of state policy in the field of education.

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THEORETICAL FOUNDATIONS OF USING THE POSSIBILITIES OF INFORMATION TECHNOLOGIES IN MATHEMATICS LESSONS

Orazgaliyeva M.A., Zhaksylyk M.G.

Karaganda university named after academician E. A. Buketov, Karaganda, Kazakhstan

E-mail: miraoma@mail.ru

The purpose of using a computer in a math lesson is to develop an interdisciplinary relationship between mathematics and computer science, develop computer literacy, and develop the student's self - study skills in the classroom. The use of ICT in mathematics lessons allows the teacher to save time on teaching materials due to visibility, test students ' knowledge in an interactive mode, develop intelligence, and improve the student's information culture.

The concept of using information technologies means using various computer programs and technical means and making them as effective as possible for use. Multimedia technologies can be considered as an explanatory and illustrative method of teaching, which is used to convey educational material to students through the use of vision and to make their perception more productive. The use of multimedia technologies in the classroom does not radically change the structure of the lesson. In the structure of the lesson, all the main stages are preserved for a long

time, only their description changes over time. It should be noted that in this case, the motivation period increases and becomes cognitive.

This is a necessary condition for the result of learning, because imagination is essential for the creative activity of the student in order to replenish knowledge. Structural convergence of a multimedia presentation with the use of hypertext links develops consistency and the ability to analyze. Thus, the multimedia presentation effectively and effectively corresponds to the didactic purpose of the lesson. In mathematics lessons, you can consider two types of ICT applications:

- multimedia illustrations;
- use the ability of multimedia tools for interactive communication.

When analyzing the basics of the theory of information technology in mathematics lessons, of course, along with the requirements for any subject, subject features should be taken into account.

Computer technologies provide the following opportunities: to gain time in more intensive learning, to make the lesson attractive and diverse, visual, to involve all students in the learning process, to introduce innovations using computer technology, to develop creative abilities and skills of independent work of students.

Сегодня, как показывает практика, при правильно подобранном виде и умении использовать набор информационных технологий, можно достичь необходимого уровня качества обучения.

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THE USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES IN THE EDUCATIONAL PROCESS

[1]Seitimbetova A.B., [2]Issayeva A.K.

Karaganda University named after Academician E.A. Buketov, Karaganda, Kazakhstan

E-mail:[1]s_b_aigerim@mail.ru [2]isa_aiga@mail.ru

Training, education and development of the new generation is carried out in an information-rich environment. Information technologies dictate new requirements for the professional and pedagogical qualities of a teacher, for the methodological and organizational aspects of using information and communication technologies in teaching. Today, any teacher has at his disposal numerous opportunities for using ICT tools in the learning process - this is information from the Internet, electronic textbooks, dictionaries and reference books, presentations, programs, various types of communication - chats, forums, blogs, e-mail, teleconferences, webinars and much more. Thanks to this, the content of training is updated, there is a rapid exchange of information between participants in the educational process. At the same time, the teacher not only educates, develops and educates the child, but with the introduction of new technologies, he receives a powerful incentive for self-education, professional growth and creative development. In addition, the use of ICT in teaching helps the teacher to solve such didactic tasks as:

- the formation of sustainable motivation;
- activation of mental abilities of students;
- involvement of passive students in the work;
- increasing the intensity of the educational process;
- ensuring live communication with representatives of other countries and cultures;
- providing the educational process with modern materials;
- accustoming students to independent work with various sources of information;
- implementation of a student-oriented and differentiated approach to learning;